# Table of Contents

Degree Requirements ................................................................. 33

**Accountancy (MACC)** .......................................................... 33
   Overview ................................................................................. 33
      Learning Outcomes ......................................................... 33
      Degree Requirements ..................................................... 34

**Accountancy (MSACC)** ......................................................... 34
   Overview ................................................................................. 34
      Learning Outcomes ......................................................... 35
      Degree Requirements ..................................................... 35

**Accounting (MBA)** ............................................................... 36
   Overview ................................................................................. 36
      Learning Outcomes ......................................................... 37
      MBA Core Requirements .............................................. 37
      Concentration Requirements ........................................ 38

**Acting (MFA)** ................................................................. 39
   Overview ................................................................................. 39
      Learning Outcomes ......................................................... 40
      Degree Requirements ..................................................... 40

**Animation (MA)** ............................................................... 42
   Overview ................................................................................. 42
      Learning Outcomes ......................................................... 43
      Degree Requirements ..................................................... 43
      Concentration Requirements ........................................ 44
         Technical Artist .......................................................... 44
         Animator ......................................................................... 45
         Sample Schedule .......................................................... 46
         Animator Concentration ............................................. 46

**Animation (MFA)** ............................................................... 47
   Overview ................................................................................. 47
      Learning Outcomes ......................................................... 47
      Degree Requirements ..................................................... 47
      Sample Schedule ............................................................. 48

**Applied Economics (MBA)** .................................................. 49
   Overview ................................................................................. 49
      Learning Outcomes ......................................................... 50
      MBA Core Requirements .............................................. 50
      Concentration Requirements ........................................ 51

**Applied Mathematics (MS)** ................................................ 52
   Overview ................................................................................. 52
      Learning Outcomes ......................................................... 53
      Degree Requirements ..................................................... 53
      Concentration Requirements ........................................ 53
      Student Handbook ........................................................... 54

**Applied Professional Studies (MA)** .................................... 55
   Overview ................................................................................. 55
      Learning Outcomes ......................................................... 55
      Degree Requirements ..................................................... 56

**Applied Statistics (MS)** ....................................................... 57
   Overview ................................................................................. 57
      Learning Outcomes ......................................................... 57
      Degree Requirements ..................................................... 57
      Student Handbook ........................................................... 58

**Applied Technology (MS)** .................................................. 59
   Overview ................................................................................. 59
# Degree Requirements

## Computer Game Development (MS)

- **Overview**
  - Learning Outcomes
  - Degree Requirements

## Computer Science (MS)

- **Overview**
  - Learning Outcomes
  - Degree Requirements

## Computer, Information and Network Security (MS)

- **Overview**
  - Learning Outcomes
  - Degree Requirements
  - Concentration Requirements
    - Network Security
    - Governance, Risk Management and Compliance
    - Computer Security

## Counseling (MA)

- **Overview**
  - Learning Outcomes
  - Admission Information
  - College Requirements
  - Degree Requirements
  - Concentration Requirements
    - College Student Development
    - School Counseling
    - Clinical Mental Health Counseling

## Counseling (MED)

- **Overview**
  - Learning Outcomes
  - Admission Information
  - College Requirements
  - Degree Requirements
  - Concentration Requirements
    - College Student Development
    - School Counseling
    - Clinical Mental Health Counseling

## Critical Ethnic Studies (MA)

- **Overview**
  - Learning Outcomes
  - Degree Requirements

## Curriculum Studies (EDD)

- **Overview**
  - Learning Outcomes
  - Admission Information
  - College Requirements
  - Degree Requirements
  - Redirect
    - Teacher Leader
    - Superintendent
    - Principal Preparation

## Curriculum Studies (MA)

- **Overview**
  - Learning Outcomes
  - Admission Information
  - College Requirements
  - Degree Requirements
Curriculum Studies (MED) .................................................................................................................. 160
  Overview .............................................................................................................................................. 160
    Learning Outcomes ................................................................................................................................. 161
    Admission Information ............................................................................................................................. 162
    College Requirements ............................................................................................................................... 162
    Degree Requirements ............................................................................................................................... 163

Custom MBA (MBA) ................................................................................................................................. 165
  Overview ................................................................................................................................................. 165
    Learning Outcomes ................................................................................................................................. 165
    MBA Core Requirements ......................................................................................................................... 166
    Concentration Requirements .................................................................................................................. 167

Digital Communication and Media Arts - CDM (MA) ........................................................................... 167
  Overview ............................................................................................................................................... 167
    Learning Outcomes ............................................................................................................................... 167
    Degree Requirements ............................................................................................................................. 168
    Concentration Requirements ................................................................................................................ 169

Digital Communication and Media Arts - Communication (MA) ....................................................... 169
  Overview ............................................................................................................................................... 169
    Learning Outcomes ............................................................................................................................... 169
    Degree Requirements ............................................................................................................................. 170
    Concentration Requirements ................................................................................................................ 170

Directing (MFA) ..................................................................................................................................... 175
  Overview ............................................................................................................................................... 175
    Learning Outcomes ............................................................................................................................... 175
    Degree Requirements ............................................................................................................................. 176

Early Childhood Education (EDD) ......................................................................................................... 177
  Overview ............................................................................................................................................... 177
    Learning Outcomes ............................................................................................................................... 178
    Admission Information ............................................................................................................................ 179
    Degree Requirements ............................................................................................................................. 180
    College Requirements ............................................................................................................................ 182
    Additional Options .................................................................................................................................. 183
      Principal Preparation ............................................................................................................................. 183
      Superintendent ...................................................................................................................................... 183
      Teacher Leader ...................................................................................................................................... 184

E-Commerce Technology (MS) ............................................................................................................... 184
  Overview ............................................................................................................................................... 184
    Learning Outcomes ............................................................................................................................... 184
    Degree Requirements ............................................................................................................................. 185

Economics and Policy Analysis (MS) ..................................................................................................... 186
  Overview ............................................................................................................................................... 186
    Learning Outcomes ............................................................................................................................... 186
    Degree Requirements ............................................................................................................................. 187

Educating Adults (MA) .............................................................................................................................. 189
  Overview ............................................................................................................................................... 189
    Learning Outcomes ............................................................................................................................... 189
    Degree Requirements ............................................................................................................................. 190

Educational Leadership (EDD) ................................................................................................................ 190
  Overview ............................................................................................................................................... 190
    Learning Outcomes ............................................................................................................................... 191
    Admission Information ............................................................................................................................ 192
Concentration Requirements ................................................................. 228
Finance (MSF) .................................................................................. 228
  Overview ......................................................................................... 228
  Learning Outcomes ........................................................................ 229
  Degree Requirements ..................................................................... 229
French (MA) ...................................................................................... 230
  Overview ......................................................................................... 230
  Learning Outcomes ........................................................................ 231
  Degree Requirements ..................................................................... 231
Generalist Nursing (MS) ................................................................. 232
  Overview ......................................................................................... 232
  Learning Outcomes ........................................................................ 233
  Degree Requirements ..................................................................... 233
  Student Handbook ......................................................................... 234
German (MA) .................................................................................... 245
  Overview ......................................................................................... 245
  Learning Outcomes ........................................................................ 245
  Degree Requirements ..................................................................... 245
Health Communication (MA) ......................................................... 247
  Overview ......................................................................................... 247
  Learning Outcomes ........................................................................ 247
  Degree Requirements ..................................................................... 247
Health Communication (MA/MBA in Health Sector Management) ........................................................................... 248
  Overview ......................................................................................... 248
  Learning Outcomes ........................................................................ 249
  MA Requirements .......................................................................... 249
  MBA Core Requirements ............................................................. 250
  MBA Concentration Requirements ............................................. 251
Health Informatics (MS) ................................................................... 251
  Overview ......................................................................................... 251
  Learning Outcomes ........................................................................ 252
  Degree Requirements ..................................................................... 252
Health Sector Management (MBA) ................................................... 254
  Overview ......................................................................................... 254
  Learning Outcomes ........................................................................ 254
  MBA Core Requirements ............................................................. 255
  Concentration Requirements ...................................................... 256
Health Sector Management (MBA/MA in Health Communication) ........................................................................... 256
  Overview ......................................................................................... 256
  Learning Outcomes ........................................................................ 257
  MBA Core Requirements ............................................................. 257
  Concentration Requirements ...................................................... 259
  MA Requirements .......................................................................... 259
History (MA) ..................................................................................... 260
  Overview ......................................................................................... 260
  Learning Outcomes ........................................................................ 260
  Degree Requirements ..................................................................... 260
  Student Handbook ......................................................................... 261
Hospitality Leadership (MBA) .......................................................... 262
  Overview ......................................................................................... 262
  Learning Outcomes ........................................................................ 262
  MBA Core Requirements ............................................................. 263
  Concentration Requirements ...................................................... 263
Hospitality Leadership and Operational Performance (MS) ............... 265
  Overview ......................................................................................... 265
  Learning Outcomes ........................................................................ 265
  Degree Requirements ..................................................................... 266
<table>
<thead>
<tr>
<th>Program</th>
<th>Overview</th>
<th>Learning Outcomes</th>
<th>Degree Requirements</th>
<th>Concentration Requirements</th>
<th>MBA Core Requirements</th>
<th>Student Handbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Computer Interaction (MS)</td>
<td>266</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resource Management (MBA)</td>
<td>269</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources (MSHR)</td>
<td>271</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Organizational Psychology (MA)</td>
<td>274</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Organizational Psychology (PhD)</td>
<td>276</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Systems (MS)</td>
<td>279</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Technology Project Management (MS)</td>
<td>285</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies (MA)</td>
<td>287</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies (MS)</td>
<td>292</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Business (MBA)</td>
<td>296</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Public Service (MS)</td>
<td>299</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Studies (MA)</td>
<td>301</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>301</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>302</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>302</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italian (MA)</td>
<td>303</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>303</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>304</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>304</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese (MA)</td>
<td>305</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>305</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>306</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>306</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jazz Studies (MM)</td>
<td>307</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>307</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>307</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>308</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism (MA)</td>
<td>310</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>310</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>310</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>310</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentration Requirements</td>
<td>312</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Journalism</td>
<td>312</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia Journalism</td>
<td>313</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting Metro Chicago</td>
<td>313</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Journalism</td>
<td>314</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Literacy and Specialized Instruction (MA)</td>
<td>315</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>315</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>316</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission Information</td>
<td>316</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Requirements</td>
<td>317</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>318</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentration Requirements</td>
<td>318</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special and Elementary Education (SEE)</td>
<td>318</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Specialist</td>
<td>320</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education for Teachers</td>
<td>322</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Literacy and Specialized Instruction (MED)</td>
<td>323</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy and Specialized Instruction (MED)</td>
<td>323</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>323</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>324</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission Information</td>
<td>324</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Requirements</td>
<td>325</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>326</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentration Requirements</td>
<td>326</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special and Elementary Education (SEE)</td>
<td>326</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Specialist</td>
<td>328</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education for Teachers</td>
<td>330</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership and Change Management (MBA)</td>
<td>331</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>331</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>331</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBA Core Requirements</td>
<td>332</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentration Requirements</td>
<td>332</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership and Policy Studies (MS)</td>
<td>333</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>333</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>334</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>334</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Studies (MA)</td>
<td>335</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>335</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>336</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Section</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Performance (MM)</td>
<td>370</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>370</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>370</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>371</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Network Engineering and Security (MS)</td>
<td>374</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>374</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>374</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>374</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Media Studies (MA)</td>
<td>376</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>376</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>376</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>377</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Handbook</td>
<td>377</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonprofit Management (MNM)</td>
<td>378</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>378</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>379</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>379</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing Practice (DNP)</td>
<td>380</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>380</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>381</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>381</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track Requirements</td>
<td>382</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse Anesthetist</td>
<td>382</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td>383</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DNP Completion - Nurse Practitioner, Clinical Nurse Specialist, Nurse Midwife</td>
<td>383</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DNP Completion - Nurse Anesthetist</td>
<td>384</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult-Gerontological Nurse Practitioner</td>
<td>384</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Handbook</td>
<td>384</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing RN to MS (MS)</td>
<td>393</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>393</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>393</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>394</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track Requirements</td>
<td>394</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing Administration</td>
<td>395</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing Education</td>
<td>395</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations Management (MBA)</td>
<td>395</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>395</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>396</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBA Core Requirements</td>
<td>396</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentration Requirements</td>
<td>398</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational and Multicultural Communication (MA)</td>
<td>398</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>398</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>399</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>399</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Diversity (MBA)</td>
<td>401</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>401</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>401</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBA Core Requirements</td>
<td>402</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentration Requirements</td>
<td>403</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy (MA)</td>
<td>403</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>403</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>404</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>404</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Handbook</td>
<td>406</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy (PhD)</td>
<td>407</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Overview</td>
<td>Learning Outcomes</td>
<td>Degree Requirements</td>
<td>Concentration Requirements</td>
<td>Software Development</td>
<td>Software Architecture</td>
</tr>
</tbody>
</table>
TEACH: Secondary Education Chemistry (MED)
Overview ......................................................... 517
Learning Outcomes .......................................... 518
Admission Information ...................................... 519
College Requirements ....................................... 520
Degree Requirements ....................................... 523
TEACH: Secondary Education English (MED)
Overview ......................................................... 525
Learning Outcomes .......................................... 526
Admission Information ...................................... 527
College Requirements ....................................... 528
Degree Requirements ....................................... 531
TEACH: Secondary Education Environmental Science (MED)
Overview ......................................................... 532
Learning Outcomes .......................................... 533
Admission Information ...................................... 535
College Requirements ....................................... 535
Degree Requirements ....................................... 538
TEACH: Secondary Education History (MED)
Overview ......................................................... 540
Learning Outcomes .......................................... 541
Admission Information ...................................... 542
College Requirements ....................................... 543
Degree Requirements ....................................... 546
TEACH: Secondary Education Math (MED)
Overview ......................................................... 547
Learning Outcomes .......................................... 548
Admission Information ...................................... 549
College Requirements ....................................... 550
Degree Requirements ....................................... 553
TEACH: Secondary Education Physics (MED)
Overview ......................................................... 555
Learning Outcomes .......................................... 556
Admission Information ...................................... 557
College Requirements ....................................... 558
Degree Requirements ....................................... 561
TEACH: Secondary Education Social Science (MED)
Overview ......................................................... 562
Learning Outcomes .......................................... 563
Admission Information ...................................... 565
College Requirements ....................................... 565
Degree Requirements ....................................... 569
Teaching and Learning: Early Childhood Education (MA)
Overview ......................................................... 570
Learning Outcomes .......................................... 571
Admission Information ...................................... 572
College Requirements ....................................... 573
Degree Requirements ....................................... 576
Teaching and Learning: Early Childhood Education (MED)
Overview ......................................................... 577
Learning Outcomes .......................................... 578
Admission Information ...................................... 579
College Requirements ....................................... 580
Degree Requirements ....................................... 583
<table>
<thead>
<tr>
<th>Code</th>
<th>Department</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS</td>
<td>Asian American Studies</td>
<td>1178</td>
</tr>
<tr>
<td>ABD</td>
<td>African &amp; Black Diaspora Studies</td>
<td>1184</td>
</tr>
<tr>
<td>ACC</td>
<td>Accountancy</td>
<td>1192</td>
</tr>
<tr>
<td>AHT</td>
<td>Allied Health Technology</td>
<td>1205</td>
</tr>
<tr>
<td>AI</td>
<td>Arts and Ideas</td>
<td>1209</td>
</tr>
<tr>
<td>AMS</td>
<td>American Studies</td>
<td>1246</td>
</tr>
<tr>
<td>ANI</td>
<td>Animation</td>
<td>1250</td>
</tr>
<tr>
<td>ANT</td>
<td>Anthropology</td>
<td>1264</td>
</tr>
<tr>
<td>AP</td>
<td>Applied Professional Studies</td>
<td>1271</td>
</tr>
<tr>
<td>APB</td>
<td>Applied Brass</td>
<td>1274</td>
</tr>
<tr>
<td>APK</td>
<td>Applied Keyboard</td>
<td>1276</td>
</tr>
<tr>
<td>APM</td>
<td>Applied Music</td>
<td>1276</td>
</tr>
<tr>
<td>APP</td>
<td>Applied Percussion</td>
<td>1290</td>
</tr>
<tr>
<td>APS</td>
<td>Applied Strings</td>
<td>1290</td>
</tr>
<tr>
<td>APV</td>
<td>Applied Voice</td>
<td>1291</td>
</tr>
<tr>
<td>APW</td>
<td>Applied Woodwinds</td>
<td>1292</td>
</tr>
<tr>
<td>ARB</td>
<td>Arabic</td>
<td>1293</td>
</tr>
<tr>
<td>ART</td>
<td>Art</td>
<td>1298</td>
</tr>
<tr>
<td>ASL</td>
<td>American Sign Language</td>
<td>1312</td>
</tr>
<tr>
<td>AT</td>
<td>Applied Technology</td>
<td>1315</td>
</tr>
<tr>
<td>BBE</td>
<td>Bilingual-Bicultural Education</td>
<td>1316</td>
</tr>
<tr>
<td>BIO</td>
<td>Biological Sciences</td>
<td>1325</td>
</tr>
<tr>
<td>BLW</td>
<td>Business Law</td>
<td>1341</td>
</tr>
<tr>
<td>CES</td>
<td>Critical Ethnic Studies</td>
<td>1343</td>
</tr>
<tr>
<td>CHE</td>
<td>Chemistry</td>
<td>1343</td>
</tr>
<tr>
<td>CHN</td>
<td>Chinese</td>
<td>1357</td>
</tr>
<tr>
<td>CMN</td>
<td>Communication</td>
<td>1365</td>
</tr>
<tr>
<td>CMNS</td>
<td>Communication Studies</td>
<td>1366</td>
</tr>
<tr>
<td>CNS</td>
<td>Computer, Information and Network Security courses</td>
<td>1374</td>
</tr>
<tr>
<td>COM</td>
<td>Composition</td>
<td>1378</td>
</tr>
<tr>
<td>CPL</td>
<td>Comparative Literature</td>
<td>1381</td>
</tr>
<tr>
<td>CS</td>
<td>Curriculum Studies</td>
<td>1382</td>
</tr>
<tr>
<td>CSC</td>
<td>Computer Science</td>
<td>1389</td>
</tr>
<tr>
<td>CSL</td>
<td>Counseling</td>
<td>1412</td>
</tr>
<tr>
<td>CSS</td>
<td>Community Service Studies</td>
<td>1419</td>
</tr>
<tr>
<td>CTH</td>
<td>Catholic Studies</td>
<td>1421</td>
</tr>
<tr>
<td>CTU</td>
<td>Catholic Theological Union</td>
<td>1434</td>
</tr>
<tr>
<td>DA</td>
<td>Decision Analytics</td>
<td>1435</td>
</tr>
<tr>
<td>DC</td>
<td>Digital Cinema</td>
<td>1436</td>
</tr>
<tr>
<td>DCM</td>
<td>SNL Degree Completion Major</td>
<td>1464</td>
</tr>
<tr>
<td>DES</td>
<td>Design</td>
<td>1469</td>
</tr>
<tr>
<td>DHS</td>
<td>Digital Humanities</td>
<td>1480</td>
</tr>
<tr>
<td>DMA</td>
<td>Digital Media Arts</td>
<td>1480</td>
</tr>
<tr>
<td>EA</td>
<td>Educating Adults</td>
<td>1482</td>
</tr>
<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
<td>1485</td>
</tr>
<tr>
<td>ECO</td>
<td>Economics</td>
<td>1493</td>
</tr>
<tr>
<td>ECT</td>
<td>E-Commerce Technology</td>
<td>1506</td>
</tr>
<tr>
<td>EDU</td>
<td>Education - General</td>
<td>1511</td>
</tr>
<tr>
<td>EE</td>
<td>Elementary Education</td>
<td>1512</td>
</tr>
<tr>
<td>ELA</td>
<td>English Language Academy</td>
<td>1514</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
<td>1519</td>
</tr>
<tr>
<td>ENV</td>
<td>Environmental Science</td>
<td>1535</td>
</tr>
<tr>
<td>EXP</td>
<td>Experience Design</td>
<td>1542</td>
</tr>
<tr>
<td>FA</td>
<td>Focus Area</td>
<td>1543</td>
</tr>
<tr>
<td>FCH</td>
<td>French</td>
<td>1574</td>
</tr>
<tr>
<td>FIN</td>
<td>Finance</td>
<td>1587</td>
</tr>
<tr>
<td>FMS</td>
<td>Refugee and Forced Migration Studies</td>
<td>1600</td>
</tr>
</tbody>
</table>
Accountancy (MACC)

The Master of Accountancy (MACC) program provides you with skills that are in high demand in the accounting industry, including:

- Big data analysis
- Internal audit
- Fraud and forensic accounting
- Information systems

The MACC program is designed for the student who has earned a prior degree in accounting, or who has earned or is earning an MBA.

Highlights

You will graduate with a set of varied competencies, all of which are highly sought after in the accounting field. The structure of the MACC program will provide you with:

- Comprehensive curriculum, featuring case-based course work, covering all important sectors of the field as identified by top-ranking members of the auditing and accounting profession.
- Opportunities to work with audit systems used by accounting professionals.
- Experience learning from nationally and internationally recognized faculty.
- Access to DePaul’s alumni network — one of the largest accounting networks in Chicago.
- The ability to earn a graduate degree while simultaneously fulfilling the extra hours needed to sit for the CPA exam.

Career Outlook

MACC graduates have gone on to work for firms of all sizes in fields ranging from corporate and industry accounting to consulting practices, nonprofits and government offices. Ninety percent of recent Kellstadt graduates were employed within six months of graduation.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will:

- Have a sophisticated understanding of internal auditing, corporate governance, and internal control.
- Be familiar with Data Analysis.
- Understand the flow of accounting information in organizations and security and internal controls and the role of information technology in accounting information systems and decision-making.
- Recognize and apply relevant ethical standards in the context of fraud and internal auditing.
- Communicate effectively both orally and in writing.
- Demonstrate an understanding of audit and fraud issues from an international perspective.
Degree Requirements

Course Requirements

Twelve courses are required to complete the Master of Accountancy degree. Of the twelve required courses, eight are specifically required and four are selected from among approved electives. Students may not repeat at the graduate level course material that was completed as part of their undergraduate degree. Please consult with an academic advisor for clarification.

Students must complete the following eight required courses (32 hrs):

- ACC 535 ACCOUNTING INFORMATION SYSTEMS
- ACC 635 PRINCIPLES OF FORENSIC ACCOUNTING
- ACC 636 INTERNAL AUDITING, CORPORATE GOVERNANCE AND INTERNAL CONTROL
- ACC 637 DATA MINING AND ANALYTICS
- ACC 638 IT AUDITING
- ACC 639 ACCOUNTING INFORMATION SYSTEMS AND AUDITING
- ACC 645 FORENSIC AND INVESTIGATIVE ACCOUNTING
- ACC 646 FORENSIC ACCOUNTING AND VALUATION

In addition, students must complete four open business electives (16 hrs). Classes outside of business require permission from the faculty program director. Students requesting to take non-business courses are expected to receive approval from the faculty program director prior to enrollment in order to avoid loss of credit.

The following classes may not be taken for elective credit: ACC 500, ACC 505, ACC 541, ACC 542, ACC 543, ACC 545, ACC 547, ACC 548, ACC 550, ACC 551, ACC 554, ACC 555, ACC 690, ECO 501, ECO 502, FIN 455, MGT 502 or MGT 504.

ACC 545, ACC 550 and ACC 551 are approved for credit in the combined Bachelor (BSB)/Master of Accountancy (MACC) program.

Degree Requirements

1. Satisfactory completion of the eight required courses and four required electives as approved by the faculty program director.
2. A minimum of 45 earned graduate credit hours applicable to the MACC degree (waived credits are not considered earned hours).
3. Satisfactory completion of the college residency requirement.
4. All courses taken for credit toward the degree must be completed with satisfactory grades within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the permission of the faculty program director or the Kellstadt Graduate School of Business.

Accountancy (MS)

Designed for students who do not have an undergraduate accounting degree, the Master of Science (MS) in Accountancy will provide you with an advanced degree that covers important topics relevant in the industry, as well as a solid business foundation. You will take courses in:

- Accounting and financial theory
- Audit and regulation
- Economics
- Ethics
- Information systems
- Management
- Tax treatment
While earning your degree, you also will fulfill the requirements needed to sit for the CPA exam. The MS in Accountancy program is designed for the student who has earned a bachelor's degree, or who has earned or is earning an MBA.

**Highlights**

Through the MS in Accountancy program, you will have access to:

- Nationally and internationally known faculty members who have worked as internal auditors, team managers, chief financial officers, controllers and partners in accounting firms.
- Opportunities to work with leading accounting firms and international companies.
- Chicago's vibrant financial district, located just blocks from DePaul.
- DePaul's alumni network—one of the largest accounting and tax networks in Chicago

The MS in Accountancy program is offered downtown at DePaul's Loop Campus or online. The Master of Science in Accountancy-Online offers the same high-quality instruction, outstanding faculty and content-rich curriculum as its on-campus counterpart, but with increased flexibility. Students may take some or all of their classes online to complete this degree.

**Career Outlook**

Graduates achieve some of the highest internship and job placement opportunities in the industry. Many have gone on the work at major accounting firms. Over 90 percent of students in the program are working in the industry at the time of graduation.

<table>
<thead>
<tr>
<th>Accounting Course Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Course Requirements (varies with prior coursework)</td>
<td>0-16 hours</td>
</tr>
<tr>
<td><strong>Total hours required (maximum)</strong></td>
<td><strong>48- 64 hours</strong></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will:

- Have a sophisticated understanding of internal auditing, corporate governance, and internal control.
- Be familiar with Data Analysis.
- Understand the flow of accounting information in organizations and security and internal controls and the role of information technology in accounting information systems and decision-making.
- Recognize and apply relevant ethical standards in the context of fraud and internal auditing.
- Communicate effectively both orally and in writing.
- Demonstrate an understanding of audit and fraud issues from an international perspective.

**Degree Requirements**

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

Accountancy Courses (12 required accounting courses)

- ACC 500 FINANCIAL ACCOUNTING
- ACC 535 ACCOUNTING INFORMATION SYSTEMS
- ACC 541 FINANCIAL ACCOUNTING THEORY & PRACTICE I
- ACC 542 COST AND MANAGERIAL ACCOUNTING
- ACC 543 FINANCIAL ACCOUNTING THEORY & PRACTICE II
- ACC 545 ADVANCED TOPICS IN ACCOUNTING THEORY
- ACC 547 AUDIT AND REGULATION OF CORPORATE FINANCIAL REPORTING
- ACC 548 TAX TREATMENT OF INDIVIDUALS AND PROPERTY TRANSACTIONS
- ACC 550 ADVANCED TOPICS IN AUDITING
- ACC 551 TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS
- ACC 552 PROFESSIONAL RESPONSIBILITIES AND BUSINESS LAW
- ACC 640 ACCOUNTING THEORY AND POLICY FORMULATION

Business Courses

In addition, students are required to complete the following courses:

- ECO 501 CONCEPTS OF MICRO AND MACRO ECONOMICS
- FIN 455 PRINCIPLES OF FINANCIAL MANAGEMENT
- MGT 455 ESSENTIALS OF OPERATIONS MANAGEMENT
- ACC 505 LANGUAGE AND BUSINESS CULTURE

ECO 501, FIN 455, and MGT 455 may be waived for students with equivalent prior coursework. ACC 505 is required for international students but may be waived for those students with a prior U.S. degree.

Degree Requirements

1. Satisfactory completion of the twelve required Accountancy Courses and the four Business Courses, or equivalent courses, as outlined above.
2. Satisfactory completion of at least 45 earned graduate credit hours applicable to the degree (waived courses are not considered earned hours).
3. Satisfactory completion of the college residency requirement.
4. All courses for credit toward the degree must be completed with satisfactory grades within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written permission of the program director or the Kellstadt Graduate School of Business.

Accountancy (MBA)

The Accountancy MBA concentration provides you with coursework that is critical to decision-making in the accounting profession. The program includes theory and concepts, technical knowledge, practical skills and familiarization with the tools and methodologies used by an accountant or a manager making accounting decisions. You will develop skills in critical thinking, problem-solving and financial management. You will gain business acumen to understand financial transactions within a company. The curriculum covers all of the accounting course areas to prepare you to sit for the CPA exam.

Highlights

You will graduate with a set of varied competencies, all of which are highly sought after in the accounting field. The structure of the concentration will provide you with:

- A comprehensive curriculum covering all important sectors of the field identified by top-ranking members of the auditing and accounting profession, including big data analysis, internal audit, fraud and forensic...
Accounting and information systems.
- Opportunities to work with audit systems used by accounting professionals.
- Experience learning from nationally and internationally recognized faculty.
- Access to a large and active alumni group called Ledger & Quill, which supports students with scholarship opportunities, mentorship and annual networking events.
- Several accounting-related student organizations, allowing for interaction with peers, alumni and working professionals.

Career Outlook

The Accountancy MBA concentration prepares you for careers in firms of all sizes in corporate and industry accounting, as well as consulting practices, nonprofits and government offices. DePaul’s strong ties to the Chicago financial and business community create unique job opportunities for students.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td>24-48 hours</td>
</tr>
<tr>
<td>Concentration Requirements</td>
<td>24-36 hours</td>
</tr>
<tr>
<td>Total hours required</td>
<td>48-72 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.

MBA Core Requirements

Course Requirements for the MBA Program

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more
concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Concentration Requirements

Students select an individualized set of courses using the content areas below as a guide. Students may focus on one area of courses or combine courses from multiple areas depending on what matches their career aspirations. This concentration requires completion of four graduate-level accounting courses.

Auditing
**Taxation**

- ACC 548 TAX TREATMENT OF INDIVIDUALS AND PROPERTY TRANSACTIONS
- ACC 551 TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS
- ACC 558 TAX RESEARCH
- ACC 566 FEDERAL INCOME TAX PROCEDURES
- ACC 567 INTERNATIONAL ASPECTS OF U.S. TAXATION
- ACC 569 CONCEPTS OF DEFERRED COMPENSATION
- ACC 580 ACCOUNTING FOR INCOME TAXES
- ACC 798 SPECIAL TOPICS: Transfer Pricing
- ACC 798 SPECIAL TOPICS: Structuring Real Estate Transaction
- ACC 798 SPECIAL TOPICS: Comparative Tax Systems

**Controllership**

- ACC 535 ACCOUNTING INFORMATION SYSTEMS
- ACC 557 GLOBAL STRATEGIC FINANCIAL ANALYSIS
- ACC 580 ACCOUNTING FOR INCOME TAXES
- ACC 584 INCOME TAX AND BUSINESS DECISIONS
- ACC 798 SPECIAL TOPICS: Strategic Performance Measurement and Risk Management
- FIN 523 INVESTMENT ANALYSIS
- FIN 524 FINANCIAL STATEMENT ANALYSIS
- SEV 621 STRATEGY EXECUTION

**CPA**

In addition to ACC 500, and ACC 555 or ACC 554, a minimum of 6 graduate courses from below are required to meet the Illinois CPA educational requirements. The asterisked courses are required. Students are strongly advised to complete all courses below to become fully prepared to pass the exam.

- ACC 541 FINANCIAL ACCOUNTING THEORY & PRACTICE I *
- ACC 543 FINANCIAL ACCOUNTING THEORY & PRACTICE II *
- ACC 545 ADVANCED TOPICS IN ACCOUNTING THEORY
- ACC 547 AUDIT AND REGULATION OF CORPORATE FINANCIAL REPORTING *
- ACC 548 TAX TREATMENT OF INDIVIDUALS AND PROPERTY TRANSACTIONS *
- ACC 550 ADVANCED TOPICS IN AUDITING
- ACC 551 TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS
- ACC 552 PROFESSIONAL RESPONSIBILITIES AND BUSINESS LAW
- ACC 640 ACCOUNTING THEORY AND POLICY FORMULATION *

---

**Acting (MFA)**

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Total hours required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>148 hours</td>
</tr>
<tr>
<td></td>
<td>148 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Core Outcomes

Students will be able to:

- Identify and describe the historical and theoretical significance of a range of theatrical artists, works and artistic approaches from antiquity to the present, encompassing a broad range of periods, cultures, and styles.
- Synthesize and apply elements of their education and training in classes, rehearsals, and productions.
- Participate in theatrical production in a professional manner, with discipline, respect, and maturity.
- Demonstrate the role of the theatre practitioner as an active member of society and of the cultural and social impact of the arts.

Program Specific Outcomes

Students will be able to:

- Demonstrate the mastery of acting truthfully from moment-to-moment in a variety of theatrical works, periods, and styles.
- Demonstrate the mastery of creating a role within the action of the assignment or production through text analysis, personalization, and imagination.
- Demonstrate an advanced personal practice of improving vocal and physical expressiveness as an actor.
- Create unique, insightful, and compelling work that impacts those who witness it.
- Apply the training to professional opportunities.
- Be entrepreneurial and create original theatrical work.

Degree Requirements

Course Requirements

First Year

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

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

Third Year

- PRF 711 GRADUATE ACTING III: COMPANY CREATION
- PRF 712 GRADUATE ACTING III: PROFESSIONAL PREPARATION
- PRF 713 GRADUATE ACTING III: ADVANCED IMPROVISATION
- PRF 714 AUDITION
- PRF 716 GRADUATE SHOWCASE
- Movement III Sequence
  - PRF 721 GRADUATE MOVEMENT III
  - PRF 722 GRADUATE MOVEMENT III
  - PRF 724 GRADUATE MOVEMENT III: PILATES
- PRF 730 MFA III VOICE & SPEECH
- PRF 720 ACTING FOR THE CAMERA
- DC 450 DIRECTING ACTORS FOR THE CAMERA
- One course from the following
  - PRF 317 TOPICS IN SCÈNE STUDY
  - PRF 381 ADVANCED STAGE COMBAT
  - PRF 731 GRADUATE VOICE AND SPEECH III
  - PRF 732 GRADUATE VOICE AND SPEECH III
  - PRF 596 ADVANCED STAGE COMBAT
  - Some other performance class with approval from department head
- Rehearsal and Performance Sequence
  - PRF 761 REHEARSAL AND PERFORMANCE III
  - PRF 763 REHEARSAL AND PERFORMANCE III

Terminal Requirements for the Master of Fine Arts Degree

In addition to completing the graduate requirements of the major program, each student must complete two or three terminal requirements:
Animation (MA)

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

Concentrations

Animator Concentration

The MA in Animation - Animator Concentration is for students who are interested in deepening their knowledge of 3D modeling and animation, with an eye towards a production career in 3D character animation, computer game art, or visual effects. Students in this concentration will receive intense and rigorous training in the history, critical artistic issues, and fundamental principles that are necessary for animation artists. MA in Animation - Animator students take many of the same courses as the MFA in Animation students, with the main difference being the absence of the year-long thesis film. Graduates will be prepared for the many varied career options available to animators, including storyboard artists, visual development artists, modelers, layout artists, character animators, effects animators, character riggers, motion capture artists, lighting artists, commercial animators, motion graphics artists, game artists, environment modelers and effects artists. This concentration is intended for those with undergraduate degrees in animation, film, game development, art, graphic design, illustration, architecture, industrial design and other related areas.

Technical Artist Concentration

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

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

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

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

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>52 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will be able to:

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

Degree Requirements

Course Requirements

Course requirements are determined by the concentration selected.

No course labeled as Introductory in any other program may be substituted for any other course at any level.

Degree Requirements

Students in this degree program must meet the following requirements:

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

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

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

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

- Technical Artist
- Animator

Technical Artist Concentration

Course Requirements

Core Requirements

- ANI 423 3D ANIMATION SURVEY*
- ANI 446 GAME ART PIPELINE
- ANI 452 3D SCRIPTING
- ANI 453 ADVANCED 3D SCRIPTING
- ANI 444 VISUAL DESIGN FOR GAMES
- ANI 440 COLLABORATIVE SHORT ANIMATED FILM
  or Game Development Studio Sequence (2 courses)
  - GAM 690 GAME DEVELOPMENT STUDIO I
  - GAM 691 GAME DEVELOPMENT STUDIO II **

*Students with 3D animation experience can have the ANI 423 requirement waived by their Faculty Advisor, and replace it with an Animation Elective.

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

Technical Artist Electives

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

Rigging Focus Area

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

Animation Focus Area

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

Modeling Focus Area

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

Effects Focus Area

ANI 478 3D DYNAMICS
ANI 479 3D COMPOSITING
VFX 478 DIGITAL COMPOSITING II
DC 430 VISUAL EFFECTS

Other Available Technical Artist Electives

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

CDM Open Electives

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

Animator Concentration

Course Requirements

- ANI 423 3D ANIMATION SURVEY *
- ANI 421 ANIMATION MECHANICS
- ANI 422 ANIMATION STYLES & TECHNIQUES
- ANI 425 VISUAL STORYTELLING
- ANI 440 COLLABORATIVE SHORT ANIMATED FILM
- ANI 460 ANIMATION GRADUATE SEMINAR
- ANI 466 CINEMA, ANIMATION AND ART **
or ANI 444 VISUAL DESIGN FOR GAMES**
- ANI 540 ANIMATED SHORT FILM PART I (2 credit hours)
- ANI 541 ANIMATED SHORT FILM PART II (2 credit hours)
- 2 Animation Electives
- 3 Animation Focus Area Electives

*Students with 3D animation experience can have the ANI 423 requirement waived by their Faculty Advisor, and replace it with an Animation elective.

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

Animation Electives

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

Animation Focus Area Electives

Students in the Animator concentration must take 3 Focus Area Elective courses. Students are encouraged, but not required, to select their Focus Area courses from one of the below groups.

3D Animation Focus Area

- ANI 430 3D CHARACTER ANIMATION
- ANI 431 ADVANCED 3D CHARACTER ANIMATION
- ANI 432 3D RIGGING
- ANI 433 ADVANCED 3D RIGGING
- ANI 435 3D CHARACTER MODELING
- ANI 436 3D MODELING STUDIO
- ANI 438 3D ORGANIC MODELING
Traditional Animation Focus Area

- ANI 420 HAND-DRAWN ANIMATION
- ANI 427 HAND-DRAWN CHARACTER ANIMATION
- ANI 445 CHARACTER DESIGN
- ANI 455 STOP MOTION ANIMATION
- ANI 456 EXPERIMENTAL ANIMATION
- ANI 457 HYBRID ANIMATION
- ANI 470 ACTING FOR ANIMATORS
- ANI 490 TOPICS IN ANIMATION

Sample Schedule

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

Animator Concentration

First Year

Fall Quarter

- ANI 423 3D ANIMATION SURVEY
- ANI 460 ANIMATION GRADUATE SEMINAR
- ANI 421 ANIMATION MECHANICS

Winter Quarter

- ANI 425 VISUAL STORYTELLING
- ANI 422 ANIMATION STYLES & TECHNIQUES
- 1 Animation Focus Area Elective

Spring Quarter

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

Second Year

Fall Quarter

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

Winter Quarter

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

This degree is for students who are interested in creating original animated films and artwork as their main vocation. Students in the MFA in Animation degree will receive intense and rigorous training in the history, critical artistic issues, and fundamental principles that are necessary for animation artists.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>79 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>79 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Examine the historical foundations of animation, and analyze the relationships between animation and other arts.
- Utilize critical and historical analysis to inform their specific area of study and develop personal voice.
- Demonstrate skills necessary for the creation of animation in game development, 3D and 2D animated films, television or effects animation.
- Produce animated films both collaboratively and as solo ventures.
- Acquire and utilize contemporary and professional practices in animation education.
- Demonstrate their abilities as contributing artists in the field of animation by the completion of an animated thesis film.

Degree Requirements

Course Requirements

No course labeled as Introductory in any other program may be substituted for any other course at any level.

- ANI 421 ANIMATION MECHANICS
- ANI 422 ANIMATION STYLES & TECHNIQUES
- ANI 423 3D ANIMATION SURVEY
- ANI 425 VISUAL STORYTELLING
- ANI 440 COLLABORATIVE SHORT ANIMATED FILM
- ANI 460 ANIMATION GRADUATE SEMINAR
- ANI 466 CINEMA, ANIMATION AND ART
- ANI 481 AUDIO FOR ANIMATION
- ANI 540 ANIMATED SHORT FILM PART I (2 credit hours)
- ANI 541 ANIMATED SHORT FILM PART II (2 credit hours)
- ANI 560 GRADUATE TEACHING SEMINAR
- ANI 639 MFA PRE-THESIS
- ANI 640 MFA THESIS ANIMATION (1 credit hour)

*ANI 640 must be taken at least 3 times.
Animation Electives

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

MFA Thesis

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

Student’s MFA Advisor Committee and Thesis Timeline

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

MFA Thesis Screening

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

MFA Thesis Defense

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

Degree Requirements

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

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

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

Sample Schedule

First Year

Fall Quarter

- ANI 423 3D ANIMATION SURVEY
- ANI 460 ANIMATION GRADUATE SEMINAR
- ANI 421 ANIMATION MECHANICS

Winter Quarter
Applied Economics (MBA)

DePaul's MBA concentration in Applied Economics gives students a deeper understanding of the fundamentals that govern economic activity. Students study the forces that drive markets and the economics of the decision-making processes of business and consumers in a market system. This concentration is particularly ideal for analytically focused, logically minded students who want to hone their problem-solving abilities.

**Highlights**

In this concentration, you will gain the knowledge, competencies and skills to:

- Help businesses and organizations adapt to the ever-changing economic environment.
• Relate the domestic and global economic outlooks to your business’s or organization’s markets, as well as advanced applications for bridging strategic analysis to financial forecasts and valuation.
• Prepare and interpret forecasts for businesses regarding optimal pricing, sales and advertising, marketing policies, purchasing, industrial relations and investment and portfolio decisions.
• Conduct empirical analyses of business and consumer decision-making.
• Apply evidence based methodology to inform decisions and policy.

Career Outlook

With the explosion of available data, corporations are constantly looking for professionals with a deeper understanding and skill set to be able to analyze consumer behavior and turn it into actionable plans. Possessing skills that are applicable to almost any industry, alumni can seek employment in fields such as manufacturing, communications, banking, insurance, retailing, finance, investing, transportation, utilities and consulting, and well as positions in various departments of federal, state and local governments. Job mobility can be high with business economists moving among business firms, government and nonprofits.

<table>
<thead>
<tr>
<th>Core Requirements (varies with admission term and prior coursework)</th>
<th>24-48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration and Elective Requirements (varies with admission term)</td>
<td>24-36 hours</td>
</tr>
</tbody>
</table>

Total hours required | 48-72 hours

Learning Outcomes

Students will be able to:

• Use analytical and problem-solving skills in decision making.
• Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
• Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
• Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
• Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
• Acquire broad-based knowledge and skills necessary to fulfill their professional goals.

MBA Core Requirements

Course Requirements for the MBA Program

• ACC 500 FINANCIAL ACCOUNTING
• ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
• ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
• ECO 555 ECONOMICS FOR DECISION-MAKING
• FIN 555 FINANCIAL MANAGEMENT
• GSB 420 APPLIED QUANTITATIVE ANALYSIS
• GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
• MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
• MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
• MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
• MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives
In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

### Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

### Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

### Concentration Requirements

#### Course Requirements

To complete this concentration, students are required to take three graduate-level Economics courses. ECO
502, ECO 509 and ECO 555 (if taken to satisfy core requirements) are not approved for use as MBA concentration electives.

Depending on the student's specific interests, this concentration offers two possible tracks: Applied Microeconomics and Policy Analysis; and The Economic Environment. Students can take classes from either track (or a mix from both) in meeting the three-course concentration requirement.

**Applied Microeconomics and Policy Analysis**

- ECO 507 RESEARCH METHODS FOR POLICY ANALYSIS I
- ECO 516 ECONOMICS OF THE PUBLIC SECTOR I
- ECO 517 THE PUBLIC POLICY, BUSINESS, AND ETHICAL ENVIRONMENT OF GOVERNMENT
- ECO 518 LABOR ECONOMICS AND LABOR RELATIONS
- ECO 521 POLICY & REGULATION IN FINANCIAL MARKETS
- ECO 557 INTERNATIONAL TRADE THEORY & POLICY
- ECO 798 SPECIAL TOPICS: Health Economics
- ECO 798 SPECIAL TOPICS: Competition, Strategy and Policy
- ECO 798 SPECIAL TOPICS: Congressional Research Fellowship

**The Economic Environment**

- ECO 500 MONEY AND FINANCIAL SYSTEMS
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 513 DEMYSTIFYING THE FEDERAL RESERVE BANK
- ECO 521 POLICY & REGULATION IN FINANCIAL MARKETS
- ECO 558 INTERNATIONAL MACROECONOMICS
- ECO 798 SPECIAL TOPICS: Competition, Strategy and Policy

**Applied Mathematics (MS)**

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>24 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Requirements</td>
<td>24 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>48 hours</strong></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Know the fundamentals of probability and statistics necessary for them to develop and implement models as needed to satisfy the requests of their employers.
- Use new and current technology involving SAS, R and SQL.
- Utilize topics covered in their computational computing classes such as Monte Carlo Simulation Techniques and Stochastic processes.
- Communicate statistical ideas clearly in both oral and written form using appropriate statistical terminology.
- Present project presentations and results to all levels of their audience including those less proficient in the
subject matter.

- Generate reports that show statistical expertise in writing and model implementation.

**Degree Requirements**

**Course Requirements**

Candidates for the degree must complete at least 48 quarter hours of graduate level work in applied mathematics and pass two sets of comprehensive examinations. Comprehensive examinations are offered twice a year, in the autumn and spring quarters. Part- I covers the material in MAT 451-452-453, and Part- II is based on the student’s chosen area of concentration. At the beginning of the quarter when students plan to take the comprehensive examinations, they notify the program director to register for the exams.

Applied Mathematics students must choose one concentration, either Actuarial Science or Statistics.

**Core Courses**

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

**Computer Usage**

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

**Concentration Requirements**

**Statistics Concentration**

- Choose at least six courses from the following list:
  - MAT 526 SAMPLING THEORY AND METHODS
  - MAT 528 DESIGN AND ANALYSIS OF EXPERIMENTS
  - MAT 421 BASIC BIOSTATISTICS
  - MAT 443 APPLIED STATISTICS III
  - MAT 454 MULTIVARIATE STATISTICS
  - MAT 455 STOCHASTIC PROCESSES
  - MAT 457 NONPARAMETRIC STATISTICS (RECOMMENDED)
  - MAT 460 TOPICS IN STATISTICS
  - MAT 470 ADVANCED LINEAR ALGEBRA
  - MAT 485 NUMERICAL ANALYSIS I
  - MAT 512 APPLIED TIME SERIES AND FORECASTING

**Actuarial Science Concentration**
Program Graduate Academic Student Handbook

Academic Probation
A student will be placed on academic probation at the time when his/her cumulative GPA falls below 2.70.

Academic Dismissal
A graduate student may be academically dismissed under one or more of the following violations of satisfactory progress: his/her cumulative GPA remains below 2.70 after one year of being on academic probation, lack of progress toward degree completion, or failing the comprehensive examinations twice.

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

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

Transfer Credit
No more than two graduate courses (8 quarter credit hours or its semester equivalent) may be transferred from another DePaul program or institution provided that they are equivalent to courses offered in DePaul's graduate program, and they did not count toward another degree either at DePaul or another institution. Written approval must come from graduate program director and associate dean for graduate studies.

Undergraduate Courses
No undergraduate courses shall count toward the graduate degree.

Graduation Requirements
Requirements include, but are not limited to, twelve graduate courses (48 credit hours) at a minimum cumulative GPA of 2.70, and passing of Part-I and Part-II comprehensive examinations.

Graduation with Distinction
A minimum GPA of 3.70 for coursework applied toward the applied mathematics degree and high performance as determined by the Mathematical Sciences department on the comprehensive examinations are required for graduation with distinction.

Time Limitation
The degree is expected to be completed in a maximum of six years.

Applied Professional Studies (MA)

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

Key Features

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>52 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Develop knowledge, skills, habits and perspectives critical to understanding and contributing at advanced levels with respect to their individualized areas of study.
- Develop as reflective practitioners who are able to affirm, adjust and/or expand what they know and do in executing their individualized areas of study.
- Apply traditions and methods of inquiry to affect ongoing improvement in their individualized areas of study.
- Enhance employability in the diverse arenas related to their individualized areas of study.
- Prepare for advanced academic study if/as they desire to pursue such.
Degree Requirements

Course Requirements

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

Planning & Integration

- AP 501 LEARNING PLAN RESEARCH AND DEVELOPMENT SEMINAR
- AP 502 LEARNING PLAN REVIEW
- AP 528 ASSESSMENT AND INTEGRATION I
- AP 548 ASSESSMENT AND INTEGRATION SEMINAR II
- AP 558 ASSESSMENT AND INTEGRATION SEMINAR III
- AP 578 ASSESSMENT AND INTEGRATION SEMINAR IV

Liberal Learning

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

Individualized Areas of Focus

Students design and implement learning strategies for enhancing their understanding and competence development in each of the following aspects of their individualized areas of focus.

- AP 510 MAIN THEORIES AND IDEAS
- AP 520 METHODS OF RESEARCH
- AP 530 SPECIALIZED SKILLS
- AP 540 COMMUNICATION MODES
- AP 550 ORGANIZATIONAL AND/OR INTERPERSONAL DYNAMICS
- AP 560 CHALLENGES FROM LARGER CONTEXTS
- AP 570 ETHICAL ISSUES
- AP 574 REFLECTION IN/ON PRACTICE
- AP 585 SUPPLEMENTAL COMPETENCE I

Individualized Program Culmination

Students culminate their graduate study through either four supplemental competencies or an integrating project (proposal and final artifact). Upon completion of all degree requirements (and prerequisite to degree conferral), each student prepares and submits for approval a comprehensive narrative transcript of her/his program of study.

- Supplemetnals (Electives)
  - AP 586 SUPPLEMENTAL COMPETENCE II
  - AP 587 SUPPLEMENTAL COMPETENCE III
  - AP 588 SUPPLEMENTAL COMPETENCE IV
  - AP 589 SUPPLEMENTAL COMPETENCE V
- Integrating Project
  - AP 591 INTEGRATING PROJECT PROPOSAL
  - AP 592 FINAL INTEGRATING PROJECT
Applied Statistics (MS)

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Know the fundamentals of probability and statistics necessary for them to develop and implement statistical models as needed to satisfy the requests of their employers.
- Use new and current technology involving SAS, R and SQL.
- Communicate statistical ideas clearly in both oral and written form using appropriate statistical terminology.
- Present project presentations and relate results to all levels of his audience including those less proficient in the subject matter.
- Recognize the need for involvement and participation in national and local ASA chapter workshops and meetings.
- Generate reports that show statistical expertise in writing and model implementation.

Degree Requirements

Course Requirements

- MAT 441 APPLIED STATISTICS I
- MAT 442 APPLIED STATISTICS II
- MAT 443 APPLIED STATISTICS III
- MAT 451 PROBABILITY AND STATISTICS I
- MAT 452 PROBABILITY AND STATISTICS II
- MAT 453 PROBABILITY AND STATISTICS III
- MAT 456 APPLIED REGRESSION ANALYSIS
- At least five courses from the following list:
  - MAT 454 MULTIVARIATE STATISTICS
  - MAT 455 STOCHASTIC PROCESSES
  - MAT 457 NONPARAMETRIC STATISTICS - Recommended
  - MAT 459 SIMULATION MODELS AND MONTE CARLO METHOD
  - MAT 421 BASIC BIOSTATISTICS
  - MAT 460 TOPICS IN STATISTICS: Topic is subject to approval by program director
  - MAT 512 APPLIED TIME SERIES AND FORECASTING
  - MAT 526 SAMPLING THEORY AND METHODS - Recommended
  - MAT 528 DESIGN AND ANALYSIS OF EXPERIMENTS
Computer Usage

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

Comprehensive Exam Requirement

Candidates for the Master's of Science in Applied Statistics degree must pass two sets of comprehensive examinations.

Comprehensive examinations are offered twice a year, in the autumn and spring quarters during last two weekends in October and April.

Students should notify the program director to register for the comprehensive examinations at the beginning of the quarter for when they plan to take them.

Program Graduate Academic Student Handbook

Academic Probation

A student will be placed on probation at the time when his/her cumulative GPA falls below 2.70.

Academic Dismissal

A graduate student may be academically dismissed under one or more of the following violations of satisfactory progress: his/her cumulative GPA remains below 2.70 after one year of being on academic probation, lack of progress toward degree completion, or failing the comprehensive examinations twice.

Conditional Admission

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

Readmission

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

Transfer Credit

No more than two graduate courses (8 quarter hours or its semester equivalent) may be transferred from another program or institution provided that they are equivalent to courses offered in DePaul's graduate program, and they did not count toward another degree at DePaul or another institution. Written approval must come from graduate program director and associate dean for graduate studies.

Undergraduate Courses

No undergraduate courses shall count toward the graduate degree.

Graduation Requirements

Requirements include, but are not limited to, twelve graduate courses (48 credit hours) at a minimum cumulative GPA of 2.70, and passing of Part-I and Part-II comprehensive examinations.

Graduation with Distinction

A minimum GPA of 3.70 for coursework applied toward the applied statistics degree and high performance. As...
determined by the mathematical sciences department - on the comprehensive examinations are required for graduation with distinction.

**Time Limitation**

The degree is expected to be completed in a maximum of six years.

---

**Applied Technology (MS)**

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

**Key Features**

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>58 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>58 hours</strong></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Develop knowledge, skills, habits and perspectives critical to applying technology to organizational problem-solving and decision-making.
- Develop as reflective practitioners who are able to affirm, adjust and/or expand what they now and do in support of applying technology.
- Apply traditions and methods of inquiry to affect ongoing improvement in applying technology in practice.
- Enhance employability in the diverse arenas where technology is applied.
- Prepare for advanced academic study if/as they desire to pursue such.
Degree Requirements

Course Requirements

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

Planning & Integration

- AT 580 INTRODUCTION TO APPLIED TECHNOLOGY
- AT 585 PROSEMINAR II: APPLYING INDEPENDENT LEARNING IN PROFESSIONAL PRACTICE

Liberal Learning

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

Professional Specialization

The Professional Specialization includes one of five career-related 'tracks' of core courses offered by the College of Computing and Digital Media.

- Applied Information Systems
- Applied Network Technology
- Applied IT Project Management
- Applied Information Technology
- Applied Human-Computer Interaction

Culmination

- AT 587 INDEPENDENT WORK-BASED PROJECT I
- AT 588 INDEPENDENT WORK-BASED PROJECT II
- AT 589 REFLECTIVE PRACTICE PROJECT

Applied Human-Computer Interaction Specialization

This area of specialization within the MS in Applied Technology program prepares students to design, implement, and evaluate computer interfaces so that they are accessible and easy for people to use. This interdisciplinary specialization integrates concepts and methods from computer science, graphic design and the social sciences to provide a comprehensive understanding of the user-centered design process. The combination of coursework, liberal learning seminars, and independent workplace-based projects advance students’ capabilities to influence organizations and apply a repertoire of strategies and techniques to the user-centered design process, including usability assessment and testing, user task and preference analysis, information architecture, and construction of dynamic and function-driven web sites and other applications.

Introductory Courses

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

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

- HCI 440 INTRODUCTION TO USER-CENTERED DESIGN
- HCI 445 INQUIRY METHODS AND USE ANALYSIS
- HCI 454 INTERACTION DESIGN AND INFORMATION ARCHITECTURE

Advanced Courses

Three courses chosen from the following:

- HCI 430 PROTOTYPING AND IMPLEMENTATION
- HCI 450 FOUNDATIONS OF HUMAN-COMPUTER INTERACTION
- HCI 460 USABILITY EVALUATION METHODS
- HCI 470 DIGITAL DESIGN
- HCI 511 ACCESSIBILITY AND DESIGN FOR DIVERSE USERS

Applied Information Systems Specialization

The Applied Information Systems specialization focuses on integrating business and technology with an emphasis on the development, management and planning of information systems. This focus provides students with a strong foundation in business and systems analysis, project management and database and enterprise infrastructure. Students completing this specialization possess a broad range of skills and understandings in support of organizations gaining strategic and tactical competitive advantage.

Foundation Courses

- IS 421 SYSTEMS ANALYSIS
- IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
- CSC 451 DATABASE DESIGN

Advanced Courses

- ECT 424 ENTERPRISE INFRASTRUCTURE
- IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT
- Complete one course from the following:
  - IS 433 INFORMATION SECURITY MANAGEMENT
  - IS 435 ORGANIZATIONAL MODELING
  - IS 483 INFORMATION SERVICES AND OPERATIONS
  - IS 485 REQUIREMENTS ELICITATION, ANALYSIS, AND SPECIFICATION
  - IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
  - IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
  - IS 560 ENTERPRISE SYSTEMS
  - IS 565 IT OUTSOURCING
**Applied Information Technology Specialization**

This area of specialization within the MS in Applied Technology program addresses contemporary needs for understanding and applying the core principles of technology to solve problems, improve effectiveness and increase efficiencies in corporations, health care institutions, and government agencies. With the combination of coursework, workplace-based projects, and liberal learning seminars, students advance their technological, organizational, and personal capacities. Individuals who serve or are moving into positions of serving as liaisons between the Information Technology department and a functional business unit are likely to benefit from this graduate program. The program also serves those who work within departments that are information dependent, rely heavily on information technology, and/or seeking to advance their careers through project management or information technology management positions.

**Foundations Courses**
- PM 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT
  or IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT
- IS 483 INFORMATION SERVICES AND OPERATIONS
- ECT 424 ENTERPRISE INFRASTRUCTURE

**Advanced Courses**
- IS 433 INFORMATION SECURITY MANAGEMENT
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
- CSC 451 DATABASE DESIGN

---

**Applied IT Project Management Specialization**

This area of specialization within the MS in Applied Technology program is designed to advance the capabilities of working professionals to fill the growing need for IT project managers. The combination of coursework, liberal learning seminars, and independent workplace-based projects advance students' technological, organizational, and personal capacities to lead and manage IT project teams. Students focus on developing and leveraging knowledge and skills in project and risk management, investment financial analysis, organizational and ethical decision-making, and technologies to promote both collaboration and management controls. These and other capabilities reflect the skills to build leadership practices that enable quality work.

**Foundation Courses**
- PM 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT
  or IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT
- PM 556 ENTERPRISE PROJECT MANAGEMENT
  or IS 556 ENTERPRISE PROJECT MANAGEMENT
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
  or IS 500 INFORMATION TECHNOLOGY LEADERSHIP

**Advanced Courses**
- PM 440 COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS
  or IS 440 COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS
- PM 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
  or IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
- PM 570 ENTERPRISE SYSTEM IMPLEMENTATION
  or IS 570 ENTERPRISE SYSTEM IMPLEMENTATION
Applied Network Technology Specialization

This area of specialization trains professionals to mediate industry demands for innovative network designs, new network applications and services, and the interactions between business enterprises and the network providers that serve them. The combination of coursework, liberal learning seminars, and independent workplace-based projects advance students’ capabilities at both the theoretical and applied levels of design, configuration and management of converged communication networks. Students may pursue paths in technical areas such as network protocols, analysis, management or network and information security in wired and wireless contexts.

Introductory Courses

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

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

- TDC 405 VOICE AND DATA NETWORK FUNDAMENTALS
- TDC 411 INTRODUCTION TO COMPUTER AND NETWORK SYSTEMS
- TDC 413 INTRODUCTION TO LAN AND WAN

Foundation Courses

- TDC 460 FOUNDATIONS OF NETWORK TECHNOLOGIES
- TDC 463 COMPUTER NETWORKS AND DATA SYSTEMS
- TDC 464 CONVERGED MULTIMEDIA NETWORKS

Advanced Courses

- Three additional Applied Telecommunications or Applied Network and Information Security courses chosen with advisor approval.

Arabic (MA)

DePaul’s innovative new MA program in Arabic provides students a customizable, flexible curriculum to develop advanced linguistic and cultural expertise in a language and to apply that expertise in the disciplinary or professional contexts of their choice. Whether in the “global village” of today’s world or in multiethnic communities such as Chicago, this advanced expertise is an increasingly valuable personal and professional asset, requiring appropriate training and credentials. The MA program especially seeks to serve adult professionals (government employees, social workers, healthcare providers, businesspeople, or certified K-12 teachers) whose careers require this applied expertise.

The MA in Arabic may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Arabic + Digital Humanities Certificate
- Arabic + Teaching English to Speakers of Other Languages (TESOL) Certificate

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will be able to:

- Speak and participate in most informal and some formal conversations from topics related to school, home, and leisure activities, to many related to employment, current events, and matters of public and community interest.
- Narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect, as well as combine and link sentences into connected discourse of paragraph length; although these narrations and descriptions tend to be handled separately rather than interwoven.
- Use communicative strategies such as rephrasing and circumlocution, and contribute to a conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.
- Combine and link sentences into texts of paragraph length and structure, and use minimal control of common structures and vocabulary.
- Listen and comprehend (albeit unevenly) short conventional narrative and descriptive texts with a clear underlying structure.
- Understand conventional narrative and descriptive texts with clear underlying structure (though their comprehension may be uneven).

Degree Requirements

Course Requirements

The curriculum of the MA in Arabic will consist of twelve courses (48 quarter credit hours), divided into two parts:

1. A core curriculum of four courses (16 quarter credit hours) required of all students, and
2. Eight courses (32 quarter credit hours) in the language area, which must include an approved “cluster” of at least four courses (16 quarter credit hours) focused on a particular professional application or disciplinary interest.

Students must select these course clusters in consultation with an advisor. All courses in the language area must be courses taught in the target language of the student’s program (i.e. courses with prefixes ARB). In exceptional cases, with the approval of the student's advisor and the director of the graduate program, a student may count one or two courses taught in English from allied fields (such as art history, economics, education, geography, health sciences, management, philosophy, political science, religion, sociology, etc.) among the eight "language area" courses in the student’s program.

Core Curriculum

The core curriculum consists of the following four courses:

- MOL 401 PROFESSIONAL FOUNDATIONS
- MOL 402 LANGUAGE, SELF AND SOCIETY
- MOL 403 COMMUNITIES OF PRACTICE
- MOL 496 MAMOL CAPSTONE

In addition, all three-hundred level courses in the respective languages are offered simultaneously as 400-level electives to complete the MA program. These 400-level courses carry different requirements than the lower-level courses.
**Additional Requirements**

Additional requirements include:

- ACTFL Oral Proficiency Interview
- Service Learning Experience
- Portfolio Project

All students must attain a rating of at least “Advanced Low” from the standardized Oral Proficiency Interview (OPI) of the American Council on Teaching Foreign Languages (ACTFL).

The service learning experience will involve work within an environment where the student can apply her or his linguistic expertise, as a volunteer, contributor, intern, or employee. This environment might be a community group; a social service or agency; a professional association; or an artistic organization. This experience should ideally contribute to the student's portfolio project.

The portfolio (completed while enrolled in MOL 496) consists of a compilation and critical assessment of select work done throughout the program or a final project with written critical assessment. Final projects may include a community service experience, internship, performance and creative work, thesis, or translation.

**Graduation Grade Point Average Requirement**

In order to graduate from the program, students must complete all program requirements with a minimum GPA of 3.000.

**Thesis Option**

A thesis option will be available for students who attain a GPA of at least 3.7 in the program after completing 24 credit hours of coursework. The thesis should address the area of interest of the candidate’s course “cluster.”

---

**Arts Leadership (MFA)**

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>96 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>96 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Identify and describe the historical and theoretical significance of a range of theatrical artists, works and artistic approaches from antiquity to the present, encompassing a broad range of periods, cultures, and styles.
- Synthesize and apply elements of their education and training in classes, rehearsals, and productions.
- Participate in theatrical production in a professional manner, with discipline, respect, and maturity.
- Demonstrate the role of the theatre practitioner as an active member of society and of the cultural and social impact of the arts.

**Program Specific Outcomes**
Students will:

- Be able to work within an organizational vision
- Be able to communicate, both verbally and in writing, at a superior level
- Master the nature and dynamics of collaborative practice between and among artists, boards, personnel, and audience
- Develop and master the skills of strategic planning
- Develop and master the dynamics of personal and human interaction
- Master the basic principles of finance, including budgeting and financial management
- Develop a workable knowledge of law and legal procedures as they relate to the ethics of business practice, governance, and contracts
- Develop specific proficiencies in marketing strategies as they relate to overall artistic programming and specific events
- Understand the dynamics that exist between Human Resources and employment relationships
- Understand the specifics of facility management and resource allocation
- Develop a practical knowledge of relevant labor relations and issues
- Develop a practical knowledge of organizational hierarchy and organizational growth
- Understand both the history of the arts organization and its advancement
- Master the arts organization’s definitions related to marketing and promotion, institutional branding, and creative thinking, implementation, and evaluation

Degree Requirements

Course Requirements

First Year

- MPS 500 INTRODUCTION TO PUBLIC SERVICE MANAGEMENT
- WRD 522 WRITING IN THE PROFESSIONS
- MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- MGT 530 LEADERSHIP IN ORGANIZATIONS
- MPS 519 RESOURCE DEVELOPMENT
- Synthesis Seminar
  - THE 521 ARTS LEADERSHIP SYNTHESIS SEMINAR
  - THE 522 ARTS LEADERSHIP SYNTHESIS SEMINAR
  - THE 523 ARTS LEADERSHIP SYNTHESIS SEMINAR
- Graduate Management Practicum
  - THE 511 GRADUATE MANAGEMENT PRACTICUM
  - THE 512 GRADUATE MANAGEMENT PRACTICUM
  - THE 513 GRADUATE MANAGEMENT PRACTICUM

- One 500 Level CMNS Course Chosen in Consultation with the Arts Leadership Department Head.

Second Year

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

DePaul University

Autumn 2015-2016

Page 68 of 2506
Bilingual-Bicultural Education (MA)

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

Licensure Option

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

Endorsements

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

Endorsement Application

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>52 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes
Student will be able to:

- Demonstrate knowledge of history, research, and current practice in the field of ESL/bilingual teaching and apply this knowledge to improve teaching and learning.
- Demonstrate understanding of language as a system and a high level of competence in helping ESOL students acquire and use the components of the language system.
- Demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
- Apply concepts, theories, research, and strategies to facilitate the acquisition of a primary and a new language in and out of classroom settings.
- Apply concepts, theories, research, and strategies to facilitate the acquisition of a primary and a new language in and out of classroom settings.
- Use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.
- Use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.
- Apply concepts, research, and best practices to plan classroom instruction in a supporting learning environment for ESL students.
- Manage and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum.
- Choose, adapt, and use a wide range of standards-based materials and resources in effective ESL and content teaching.
- Understand various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.
- Use a variety of standards-based language proficiency instruments to inform their instruction and understands their uses for identification, placement, and demonstration of language growth of ESOL students.
- Use a variety of performance-based assessment tools and techniques to inform instruction.
- Use technology that is appropriate for the discipline.
- Use technology to enhance his/her teaching.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Understand the role of community in education and develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.
- Be a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seeks opportunities to grow professionally from interactions with students, their parents and other professionals.
- Serve as professional resource to all staff, including paraprofessionals, advocates for ESOL students, and build partnerships with students' families to improve learning for all ESL students.
- Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve the learning and well-being of students for whom English is a new language.

---

**Admission Information**

**Admission Requirements**

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

Dispositions

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

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

Degree Conferral and Graduation

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

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

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

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

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

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

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

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

Course Requirements

Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required

- SCG 408 EDUCATION AND SOCIETY
- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Bilingual Bicultural Courses: 40 quarter hours required, grade of C or better required

- BBE 402 BILINGUAL-BICULTURAL PROGRAM DESIGN AND CURRICULUM DEVELOPMENT
- BBE 404 LANGUAGE, LITERACY AND CULTURE
- BBE 406 SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- BBE 425 BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL
- BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
- BBE 520 ANALYZING RESEARCH ON IDENTITY, CULTURE & LANGUAGE EDUCATION
- BBE 524 METHODS OF TEACHING ESL
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- BBE 599 SCHOOLWIDE APPROACHES TO EDUCATING ELL

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

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

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

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

The Master’s Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

Bilingual-Bicultural Education (MED)

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

Licensure Option

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

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

Endorsement Application

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>52 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Student will be able to:

- Demonstrate knowledge of history, research, and current practice in the field of ESL/bilingual teaching and apply this knowledge to improve teaching and learning.
- Demonstrate understanding of language as a system and a high level of competence in helping ESOL students acquire and use the components of the language system.
- Demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
- Apply concepts, theories, research, and strategies to facilitate the acquisition of a primary and a new language in and out of classroom settings.
- Use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students’ learning.
- Use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.
- Manage and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum.
- Choose, adapt, and use a wide range of standards-based materials and resources in effective ESL and content teaching.
- Understand various issues of assessment (e.g. cultural and linguistic bias, political, social, and
psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.

- Use a variety of standards-based language proficiency instruments to inform their instruction and understands their uses for identification, placement, and demonstration of language growth of ESOL students.
- Use a variety of performance-based assessment tools and techniques to inform instruction.
- Use technology that is appropriate for the discipline.
- Use technology to enhance his/her teaching.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Understand the role of community in education and develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.
- Be a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seeks opportunities to grow professionally from interactions with students, their parents and other professionals.
- Serve as professional resource to all staff, including paraprofessionals, advocates for ESOL students, and build partnerships with students' families to improve learning for all ESL students.
- Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve the learning and well-being of students for whom English is a new language.

## Admission Information

### Admission Requirements

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

## Degree Requirements

### Course Requirements

#### Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required

- SCG 408 EDUCATION AND SOCIETY
- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

#### Bilingual Bicultural Courses: 40 quarter hours required, grade of C or better required

- BBE 402 BILINGUAL-BICULTURAL PROGRAM DESIGN AND CURRICULUM DEVELOPMENT
- BBE 404 LANGUAGE, LITERACY AND CULTURE
College Requirements

Dispositions

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

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

Degree Conferral and Graduation

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

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

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).
After you submit the application, you cannot register for any term after the one selected in the application.

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

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

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

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

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

---

**Biological Sciences (MA)**

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

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Total hours required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48 hours</td>
</tr>
</tbody>
</table>

---

**Learning Outcomes**

Students will be able to:

- Explain, both orally and in writing:
  - The major fields in biology and how they are interconnected.
  - The experimental approaches that are used to obtain biological data.
  - How experiments are designed to test hypotheses.
  - The levels of biological organization from biomolecules to ecosystems.
  - The mechanisms by which organisms use and transform energy.
  - The way in which evolutionary theory unifies biology.
  - How model systems are used to explore biology.
  - The way details of their final project relates to the overall field of biology.

- Critically analyze and evaluate scientific findings.
- Devise testable hypotheses and the methods/approaches to test them.
- Use the appropriate measures/observations and statistical methods.
- Use existing knowledge to generate and synthesize new ideas and questions.
- Clearly communicate experimental approaches, findings, and their significance.
- Review the scientific literature with respect to a defined question.
• Summarize the current knowledge, and suggest new directions of inquiry which they present in the form of an oral presentation and formal written paper (final project).
• Set goals for future work that are the result of realistic self-appraisal and reflection.
• Articulate their skills and knowledge and represent themselves to external audiences.
• Work toward goals independently and in collaboration with others.
• Find career paths which will allow them to apply their knowledge and skill.
• Communicate biological concepts and facts to diverse audiences including the general public.
• Use their knowledge to enrich their life experiences and participate in public discourse.

Degree Requirements

Course Requirements

50 hours of graduate credit including:

• BIO 495 INTRODUCTION TO GRADUATE STUDY
• BIO 400 DEVELOPMENT OF TOPICS FOR RESEARCH
• Three courses from the Ecology, Evolution and Population Biology core area
• Three courses from the Genetics, Cell and Molecular Biology core area
• Three courses from the Physiology and Neurobiology core area
• One additional course from any of the core areas
• Four credit hours of BIO 496 RESEARCH

Core Areas of Study

Ecology, Evolution, and Population Biology

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

Genetics, Cell and Molecular Biology

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

Physiology and Neurobiology

• BIO 409 PLANT PHYSIOLOGY
• BIO 439 CELLULAR NEUROBIOLOGY
• BIO 440 SYSTEMS NEUROBIOLOGY
• BIO 441 TOPICS IN NEUROBIOLOGY
BIO 442 COGNITIVE NEUROSCIENCE
BIO 452 ADVANCED COMPARATIVE PHYSIOLOGY
BIO 465 PRINCIPLES OF TOXICOLOGY
BIO 475 INTRODUCTION TO PHARMACOLOGY
BIO 485 MAMMALIAN REPRODUCTION
BIO 486 INTRODUCTION TO ENDOCRINOLOGY

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

Advancement to Candidacy

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

Final Project Requirement

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

Program Graduate Academic Student Handbook

Probation

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.00. If a student's cumulative GPA goes below this minimum the student will be put on probation and will have one quarter to bring their cumulative GPA up to at least a 3.00 or face dismissal from the program. If the student's cumulative GPA goes below the minimum a second time, they will be dismissed from the program.

Dismissal

Students may be dismissed for breaches of academic integrity, breaches of the code of student responsibility, or violations of satisfactory progress, including but not limited to, failing a retake of the oral qualifying exam, not maintaining at least a 3.00 cumulative GPA, or lack of progress towards degree completion. Students who have completed their coursework, but who are still working on their final project (MA) must be enrolled in candidacy continuation during the three quarters of the academic school year. Failure to enroll in candidacy continuation will result in dismissal from the program.

Readmission

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

Transfer Credit

Two semester courses or three quarter courses from another institution or program may be accepted as transfer credit upon approval of the Program Director and Associate Dean for Graduate Studies. Credit will only be transferred for courses that have equivalents in the DePaul curriculum as determined by the Program Director. Transfer credit can only be awarded for graduate level coursework which has not counted toward the completion of a degree at DePaul or any other institution.

Undergraduate Courses

No undergraduate courses will be counted towards the graduate degree.

Graduation Requirements
In order to graduate, students must satisfy the degree requirements as specified in the course catalog for MA degrees, including but not limited to maintaining a minimum cumulative GPA of 3.00.

**Graduation with Distinction**

The criteria for graduating with distinction are earning a minimum 3.50 cumulative grade point average in graduate level biology courses and the recommendation of the final project/thesis committee.

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

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

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

**Biological Sciences (MS)**

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

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

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>52 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Explain, both orally and in writing:
  - The major fields in biology and how they are interconnected.
  - The experimental approaches that are used to obtain biological data.
  - How experiments are designed to test hypotheses.
  - The levels of biological organization from biomolecules to ecosystems.
  - The mechanisms, organisms used to transform energy.
  - The way in which evolutionary theory unifies biology.
  - How model systems are used to explore biology.
  - The way details of their focused research relates to the overall field of biology.
- Critically analyze and evaluate scientific findings.
- Devise testable hypotheses and the methods/approaches to test them.
Degree Requirements

Course Requirements

52 hours of graduate credit including:

- BIO 400 DEVELOPMENT OF TOPICS FOR RESEARCH
- BIO 495 INTRODUCTION TO GRADUATE STUDY
- Two credit hours of BIO 401 INDEPENDENT STUDY
- Eight quarter hours of BIO 498 RESEARCH FOR MASTER’S THESIS
- At least eight additional quarter hours of Research
- At least two courses from the Ecology, Evolution, and Population biology core area
- At least two courses from the Genetics, Cell and Molecular biology core area
- At least two courses from the Physiology and Neurobiology core area
- One additional course from any of the core areas

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

Core Areas of Study

Ecology, Evolution, and Population Biology

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

Genetics, Cell and Molecular Biology

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

- BIO 409 PLANT PHYSIOLOGY
- BIO 439 CELLULAR NEUROBIOLOGY
- BIO 440 SYSTEMS NEUROBIOLOGY
- BIO 441 TOPICS IN NEUROBIOLOGY
- BIO 442 COGNITIVE NEUROSCIENCE
- BIO 452 ADVANCED COMPARATIVE PHYSIOLOGY
- BIO 465 PRINCIPLES OF TOXICOLOGY
- BIO 475 INTRODUCTION TO PHARMACOLOGY
- BIO 485 MAMMALIAN REPRODUCTION
- BIO 486 INTRODUCTION TO ENDOCRINOLOGY

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

**Advancement to Candidacy**

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

**Thesis Requirement**

Results based upon an independent laboratory investigation.

**Final Examination Requirement**

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

---

**Program Graduate Academic Student Handbook**

**Probation**

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.00. If a student's cumulative GPA goes below this minimum the student will be put on probation and will have one quarter to bring their cumulative GPA up to at least a 3.00 or face dismissal from the program. If the student's cumulative GPA goes below the minimum a second time, they will be dismissed from the program.

**Dismissal**

Students may be dismissed for breaches of academic integrity, breaches of the code of student responsibility, or violations of satisfactory progress, including but not limited to, failing a retake of the oral qualifying exam, not maintaining at least a 3.00 cumulative GPA, or lack of progress towards degree completion. Students who have completed their coursework, but who are still working on their thesis (M.S) must be enrolled in candidacy continuation during the three quarters of the academic school year. Failure to enroll in candidacy continuation will result in dismissal from the program.

**Readmission**

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

Two semester courses or three quarter courses from another institution or program may be accepted as transfer credit upon approval of the Program Director and Associate Dean for Graduate Studies. Credit will only be transferred for courses that have equivalents in the DePaul curriculum as determined by the Program Director. Transfer credit can only be awarded for graduate level coursework which has not counted toward the completion of a degree at DePaul or any other institution.

Undergraduate Courses

No undergraduate courses will be counted towards the graduate degree.

Graduation Requirements

In order to graduate, students must satisfy the degree requirements as specified in the course catalog for MS degrees, including but not limited to maintaining a minimum cumulative GPA of 3.00.

Graduation with Distinction

The criteria for graduating with distinction are a minimum 3.50 cumulative GPA in graduate level biology courses and the recommendation of the thesis committee.

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

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

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

Business Information Technology (MS)

The MS in Business Information Technology is a joint degree between CDM and The Kellstadt Graduate School of Business that addresses today’s need for individuals who understand the core principles of both business and technology in corporations, health care institutions, and government agencies.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>52 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution,
and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.

Degree Requirements

Course Requirements

No course labeled as Introductory (a course numbered 400 through 419) in any other program may be substituted for any other course at any level.

CDM Required Courses

- IS 421 SYSTEMS ANALYSIS
- PM 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT
- CNS 440 INFORMATION SECURITY MANAGEMENT
- ECT 424 ENTERPRISE INFRASTRUCTURE
- HCI 440 INTRODUCTION TO USER-CENTERED DESIGN

Kellstadt Required Courses

- ACC 500 FINANCIAL ACCOUNTING
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- *MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT
- *MGT 554 MANAGING HUMAN CAPITAL
- MGT 573 CREATIVITY & INNOVATION IN BUSINESS

*Note MGT 504 and MGT 554 are each two credit hours.

Open Elective Courses

Students must complete two CDM Open Elective Courses. Open Elective Courses are in the range of 421-699 and must be chosen among CNS, CSC, ECT, GAM, GPH, HCI, HIT, IPD, IS, IT, PM, SE, TDC, and Kellstadt courses.

Capstone

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

Degree Requirements

Students in this degree program must meet the following requirements:

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

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

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

Business Strategy and Decision Making (MBA)

DePaul’s MBA concentration in Business Strategy and Decision Making will give you the framework for making business decisions in a disciplined and strategic way. In this concentration you will learn how to diagnose strategic positions, evaluate alternative courses of action and make the best possible decisions based on your objectives. You will accomplish this through extensive class discussions, case-study analysis and hands-on exercises.

Highlights

In this concentration, you will gain knowledge and abilities to:

- Create value for customers.
- Correctly diagnose a problem or position, make the best decisions to improve upon this position and sustain the improvement.
- Apply price and other strategies to gain a competitive edge and to enter or block entry to market.
- Capture value in various market settings by positioning and differentiating products for profitability.
- Innovate and reformulate entire business models based on networks, platforms and eco-systems.
- Develop negotiation skills that are important in the economic and business world, as well as in day-to-day life.

Career Outlook

This program is a fast-track career development option for managers who want the skills and abilities to make strategic economic decisions in a business environment. Graduates possess skills that are applicable to almost any industry and can seek employment in fields such as banking, manufacturing, communications, insurance, retailing, finance, investing, transportation, utilities and consulting.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements (varies with admission term and prior coursework)</td>
<td>24-48 hours</td>
</tr>
<tr>
<td>Concentration and Elective Requirements (varies with admission term)</td>
<td>24-36 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>48-72 hours</strong></td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.
MBA Core Requirements

Course Requirements for the MBA Program

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.
While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Concentration Requirements

Course Requirements

The Business Strategy and Decision-Making concentration introduces students to a variety of frameworks for making decisions in business and other related disciplines. In this concentration, you will learn how to diagnose strategic positions, evaluate alternative courses of action, and make the best possible decisions based on your objectives. You will accomplish this through extensive class discussions, case study analysis, and hands-on exercises.

The concentration consists of two required core classes: ECO 525, Strategic Decision-Making and Game Theory, which provides a general framework for strategic thinking; ECO 526, Business Strategy, which lays out the economic foundations of strategy; and one elective course that best matches your personal and professional objectives.

Required

- ECO 525 STRATEGIC DECISION MAKING AND GAME THEORY
- ECO 526 BUSINESS STRATEGY
- Choose one of the following:
  - ECO 528 STRATEGIES AND PROCESSES OF NEGOTIATIONS
  - ECO 798 SPECIAL TOPICS: Competition, Strategy and Policy
  - ECO 798 SPECIAL TOPICS: Business Models and Innovation Strategy

Chemistry (MS)

The Master of Science in chemistry program provides students with rigorous training and preparation for advanced work in the profession of chemistry, biochemistry, chemical biology, medicinal chemistry, and polymer and coatings science.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will be able to:

- Perform statistical calculations related to analytical techniques.
- Use discipline specific computer tools such as ChemDraw.
- Use primary literature databases to research a topic in any of the sub-disciplines of chemistry, specifically to:
  - Choose relevant and higher impact published work on a topic.
  - Critically evaluate and extract the major findings of a paper.
  - Summarize the major findings and conclusions of selected papers concisely, accurately and effectively in written form.
  - Effectively present the summary orally.

Concentration Specific Outcomes

Thesis

Students will be able to:

- Provide context that explains/describes how the boundaries of knowledge are advanced through research.
- Explain the limitations of the research undertaken and suggest ways of overcoming these in future research.
- Disseminate the research results in publishable work such as a thesis of a standard which satisfies peer review.

Degree Requirements

Course Requirements

Graduate Common Core (8 courses/28 credit hours):

- Six out of eight common core courses (6 courses/24 credit hours)
  - CHE 422 INORGANIC STRUCTURE AND REACTIVITY
  - CHE 424 GROUP THEORY
  - CHE 442 PROTEIN STRUCTURE AND FUNCTION
  - CHE 444 ADVANCED TOPICS IN PROTEIN BIOCHEMISTRY
  - CHE 450 ADVANCED MECHANISTIC ORGANIC CHEMISTRY
  - CHE 452 ADVANCED SYNTHETIC ORGANIC CHEMISTRY
  - CHE 470 STATISTICAL THERMODYNAMICS
  - CHE 472 MOLECULAR DYNAMICS

- Two 2-credit-hour special topics courses from the following list (2 courses/4 credit hours)
  - CHE 480 SPECIAL TOPICS IN ANALYTICAL CHEMISTRY
  - CHE 482 SPECIAL TOPICS IN BIOCHEMISTRY
  - CHE 484 SPECIAL TOPICS IN INORGANIC CHEMISTRY
  - CHE 486 SPECIAL TOPICS IN ORGANIC CHEMISTRY
  - CHE 488 SPECIAL TOPICS IN PHYSICAL CHEMISTRY

Special topics courses may be repeated as long as the topic of the course is different.
Track Requirements

In addition to the 8 courses at 28 credit hours in the Graduate Common Core, Chemistry students must complete the requirements within their chosen track: Thesis Track or Non-Thesis Track.

Thesis Track

- CHE 497 RESEARCH (minimum of 12 credit hours)
- Two additional 4 credit-hour courses at the 400-level (excluding CHE 497 RESEARCH)
- In addition, M.S. thesis students must write a thesis based on their research project and successfully pass a two-part oral exam. The first part of the examination consists of the thesis presentation and defense; the second part is an oral examination concerning the student's general knowledge of chemistry.

Non-Thesis Track

Standard Track (Non-Thesis)

- Any 12 credit hours from options listed for the other tracks.
- Two additional 4 credit-hour courses at the 400-level (excluding CHE 497 RESEARCH)
- No more than three 300-level four-credit-hour courses may be taken for graduate credit toward M.S.

Analytical/ Physical Chemistry Track (Non-Thesis)

- Any three courses from the following list for a total of 12 credit hours:
  - CHE 310 NUCLEAR CHEMISTRY
  - CHE 318 BIOPHYSICAL CHEMISTRY
  - CHE 474 ADVANCED QUANTUM CHEMISTRY
  - CHE 476 COMPUTATIONAL CHEMISTRY
- Two additional 4 credit-hour courses at the 400-level (excluding CHE 497 RESEARCH)
- No more than three 300-level four-credit-hour courses may be taken for graduate credit toward M.S.

Biochemistry / Medicinal Chemistry Track (Non-Thesis)

- Any three courses from the following list for a total of 12 credit hours:
  - CHE 318 BIOPHYSICAL CHEMISTRY
  - CHE 348 CHEMICAL BIOLOGY
  - CHE 360 MEDICINAL CHEMISTRY
  - CHE 362 DRUGS AND TOXICOLOGY
  - CHE 474 ADVANCED QUANTUM CHEMISTRY
  - CHE 476 COMPUTATIONAL CHEMISTRY
- Two additional 4 credit-hour courses at the 400-level (excluding CHE 497 RESEARCH)
- No more than three 300-level four-credit-hour courses may be taken for graduate credit toward M.S.

Synthetic Chemistry Track (Non-Thesis)

- Any three courses from the following list for a total of 12 credit hours:
  - CHE 320 INTERMEDIATE INORGANIC CHEMISTRY /CHE 321 INTERMEDIATE INORGANIC CHEMISTRY LABORATORY
  - CHE 326 INTERMEDIATE ORGANIC CHEMISTRY /CHE 327 INTERMEDIATE ORGANIC CHEMISTRY LABORATORY
  - CHE 360 MEDICINAL CHEMISTRY
  - CHE 378 APPLIED SPECTROSCOPY
  - CHE 430 POLYMER SYNTHESIS
  - CHE 431 POLYMER SYNTHESIS LABORATORY
  - CHE 434 POLYMER CHARACTERIZATION
  - CHE 435 POLYMER CHARACTERIZATION LABORATORY
- Two additional 4 credit-hour courses at the 400-level (excluding CHE 497 RESEARCH)
- No more than three 300-level four-credit-hour courses may be taken for graduate credit toward M.S.
Probation

Students must maintain a minimum cumulative GPA of 2.75 to remain in good standing. A student whose cumulative GPA falls below 2.75 will be placed on academic probation.

Dismissal

Students on probation have at most one academic quarter to raise their cumulative GPA to at least a 2.75. If a student does not, then he/she may be dismissed for a violation of satisfactory progress.

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

Conditional Admission

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

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

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

Transfer Credit

Up to 12 quarter hours (or semester equivalent) of coursework may be accepted as transfer credit towards the M.S. degree for courses taken at another institution or through another DePaul program that articulate with current courses in the chemistry graduate program. Credits applied toward the completion of a degree at DePaul or another institution will not be accepted as transfer credit. Written approval must come from graduate program director and associate dean for graduate studies.

Graduation with Distinction

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

Chinese (MA)

DePaul’s innovative new MA program in Chinese provides students a customizable, flexible curriculum to develop advanced linguistic and cultural expertise in a language and to apply that expertise in the disciplinary or professional contexts of their choice. Whether in the “global village” of today’s world or in multiethnic communities such as Chicago, this advanced expertise is an increasingly valuable personal and professional asset, requiring appropriate training and credentials. The MA program especially seeks to serve adult professionals (government employees, social workers, healthcare providers, businesspeople, or certified K-12 teachers) whose careers require this applied expertise.

The MA in Chinese may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application...
process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Chinese + Digital Humanities Certificate
- Chinese + Teaching English to Speakers of Other Languages (TESOL) Certificate

### Degree Requirements

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

### Learning Outcomes

Students will be able to:

- Speak and participate in most informal and some formal conversations from topics related to school, home, and leisure activities, to many related to employment, current events, and matters of public and community interest.
- Narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect, as well as combine and link sentences into connected discourse of paragraph length; although these narrations and descriptions tend to be handled separately rather than interwoven.
- Use communicative strategies such as rephrasing and circumlocution, and contribute to a conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.
- Combine and link sentences into texts of paragraph length and structure, and use minimal control of common structures and vocabulary.
- Listen and comprehend (albeit unevenly) short conventional narrative and descriptive texts with a clear underlying structure.
- Understand conventional narrative and descriptive texts with clear underlying structure (though their comprehension may be uneven).

### Degree Requirements

#### Course Requirements

The curriculum of the MA in Chinese consists of twelve courses (48 quarter credit hours), divided into two parts:

1. A core curriculum of four courses (16 quarter credit hours) required of all students, and
2. Eight courses (32 quarter credit hours) in the language area, which must include an approved “cluster” of at least four courses (16 quarter credit hours) focused on a particular professional application or disciplinary interest. Students must select these course clusters in consultation with an advisor. All courses in the language area must be courses taught in the target language of the student’s program (i.e. courses with prefixes CHN). In exceptional cases, with the approval of the student’s advisor and the director of the graduate program, a student may count one or two courses taught in English from allied fields (such as art history, economics, education, geography, health sciences, management, philosophy, political science, religion, sociology, etc.) among the eight “language area” courses in the student’s program.

#### Core Curriculum

The core curriculum consists of the following four courses:

- MOL 401 PROFESSIONAL FOUNDATIONS
- MOL 402 LANGUAGE, SELF AND SOCIETY
- MOL 403 COMMUNITIES OF PRACTICE
- MOL 496 MAMOL CAPSTONE
In addition, all three-hundred level courses in the respective languages are offered simultaneously as 400-level electives to complete the MA program. These 400-level courses carry different requirements than the lower-level courses.

**Additional Requirements**

Additional requirements include:

- ACTFL Oral Proficiency Interview
- Service Learning Experience
- Portfolio Project

All students must attain a rating of at least "Advanced Low" from the standardized Oral Proficiency Interview (OPI) of the American Council on Teaching Foreign Languages (ACTFL).

The service learning experience will involve work within an environment where the student can apply her or his linguistic expertise, as a volunteer, contributor, intern, or employee. This environment might be a community group; a social service or agency; a professional association; or an artistic organization. This experience should ideally contribute to the student's portfolio project.

The portfolio (completed while enrolled in MOL 496) consists of a compilation and critical assessment of select work done throughout the program or a final project with written critical assessment. Final projects may include a community service experience, internship, performance and creative work, thesis, or translation.

**Graduation Grade Point Average Requirement**

In order to graduate from the program, students must complete all program requirements with a minimum GPA of 3.000.

**Thesis Option**

A thesis option will be available for students who attain a GPA of at least 3.7 in the program after completing 24 credit hours of coursework. The thesis should address the area of interest of the candidate's course "cluster."

---

**Cinema (MFA)**

This degree is the highest level of training in digital filmmaking. The MFA in Cinema program is a highly selective program that culminates in the successful completion of the MFA thesis project, a public presentation of the thesis project, and a defense of the thesis to the student's MFA committee.

**Concentrations**

**Directing Concentration**

Employing an artistic and practical approach, the coursework focuses on educating the next generation of directors. Utilizing the latest technology, students gain a thorough understanding of the process of cinema production from script to screen, refine their professional skills, and further develop their narrative style.

**Producing Concentration**

The coursework focuses on developing the skills necessary to become a successful producer. An emphasis is placed on thinking creatively and acquiring a thorough understanding of the business of filmmaking.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>64 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>64 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Concentration Specific Outcomes

Directing

Students will be able to:

- Apply the principles of screenplay narrative conventions.
- Create a work that exhibits a cohesive visual style.
- Demonstrate a mastery of the pre-production process from a director's perspective.
- Perform all basic tasks of all crew positions.
- Perform all the functions of a director as they relate to a crew and talent on location.
- Show a mastery of visual composition, cinematic exposure standards and basic semiotics.
- Show a mastery of visual storytelling through editing of picture and sound.
- Demonstrate an understanding of post-production workflow.

Producing

Students will be able to:

- Evaluate a screenplay's merit.
- Perform the duties of a producer during pre-production.
- Employ creative producing techniques.
- Perform the duties of a line producer.
- Work with a director on location.
- Produce a film exhibiting mastery of visual storytelling through editing of picture and sound.
- Demonstrate a thorough understanding of the various means of distribution and exhibition.
- Demonstrate a thorough understanding of film promotion.

Degree Requirements

Course Requirements

No course labeled as Introductory in any other program may be substituted for any other course at any level.

Foundation and other required course selections and MFA Thesis requirements are determined by the concentration chosen.

Degree Requirements

Students in this degree program must meet the following requirements:

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

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

- Producing
- Directing

Directing Concentration

Course Requirements

Foundation Courses

- DC 409 DIGITAL CINEMA PROSEMINAR
- DC 461 PRODUCTION WORKSHOP
- DC 462 DIRECTING WORKSHOP
- DC 420 EDITING
- DC 475 CINEMATOGRAPHY

Note: Students must take the Foundation Courses during their first year in the program.

Production Courses

- DC 401 WRITING THE SHORT MOTION PICTURE
- DC 423 PRE-PRODUCTION FOR CINEMA
- DC 476 VISUAL DESIGN
- DC 495 DIRECTING THE SHORT MOTION PICTURE

Major Elective Courses

Students must choose any 2 graduate level DC, ANI, or VFX courses or MCS 502.

MFA Thesis

The MFA Thesis should be a significant work that utilizes excellent cinematic storytelling technique to demonstrate the filmmaker's unique voice and vision. This project may be a short film, feature film, pilot, or web series.

Thesis Phase

- DC 565 CINEMA THESIS I
- DC 566 CINEMA THESIS II
- DC 567 CINEMA THESIS III
- DC 568 CINEMA THESIS IV

MFA Thesis Committee
During the thesis phase, the MFA Thesis Committee supervises the student. The student's MFA Thesis Committee shall have a chairperson and a minimum of two other members. The chairperson and at least one of the other committee members must be a full-time Cinematic Arts faculty member. Once selected, the student must notify CDM Advising, in order for the chairperson to become the student's new academic advisor. Students work closely with the chair of their committees in planning and completing the MFA thesis. The MFA Thesis Committee must approve a student's script and preproduction documents before the project will be allowed to enter production.

**MFA Thesis Screening**

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

**MFA Thesis Defense**

A minimum of thirty days prior to the public screening, the student will schedule a thesis defense with his/her MFA Thesis Committee. At this defense the student's MFA Thesis Committee will discuss, evaluate, and critique the thesis and make a determination on the awarding of the MFA degree.

**MFA Thesis Timeline**

Students will have a maximum of five years from first enrollment in the program to complete, defend, and screen their MFA Thesis. Time spent in the MS program will count toward this limit. Students may petition their MFA Thesis Committees for a one-time extension.

**DC 701 Thesis Continuation**

This zero-credit course is for students actively working to finish their thesis projects. A student's MFA Thesis Committee Chair may enroll a student in 701 a maximum of eight times. Enrolling in 701 requires student to declare goals for the quarter with regard to finishing their thesis. Students who do not meet these goals may not be eligible to enroll in another 701 until those goals are met.

**Producing Concentration**

**Course Requirements**

**Required Courses**

- DC 409 DIGITAL CINEMA PROSEMINAR
- DC 423 PRE-PRODUCTION FOR CINEMA
- DC 424 SCRIPT TO SCREEN FILM ANALYSIS
- DC 461 PRODUCTION WORKSHOP
- DC 462 DIRECTING WORKSHOP
- DC 481 DISTRIBUTION AND EXHIBITION
- DC 485 PRODUCING
- DC 489 THE BIG PICTURE: THE ENTERTAINMENT INDUSTRY
- DC 502 STORY STRUCTURES
- DC 503 STUDIO DEVELOPMENT
- Students must also take 1 of the following courses:
  - DC 488 FILMMAKERS SEMINAR
  - DC 499 INTERNSHIPS IN MEDIA AND DESIGN
  - DC 505 INDUSTRY AND PITCHING SEMINAR
  - MCS 502 MEDIA AND CULTURAL STUDIES

**MFA Thesis**

The MFA Producing Thesis consists of a representational body of work that demonstrates both practical and creative producing ability. Students should present a portfolio of at least two significant produced works that may include short films, feature films, pilots, or web series. One of these two works must be a project produced as a MFA directing student's thesis. Students must also develop a screenplay, teleplay, or documentary outline.
and present a preliminary budget, potential cast and director list, and fundraising plan for that project.

**Thesis Phase**

- DC 565 CINEMA THESIS I
- DC 566 CINEMA THESIS II
- DC 567 CINEMA THESIS III
- DC 568 CINEMA THESIS IV

**MFA Thesis Committee**

During the thesis phase, the MFA Thesis Committee supervises the student. The student's MFA Thesis Committee shall have a chairperson and a minimum of two other members. The chairperson and at least one of the other committee members must be a full-time Cinematic Arts faculty member. Once selected, the student must inform the advising office, as the chairperson becomes the student's new academic advisor. Students work closely with the chair of their committee in planning and completing the MFA thesis. The MFA Thesis Committe must approve a student's script and preproduction documents before the project will be allowed to enter production.

**MFA Thesis Screening**

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

**MFA Thesis Defense**

A minimum of thirty days prior to the public screening, the student will schedule a thesis defense with his/her MFA Thesis Committee. At this defense the student's MFA Thesis Committee will discuss, evaluate, and critique the thesis and make a determination on the awarding of the MFA degree.

**MFA Thesis Timeline**

Students will have a maximum of five years from first enrollment in the program to complete, defend, and screen their MFA Thesis. Time spent in the MS program will count toward this limit. Students may petition their MFA Thesis Committees for a one-time extension.

**DC 701 Thesis Continuation**

This zero-credit course is for students actively working to finish their thesis projects. A student's MFA Thesis Committee Chair may enroll a student in 701 a maximum of eight times. Enrolling in 701 requires the student to declare goals for the quarter with regard to finishing their thesis. Students who do not meet these goals may not be eligible to enroll in another 701 until those goals are met.

---

**Directing Concentration**

**Sample Schedule**

**First Year**

**Fall Quarter**

- DC 409 DIGITAL CINEMA PROSEMINAR

**Winter Quarter**

- DC 461 PRODUCTION WORKSHOP
- DC 420 EDITING
Spring Quarter

- DC 462 DIRECTING WORKSHOP
- DC 475 CINEMATOGRAPHY

Second Year

Fall Quarter

- DC 401 WRITING THE SHORT MOTION PICTURE
- DC 476 VISUAL DESIGN
- 1 Major Elective

Winter Quarter

- DC 423 PRE-PRODUCTION FOR CINEMA
- 1 Major Elective

Spring Quarter

- DC 495 DIRECTING THE SHORT MOTION PICTURE
- DC 565 CINEMA THESIS I

Third Year

Fall Quarter

- DC 566 CINEMA THESIS II

Winter Quarter

- DC 567 CINEMA THESIS III

Spring Quarter

- DC 568 CINEMA THESIS IV

Producing Concentration

Sample Schedule

First Year

Fall Quarter

- DC 409 DIGITAL CINEMA PROSEMINAR

Winter Quarter

- DC 461 PRODUCTION WORKSHOP
- DC 489 THE BIG PICTURE: THE ENTERTAINMENT INDUSTRY

Spring Quarter

- DC 462 DIRECTING WORKSHOP
- DC 503 STUDIO DEVELOPMENT

Second Year
Fall Quarter

- DC 502 STORY STRUCTURES
- DC 485 PRODUCING

Winter Quarter

- DC 423 PRE-PRODUCTION FOR CINEMA
- DC 424 SCRIPT TO SCREEN FILM ANALYSIS
- DC 481 DISTRIBUTION AND EXHIBITION

Spring Quarter

- DC 565 CINEMA THESIS I
- Choose 1 of the following courses:
  - DC 488 FILMMAKERS SEMINAR
  - DC 499 INTERNSHIPS IN MEDIA AND DESIGN
  - DC 505 INDUSTRY AND PITCHING SEMINAR
  - MCS 502 MEDIA AND CULTURAL STUDIES

Third Year

Fall Quarter

- DC 566 CINEMA THESIS II

Winter Quarter

- DC 567 CINEMA THESIS III

Spring Quarter

- DC 568 CINEMA THESIS IV

Cinema Production (MS)

The MS in Cinema Production emphasizes the technical and technology-based topics and practices of digital cinema. Such topics and practices include post-production editing of video and audio, the integration of video and audio, special effects and computer-generated imaging, and modes of digital distribution.

Concentrations

Production Concentration

The first year’s coursework provides students with a solid foundation in the essential skills of filmmaking including cinematography, editing, and sound. The seven electives taken during the second year allow students to customize their degree to their specific areas of interest.

Post-Production Concentration

With advanced courses in editing, digital compositing, and color correction, students acquire the skills needed to work in all facets of cinema post-production.

Sound Concentration

Students develop the skills necessary to work in sound for cinema. Coursework includes advanced classes in location sound recording, dialogue editing, sound mixing, and scoring.
Learning Outcomes

Core Outcomes

Students will be able to:

- Create a work that exhibits a cohesive visual style.
- Demonstrate an understanding of the pre-production process.
- Perform all basic tasks of all crew positions.
- Direct a crew and talent on location.
- Show a mastery of visual composition, cinematic exposure standards and basic semiotics.
- Show a mastery of the principles of invisible editing and montage.

Concentration Specific Outcomes

Production

Students will be able to:

- Demonstrate an understanding of post-production workflow.
- Demonstrate an understanding of all basic tasks of the post-production sound process.

Post Production

Students will be able to:

- Integrate all elements of post-production to produce a finished work.
- Demonstrate an understanding of all basic tasks of the post-production sound process.
- Generate a work that utilizes advanced compositing techniques.
- Utilize color correction processes in finishing a film.

Degree Requirements

Course Requirements

No course labeled as Introductory in any other program may be substituted for any other course at any level.

Course requirements are determined by the concentration chosen.

Degree Requirements

Students in this degree program must meet the following requirements:

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

- Students pursuing a second master's degree must complete a minimum of 52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

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

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

**Concentration Requirements**

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

- Post-Production
- Production
- Sound

**Sound Concentration**

**Course Requirements**

**Foundation Courses**

- DC 409 DIGITAL CINEMA PROSEMINAR
- DC 415 POST-PRODUCTION SOUND DESIGN
- DC 420 EDITING
- DC 461 PRODUCTION WORKSHOP
- DC 491 POST-PRODUCTION SEMINAR

**Sound Courses**

- DC 412 SCORING FOR FILM AND VIDEO
- DC 413 PRODUCTION SOUND
- DC 417 ADVANCED SOUND MIXING
- DC 418 ADVANCED DIALOGUE EDITING
- DC 419 ADVANCED SOUND EFFECTS RECORDING AND EDITING

**Major Elective Courses**

Students in this program must choose any 2 DC, VFX, or ANI graduate-level courses excluding DC 401, DC 423, DC 476, DC 495, DC 565, DC 566, DC 567, and DC 568.
Production Concentration

Course Requirements

Foundation Courses

- DC 409 DIGITAL CINEMA PROSEMINAR
- DC 461 PRODUCTION WORKSHOP
- DC 462 DIRECTING WORKSHOP
- DC 420 EDITING
- DC 475 CINEMATOGRAPHY

Major Elective Courses

Students in this program must choose any 7 DC, VFX, or ANI graduate-level courses excluding DC 401, DC 423, DC 476, DC 495, DC 565, DC 566, DC 567, and DC 568.

Post-Production Concentration

Course Requirements

Foundation Courses

- DC 409 DIGITAL CINEMA PROSEMINAR
- DC 461 PRODUCTION WORKSHOP
- DC 462 DIRECTING WORKSHOP
- DC 420 EDITING
- DC 475 CINEMATOGRAPHY

Post-Production Courses

- DC 415 POST-PRODUCTION SOUND DESIGN
- DC 422 EDITING STYLES AND TECHNIQUES
- DC 425 COLOR CORRECTION
- DC 440 ADVANCED EDITING

Major Elective Courses

Students in this program must choose any 3 DC, VFX, or ANI graduate-level courses excluding DC 401, DC 423, DC 476, DC 495, DC 565, DC 566, DC 567, and DC 568.

Sample Schedule

First Year

Fall Quarter
Sample Schedule

First Year

Fall Quarter
- DC 409 DIGITAL CINEMA PROSEMINAR

Winter Quarter
- DC 461 PRODUCTION WORKSHOP
- DC 420 EDITING

Spring Quarter
- DC 462 DIRECTING WORKSHOP
- DC 475 CINEMATOGRAPHY

Second Year

Fall Quarter
- 2 Major Electives

Winter Quarter
- 3 Major Electives
Spring Quarter

- 2 Major Electives

Sample Schedule

First Year

Fall Quarter

- DC 409 DIGITAL CINEMA PROSEMINAR

Winter Quarter

- DC 461 PRODUCTION WORKSHOP
- DC 420 EDITING

Spring Quarter

- DC 415 POST-PRODUCTION SOUND DESIGN
- DC 491 POST-PRODUCTION SEMINAR

Second Year

Fall Quarter

- DC 412 SCORING FOR FILM AND VIDEO
- DC 419 ADVANCED SOUND EFFECTS RECORDING AND EDITING
- 1 Major Elective

Winter Quarter

- DC 417 ADVANCED SOUND MIXING
- 1 Major Elective

Spring Quarter

- DC 413 PRODUCTION SOUND
- DC 418 ADVANCED DIALOGUE EDITING

Psychology - Clinical (MA) - Non Terminal

DePaul University's Clinical Psychology program prepares students to become excellent researchers and clinicians who have a firm grounding in the theory, research, and practice of psychology. The Clinical MA is a Non-Terminal Degree, which is earned only by students who have been admitted to the PhD program. Students are not admitted for the MA program only.

For further information regarding the Clinical Psychology MA/PhD program, please visit the Clinical Psychology PhD catalog entry. Please note the MA degree in Clinical Psychology is a non-terminal degree.
Learning Outcomes

Students will be able to:

- Identify major theoretical concepts in psychology, trace their historical development, and integrate theory, research, and domain-specific knowledge to explain and interpret how the field of psychology currently advances knowledge.
- Critique and synthesize theoretical and empirical articles from peer-reviewed scholarly journals in terms of theory, methods, data analyses, and conclusions in order to compose novel perspectives and ideas.
- Develop testable research questions, identify the strengths and limitations of research designs and data analysis techniques, conduct appropriate research and analytic strategies, and interpret the findings to situate them within the extant research literature.
- Describe and discuss the ethical issues associated with human subjects/participant protection and the sequence of procedures needed for IRB approval of research projects, and apply these ethical practices in research.
- Exhibit effective communication skills for presenting at professional conferences and publishing in professional journals.
- Develop strategies for planning and engaging in professional development to acquire new skills and refresh and consolidate knowledge in accord with department, university and APA standards of professionalism.

Degree Requirements

Course Requirements

The Clinical MA is a Non-Terminal Degree, which is earned only by students who have been admitted to the PhD program. Students are not admitted for the MA program only. The MA requires a minimum of 74 quarter hours including four quarter hours of thesis credit.

Core Courses

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

Statistics and Methodology Courses

- PSY 410 ADVANCED STATISTICS I
- PSY 411 ADVANCED STATISTICS II
- PSY 418 MULTIVARIATE STATISTICAL ANALYSIS
- PSY 420 QUANTITATIVE RESEARCH DESIGN

Additional Courses

- PSY 481 INDIVIDUAL INTELLIGENCE TESTING I
- PSY 482 PERSONALITY ASSESSMENT
- PSY 484 BEHAVIORAL ASSESSMENT
- PSY 486 ADVANCED PSYCHOPATHOLOGY
Degree Candidacy

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

Research Thesis

Complete a thesis on a topic approved by the department.

Thesis Examination

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

Clinical Practicum

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

Student Handbook

Minimum Grades

1. The minimum grade considered acceptable for a graduate course is a B-. This applies to courses taken both within and outside of the department for psychology graduate students. Grades below that (i.e., C+ and below) indicate that the student has not mastered the relevant content of the course.

2. If a graduate student earns a grade lower than B- in a particular course, the student, instructor, and advisor will discuss the situation and circumstances and a remediation plan will be required. The student, his or her advisor, and the instructor, will work together to create a plan through which the student can (a) gain competence in the course material, and (b) demonstrate that competence. The remediation plan might include, for example, requiring the student to complete additional assignments, retaking the class, taking a substitute class, completing an independent study, or pursuing other options. The remediation plan must be approved by the instructor, advisor and the program director.

3. A second occurrence of a grade lower than B- (for the same or different course) will put the student on academic probation. Once placed on academic probation, the student's record and any mitigating circumstances will be evaluated by a Psychology Department review board comprising the student's advisor, the program director, and the department associate chair (the department chair might be included in special circumstances). Additional remediation and intervention might be suggested by the review board.

4. If there is a third occurrence of a grade below B- (for the same or different course), the student will be dismissed from the program. The student may choose to appeal this decision, in which case the Chair of the Psychology Department will appoint a committee of three tenured Psychology Department faculty outside the student's program to hear the appeal. Depending on the student's academic record and any mitigating circumstances, he/she may be allowed to complete his/her Master's degree but will not be permitted to continue onto the Ph.D. (not applicable to terminal Department of Psychology M.S. degrees) without a successful appeal.
Probation

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.20. If a student’s cumulative GPA falls below this minimum, the student will be put on probation and will have one quarter to raise their cumulative GPA to at least a 3.20 or face dismissal from the program. If the student raises his/her cumulative GPA to at least a 3.20, but it falls below the minimum a second time, he or she will be dismissed from the program.

Dismissal

In addition to violations of satisfactory progress, including but not limited to, earning minimum grades, failing the comprehensive exam (including any possible retakes) or project, or maintaining a minimum cumulative GPA, students may be dismissed for breaches of academic honesty, or breaches of the code of student responsibility articulated in the DePaul University Student Handbook.

Psychology - Clinical (PhD)

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

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

The Clinical Program has four broad program goals:

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

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

<table>
<thead>
<tr>
<th>PhD Degree Requirements</th>
<th>Total Degree Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required *</td>
<td>106 hours</td>
</tr>
</tbody>
</table>

* 74 hours earned while in pursuit of the Ph.D. will also be applied to an M.A. from DePaul University, if eligible.
Learning Outcomes

Students will be able to:

- Identify major theoretical concepts in psychology, trace their historical development, and integrate theory, research, and domain-specific knowledge to explain and interpret how the field of psychology currently advances knowledge.
- Critique and synthesize theoretical and empirical articles from peer-reviewed scholarly journals in terms of theory, methods, data analyses, and conclusions in order to compose novel perspectives and ideas.
- Develop testable research questions, identify the strengths and limitations of research designs and data analysis techniques, conduct appropriate research and analytic strategies, and interpret the findings to situate them within the extant research literature.
- Describe and discuss the ethical issues associated with human subjects/participant protection and the sequence of procedures needed for IRB approval of research projects, and apply these ethical practices in research.
- Exhibit effective communication skills for presenting at professional conferences and publishing in professional journals.
- Develop strategies for planning and engaging in professional development to acquire new skills and refresh and consolidate knowledge in accord with department, university and APA standards of professionalism.

Degree Requirements

Course Requirements

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

Core Courses

- PSY 404 LEARNING AND COGNITIVE PROCESSES
- PSY 406 PHYSIOLOGICAL PROCESSES
- PSY 430 ADVANCED SOCIAL PSYCHOLOGY
- PSY 439 ADVANCED DEVELOPMENTAL PSYCHOLOGY
- PSY 461 HISTORY AND SYSTEMS OF PSYCHOLOGY
- PSY 481 INDIVIDUAL INTELLIGENCE TESTING I
- PSY 482 PERSONALITY ASSESSMENT
- PSY 484 BEHAVIORAL ASSESSMENT
- PSY 486 ADVANCED PSYCHOPATHOLOGY
- PSY 488 PRINCIPLES OF PSYCHOTHERAPY
- PSY 493 ADVANCED COMMUNITY PSYCHOLOGY
- PSY 500 PROFESSIONAL ETHICS (2 credit hours)
- PSY 520 PRINCIPLES OF HUMAN DIVERSITY
- PSY 565 PROFESSIONAL DEVELOPMENT SEMINAR (6 quarters, 0 credit hours)
- PSY 577 PRACTICUM IN CLINICAL ASSESSMENT, PSY 578 PRACTICUM IN CLINICAL PSYCHOLOGY, and PSY 579 PRACTICUM IN CHILD CLINICAL PROCEDURES (3 quarters, 0 credit hours)
- PSY 582 ADVANCED PRACTICUM-CLINICAL PSYCHOLOGY, PSY 583 PRACTICUM IN COMMUNITY MENTAL HEALTH, and PSY 584 PRACTICUM IN SPECIAL AREAS IN PSYCHOLOGY, (6 quarters, 0 credit hours)
- PSY 590 THESIS SEMINAR (3 quarters, 0 credit hours)
- PSY 596 INTERNSHIP IN CLINICAL PSYCHOLOGY (5 quarters, 0 credit hours)
- PSY 597 MASTER’S THESIS RESEARCH
- PSY 598 DISSERTATION RESEARCH SEMINAR (0 credit hours)
- PSY 599 DISSERTATION RESEARCH

Statistics and Methodology Courses

- PSY 410 ADVANCED STATISTICS I
Area of Emphasis

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

Clinical Child Additional Required Courses/ Clinical Community Electives

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

Clinical Community Additional Required Courses/ Clinical Child Electives

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

General Electives

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

Other Program Requirements

Clinical Practica

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

Doctoral Candidacy Examination

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

Admission to Doctoral Candidacy

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

Candidacy Continuation

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

Internship

One-year supervised internship in an approved doctoral training site. Student’s fifth or sixth year in the program is usually the internship year.
Dissertation

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

Oral Examination

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

Time Limitations

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

Student Handbook

Minimum Grades

1. The minimum grade considered acceptable for a graduate course is a B-. This applies to courses taken both within and outside of the department for psychology graduate students. Grades below that (i.e., C+ and below) indicate that the student has not mastered the relevant content of the course.
2. If a graduate student earns a grade lower than B- in a particular course, the student, instructor, and advisor will discuss the situation and circumstances and a remediation plan will be required. The student, his or her advisor, and the instructor, will work together to create a plan through which the student can (a) gain competence in the course material, and (b) demonstrate that competence. The remediation plan might include, for example, requiring the student to complete additional assignments, retaking the class, taking a substitute class, completing an independent study, or pursuing other options. The remediation plan must be approved by the instructor, advisor and the program director.
3. A second occurrence of a grade lower than a B- (for the same or different course) will put the student on academic probation. Once placed on academic probation, the student's record and any mitigating circumstances will be evaluated by a Psychology Department review board comprising the student's advisor, the program director, and the department associate chair (the department chair might be included in special circumstances). Additional remediation and intervention might be suggested by the review board.
4. If there is a third occurrence of a grade below B- (for the same or different course), the student will be dismissed from the program. The student may choose to appeal this decision, in which case the Chair of the Psychology Department will appoint a committee of three tenured Psychology Department faculty outside the student's program to hear the appeal. Depending on the student's academic record and any mitigating circumstances, he/she may be allowed to complete his/her Master's degree but will not be permitted to continue onto the Ph.D. (not applicable to terminal Department of Psychology M.S. degrees) without a successful appeal.

Probation

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.20. If a student's cumulative GPA falls below this minimum, the student will be put on probation and will have one quarter to raise their cumulative GPA to at least a 3.20 or face dismissal from the program. If the student raises his/her cumulative GPA to at least a 3.20, but it falls below the minimum a second time, he or she will be dismissed from the program.

Dismissal

In addition to violations of satisfactory progress, including but not limited to, earning minimum grades, failing the comprehensive exam (including any possible retakes) or project, or maintaining a minimum cumulative GPA, students may be dismissed for breaches of academic honesty, or breaches of the code of student responsibility articulated in the DePaul University Student Handbook.
Psychology - Community (MA) - Non-terminal degree

The Community MA is a Non-Terminal Degree, which is earned only by students who have been admitted to the PhD program. Students are not admitted for the MA program only.

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

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

Please note the MA degree in Community Psychology is a non-terminal degree.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Degree Requirements</td>
<td>28 hours</td>
</tr>
<tr>
<td>Total hours required</td>
<td>76 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Conduct evaluations of community- and/or school-based programs.
- Demonstrate competence in writing competitive grant applications.
- Provide consultation and work collaboratively with community-based organizations.

Degree Requirements

Course Requirements

Core Courses

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

Statistics and Methodology Courses

- PSY 410 ADVANCED STATISTICS I
- PSY 411 ADVANCED STATISTICS II
- PSY 418 MULTIVARIATE STATISTICAL ANALYSIS
  or PSY 419 FACTOR ANALYSIS AND PATH MODELING
- PSY 420 QUANTITATIVE RESEARCH DESIGN
Degree Candidacy

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

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

If the student has been involved in an outside practicum or fieldwork, appropriate persons at that site may be asked to contribute to the student's evaluation. Academic performance is partly based on a student's cumulative grade point average and comments made by faculty who have worked with the student in a classroom setting. A 3.20 cumulative GPA is the minimal expectation for good-standing status in the program. Assessment of research performance is based on evaluations by the professor(s) for whom the student is working or has worked.

Research Thesis

Complete a thesis on a topic approved by the department.

Thesis Examination

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

Student Handbook

Minimum Grades

1. The minimum grade considered acceptable for a graduate course is a B-. This applies to courses taken both within and outside of the department for psychology graduate students. Grades below that (i.e., C+ and below) indicate that the student has not mastered the relevant content of the course.

2. If a graduate student earns a grade lower than B- in a particular course, the student, instructor, and advisor will discuss the situation and circumstances and a remediation plan will be required. The student, his or her advisor, and the instructor, will work together to create a plan through which the student can (a) gain competence in the course material, and (b) demonstrate that competence. The remediation plan might include, for example, requiring the student to complete additional assignments, retaking the class, taking a substitute class, completing an independent study, or pursuing other options. The remediation plan must be approved by the instructor, advisor and the program director.

3. A second occurrence of a grade lower than a B- (for the same or different course) will put the student on academic probation. Once placed on academic probation, the student’s record and any mitigating circumstances will be evaluated by a Psychology Department review board comprising the student’s advisor, the program director, and the department associate chair (the department chair might be included in special circumstances). Additional remediation and intervention might be suggested by the review board.

4. If there is a third occurrence of a grade below B- (for the same or different course), the student will be dismissed from the program. The student may choose to appeal this decision, in which case the Chair of the Psychology Department will appoint a committee of three tenured Psychology Department faculty outside the student's program to hear the appeal. Depending on the student's academic record and any mitigating circumstances, he/she may be allowed to complete his/her Master's degree but will not be permitted to continue onto the Ph.D. (not applicable to terminal Department of Psychology M.S. degrees) without a successful appeal.

Probation

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.20. If a student's cumulative GPA falls below this minimum, the student will be put on probation and will have one quarter to raise their cumulative GPA to at least a 3.20 or face dismissal from the program. If the student raises his/her cumulative GPA to at least a 3.20, but it falls below the minimum a second time, he or she will be dismissed from the program.
Dismissal

In addition to violations of satisfactory progress, including but not limited to, earning minimum grades, failing the comprehensive exam (including any possible retakes) or project, or maintaining a minimum cumulative GPA, students may be dismissed for breaches of academic honesty, or breaches of the code of student responsibility articulated in the DePaul University Student Handbook.

Psychology - Community (PhD)

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>PhD Degree Requirements</th>
<th>76 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required*</td>
<td>76 hours</td>
</tr>
</tbody>
</table>

DePaul University  Autumn 2015-2016    Page 111 of 2506
Learning Outcomes

Students will be able to:

- Conduct evaluations of community- and/or school-based programs.
- Demonstrate competence in writing competitive grant applications.
- Provide consultation and work collaboratively with community-based organizations.

Degree Requirements

Course Requirements

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

Core Courses

- PSY 492 PRINCIPLES OF CONSULTATION
- PSY 493 ADVANCED COMMUNITY PSYCHOLOGY
- PSY 495 GRANT WRITING IN PSYCHOLOGY
- PSY 511 HEALTH PSYCHOLOGY
  or PSY 567 SPECIAL TOPICS IN COMMUNITY PSYCHOLOGY
- PSY 520 PRINCIPLES OF HUMAN DIVERSITY
- PSY 568 SEMINAR IN PREVENTION AND INTERVENTION
- PSY 569 SEMINAR IN PROGRAM EVALUATION
- PSY 585 FIELDWORK IN COMMUNITY SETTINGS (6 quarters, 0 credit hours)
- PSY 593 PRE-DOCTORAL RESEARCH (3 quarters, 0 credit hours)
- PSY 654 COMMUNITY PSYCHOLOGY (0 credit hours)

Statistics and Methodology

- PSY 410 ADVANCED STATISTICS I
- PSY 411 ADVANCED STATISTICS II
- PSY 420 QUANTITATIVE RESEARCH DESIGN
- Two courses from the following list:
  - PSY 416 METHODS IN QUALITATIVE RESEARCH
  - PSY 418 MULTIVARIATE STATISTICAL ANALYSIS
  - PSY 419 FACTOR ANALYSIS AND PATH MODELING
  - PSY 450 PSYCHOLOGICAL MEASUREMENT
  - PSY 558 SEMINAR IN ADVANCED STATISTICS

Other Psychology and Interdisciplinary Courses

- PSY 565 PROFESSIONAL DEVELOPMENT SEMINAR (9 quarters)
- PSY 595 COLLOQUIUM
- PSY 597 MASTER'S THESIS RESEARCH
- PSY 599 DISSERTATION RESEARCH
- PSY 550 SEMINAR IN TEACHING PSYCHOLOGY (3 quarters, 0 credit hours)
• One course from the following list:
  - PSY 430 ADVANCED SOCIAL PSYCHOLOGY
  - PSY 561 ADVANCED PSYCHOLOGY OF WOMEN AND GENDER
• Four course electives (16 credit hours) in any department, including psychology.

Other Program Requirements

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

Field Work and Practicum

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

Master's Thesis

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

Doctoral Comprehensive Exams or Project

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

Dissertation

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

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

Oral Examination

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

Time Limitation

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

Student Handbook

Minimum Grades

1. The minimum grade considered acceptable for a graduate course is a B-. This applies to courses taken both within and outside of the department for psychology graduate students. Grades below that (i.e., C+ and below) indicate that the student has not mastered the relevant content of the course.
2. If a graduate student earns a grade lower than B- in a particular course, the student, instructor, and advisor will discuss the situation and circumstances and a remediation plan will be required. The student, his or her advisor, and the instructor, will work together to create a plan through which the student can (a) gain
competence in the course material, and (b) demonstrate that competence. The remediation plan might include, for example, requiring the student to complete additional assignments, retaking the class, taking a substitute class, completing an independent study, or pursuing other options. The remediation plan must be approved by the instructor, advisor and the program director.

3. A second occurrence of a grade lower than a B- (for the same or different course) will put the student on academic probation. Once placed on academic probation, the student’s record and any mitigating circumstances will be evaluated by a Psychology Department review board comprising the student’s advisor, the program director, and the department associate chair (the department chair might be included in special circumstances). Additional remediation and intervention might be suggested by the review board.

4. If there is a third occurrence of a grade below B- (for the same or different course), the student will be dismissed from the program. The student may choose to appeal this decision, in which case the Chair of the Psychology Department will appoint a committee of three tenured Psychology Department faculty outside the student’s program to hear the appeal. Depending on the student’s academic record and any mitigating circumstances, he/she may be allowed to complete his/her Master’s degree but will not be permitted to continue onto the Ph.D. (not applicable to terminal Department of Psychology M.S. degrees) without a successful appeal.

Probation

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.20. If a student’s cumulative GPA falls below this minimum, the student will be put on probation and will have one quarter to raise their cumulative GPA to at least a 3.20 or face dismissal from the program. If the student raises his/her cumulative GPA to at least a 3.20, but it falls below the minimum a second time, he or she will be dismissed from the program.

Dismissal

In addition to violations of satisfactory progress, including but not limited to, earning minimum grades, failing the comprehensive exam (including any possible retakes) or project, or maintaining a minimum cumulative GPA, students may be dismissed for breaches of academic honesty, or breaches of the code of student responsibility articulated in the DePaul University Student Handbook.

Composition (MM)

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Identify and analyze the elements of music in a given piece, and demonstrate an understanding of its compositional processes, aesthetic properties, and artistic, social, and historical context.
- Demonstrate basic music research techniques and knowledge of standard reference tools and bibliographic
sources, including the use of online databases.

- Develop effective writing skills for use in program notes, liner notes, abstracts, essays, or research papers.
- Develop an expanded global awareness and cultural understanding through musical study.
- Describe basic information about health and safety within the contexts of practice, performing, teaching, and listening; topics will include hearing, vocal, and musculoskeletal health and injury prevention.

**Program Specific Outcomes**

Students will be able to:

- Compose consistently throughout the two years of the degree program.
- Develop an individual compositional voice or style that reflects an awareness of prevalent musical styles and techniques of the 20th and 21st centuries.
- Perform on the student composer concerts known as Composers Forum.
- Analyze music of the common practice period as well as music of the 20th and 21st centuries.
- Demonstrate a fundamental knowledge of instrumentation.
  - Apply this knowledge by writing for a variety of ensembles.
  - Know techniques used to create electro-acoustic and computer-generated music.
  - Use these techniques to compose.
- Know select works of the last 100 years that are an important part of the development of new sonorities and techniques.

**Degree Requirements**

**Course Requirements**

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

**Composition Core Requirements (16 credits)**

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

**Composition Specialization Requirements (28 credits)**

- COM 447 NON-WESTERN SOUND AND CONCEPT IN CONTEMPORARY MUSIC
- COM 445 TWENTIETH CENTURY MUSIC TOPICS
- COM 416 COMPUTER ASSISTED COMPOSITION
- COM 415 COMPOSITION
- COM 446 NEW MUSIC COMPOSITION SEMINAR

**Composition Electives (4 credits)**
Electives

Terminal Requirements

Two terminal requirements are required of all students:

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

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

Residency Requirements

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

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

Computational Finance (MS)

The Master of Science in Computational Finance is a joint-degree program of the College of Computing and Digital Media and the Kellstadt Graduate School of Business that combines financial course work with computer programming. The program is designed to meet the industry-wide need for financial professionals with exceptional programming skills, as well as in-depth understanding of financial concepts and business language. The MS in Computational Finance is for the student who has earned a bachelor’s degree, or who has earned or is earning an MBA.

Highlights

Taught by faculty members with both industry and academic expertise, this degree will help you to develop skills to:

- Build a trading engine.
- Implement financial concepts into computer programs.
- Develop and use numerical algorithms and analytical techniques.
- Explore pricing of derivative securities.
- Understand and analyze simulation of financial systems.

Career Outlook

This unique program will prepare you for a career in finance, specifically in portfolio management, risk management and financial engineering.

<table>
<thead>
<tr>
<th>Introductory Requirements</th>
<th>16 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements</td>
<td>52 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>52-68 hours</strong></td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will be able to:

- Acquire knowledge and skills that are broad, deep, and necessary to fulfill their professional goals.
- Use analytical and decision-making skills to solve problems encountered by business and investors.
- Apply financial theory to solve a variety of problems in investment, management, risk management, and in corporate finance.
- Know the differences among global economies, institutions, and cultures
  - Understand the implications these have on global management.

Degree Requirements

Course Requirements

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

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

Introductory Courses

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

The introductory courses may be waived for any of the following conditions

- The student has appropriate course work to satisfy an introductory course.
- The student has appropriate and verified professional experience to satisfy an introductory course.
- The student passes a graduate assessment examination (GAE) to demonstrate competence in an introductory course equivalent.

KGSB Courses (7 courses)

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

CDM Courses (5 courses)

- CSC 423 DATA ANALYSIS AND REGRESSION
- CSC 425 TIME SERIES ANALYSIS AND FORECASTING
- CSC 431 SCIENTIFIC COMPUTING
- CSC 485 NUMERICAL ANALYSIS
- CSC 521 MONTE CARLO ALGORITHMS
- Plus one course from the among the following:
  - CSC 695 MASTER'S INDEPENDENT STUDY (1 - 4 CREDITS)
Major Elective Course (1 course)

Students must take one 500-level course in CDM, Kellstadt, or the Department of Mathematics.

Degree Requirements

1. Satisfactory completion of the college residency requirement.
2. Satisfactory completion of the 13 required and elective courses.
3. All courses for credit toward the degree must be completed within six calendar years after the candidate’s first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written approval of the director of the program or the Kellstadt Graduate School of Business.

Computational Finance (MS)

The MS in Computational Finance is a joint degree between CDM and the Kellstadt Graduate School of Business, offering students the skills to approach financial models through a quantitative framework. The program prepares students for careers in the field of quantitative financial analysis in areas including portfolio management, risk management, and financial engineering.

<table>
<thead>
<tr>
<th>Introductory Courses</th>
<th>0-16 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements</td>
<td>52 hours</td>
</tr>
<tr>
<td>Total hours required</td>
<td>52-68 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Acquire knowledge and skills that are broad, deep, and necessary to fulfill their professional goals.
- Use analytical and decision-making skills to solve problems encountered by business and investors.
- Apply financial theory to solve a variety of problems in investment, management, risk management, and in corporate finance.
- Know the differences among global economies, institutions, and cultures
  - Understand the implications these have on global management.

Degree Requirements

Course Requirements
No Introductory course (a course numbered 400 through 419) may be substituted for any other course at any level.

**Introductory Courses**

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

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

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

**CDM Foundation Courses**

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

**Kellstadt Foundation Courses**

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

**Advanced Courses**

- Choose one of the following:
  - CSC 695 MASTER'S INDEPENDENT STUDY (1 - 4 CREDITS)
  - CSC 697 GRADUATE INTERNSHIP
  - CSC 559 SOFTWARE ENGINEERING FOR FINANCIAL MARKETS

**Major Elective Courses**

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

**Degree Requirements**

Students in this degree program must meet the following requirements:

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

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

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

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

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Propose a research problem and novel solutions that make significant and unique contributions to advance knowledge.
- Understand research methodologies and experimental designs.
  - Select and apply appropriate methods within the selected research area.
- Demonstrate knowledge of core concepts, theories, and seminal work in the general field of Computer Science (c-track) or Information Systems (i-track).
- Effectively communicate research results through:
  - Academic publications, including a clear motivation and problem statement.
  - A rigorous survey of related work.
  - A clear explanation and analysis of work performed.
  - A summary of the novel research contributions.
- Orally communicate complex and novel research concepts.
- Demonstrate an understanding of the ethical issues associated with:
  - Conducting research in the selected area of study, including working with human subjects.
  - Conducting and reporting research in an ethical way.
- Evaluate the novelty, correctness, and rigor of research papers describing research in areas related to the selected research.

Degree Requirements

Overview of Phases

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

The Research Phase

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

The Candidacy Phase

During the Candidacy Phase the Candidate conducts further research, and writes and defends the Ph.D. Dissertation. To be admitted to candidacy, doctoral students must complete the following:

- Residency: Three quarter of full-time study must be competed at DePaul University beyond the master's level. Full-time study is defined as registration for a minimum of eight credit hours (typically two courses) per quarter. With prior approval of the Ph.D. Committee, students may satisfy residency requirements by coursework, participation in seminars, or research performed off campus.
- Allied Course: Specific courses as specified for each track under course requirements.
- Doctoral Examinations: Pass two Breadth Examinations and one Depth Examination (Computer Science track) or pass Comprehensive Examination (Information Systems track).

Course Requirements

Ph.D. students with a master's degree are required to complete a minimum of 60 credits (typically 15 courses) of graduate classes. These credits must include at least 48 credits of courses in the 420-599 range, including CSC 426: Values and Computer Technology and two quarters of CSC 500 RESEARCH COLLOQUIUM (to be taken within the first two years in the program). Information Systems track students must also complete IS 590 INFORMATION SYSTEMS RESEARCH METHODS.

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

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

Time Limits

For part-time doctoral students:

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

For full-time doctoral students:

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

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

<table>
<thead>
<tr>
<th>Introductory Courses</th>
<th>0-24 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements</td>
<td>52 hours</td>
</tr>
<tr>
<td>Total hours required</td>
<td>52-76 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Demonstrate proficiency with real-time C++ programming language.
- Design and implement real-time networking for games.
- Create and design software architecture systems using Design Patterns technique.
- Apply real-time polygonal video graphics and rendering systems to solve graphics and simulation problems.
- Design and implement a real-time Game Engine.
- Manage software projects in a local and global environment.

Degree Requirements

Course Requirements

No Introductory course (a course numbered 400 through 419) may be substituted for any other course at any level.

Introductory Courses

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

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

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

Foundation Courses

- GAM 425 APPLIED 3D GEOMETRY
- CSC 461 OPTIMIZED C++
Advanced Courses

- GAM 490 MULTIPLAYER GAME DEVELOPMENT
- GAM 475 GAME ENGINE PROGRAMMING I
- GAM 575 GAME ENGINE PROGRAMMING II
- GAM 476 ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES
  or GAM 450 PHYSICS FOR GAME DEVELOPERS

Major Elective Courses

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

Computer Science Systems

- CSC 421 APPLIED ALGORITHMS AND STRUCTURES
- CSC 443 INTRODUCTION TO OPERATING SYSTEMS
- CSC 447 CONCEPTS OF PROGRAMMING LANGUAGES
- CSC 448 COMPILER DESIGN
- CSC 451 DATABASE DESIGN
- CSC 462 C++ MULTITHREADING

Artificial Intelligence

- GAM 476 ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES
- CSC 480 ARTIFICIAL INTELLIGENCE I
- CSC 578 NEURAL NETWORKS AND MACHINE LEARNING
- CSC 583 ARTIFICIAL INTELLIGENCE II

Networking

- CSC 435 DISTRIBUTED SYSTEMS I
- CSC 536 DISTRIBUTED SYSTEMS II (FORMERLY SE 536)

Project Management

- SE 433 SOFTWARE TESTING AND QUALITY ASSURANCE
- SE 450 OBJECT-ORIENTED SOFTWARE DEVELOPMENT
- SE 459 AGILE SOFTWARE DEVELOPMENT
- SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
- SE 477 SOFTWARE AND SYSTEMS PROJECT MANAGEMENT

Graphics

- GPH 438 COMPUTER ANIMATION SURVEY
- GPH 448 COMPUTER GRAPHICS SCRIPTING
- GPH 539 ADVANCED RENDERING TECHNIQUES
- GPH 570 VISUALIZATION
- GPH 572 PRINCIPLES OF COMPUTER ANIMATION
- GPH 580 HARDWARE SHADING TECHNIQUES
- GPH 436 FUNDAMENTALS OF COMPUTER GRAPHICS
- CSC 465 DATA VISUALIZATION

Object Oriented Design

- SE 430 OBJECT ORIENTED MODELING
- SE 433 SOFTWARE TESTING AND QUALITY ASSURANCE
- SE 450 OBJECT-ORIENTED SOFTWARE DEVELOPMENT
- CSC 552 CONCURRENT SOFTWARE DEVELOPMENT

Game Specialties

- GAM 450 PHYSICS FOR GAME DEVELOPERS
- GAM 453 TOOL PROGRAMMING FOR GAME DEVELOPMENT
- GAM 576 GAME ENGINE PROGRAMMING III
Mobile Games

- CSC 471 MOBILE APPLICATION DEVELOPMENT FOR IOS
- GAM 486 GAME PROGRAMMING FOR MOBILE DEVICES
- CSC 540 MOBILE APPLICATION DEVELOPMENT II

Game Play

- GAM 424 GAME DESIGN WORKSHOP

Capstone

Students must complete the following courses:

- GAM 690 GAME DEVELOPMENT STUDIO I and GAM 691 GAME DEVELOPMENT STUDIO II
  or GAM 695 MASTER’S GAME RESEARCH STUDY and 1 additional Major Elective

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

Degree Requirements

Students in this degree program must meet the following requirements:

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

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

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

Computer Science (MS)

The MS in Computer Science exposes students to the complete life-cycle of computer application development including abstraction, modeling and algorithm development, leveraging computer systems, programming languages and development frameworks, and software development techniques and processes. It prepares students for a professional career in Software Development or Computer Science Research.

<table>
<thead>
<tr>
<th>Introductory Courses</th>
<th>0-24 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements</td>
<td>52 hours</td>
</tr>
<tr>
<td>Total hours required</td>
<td>52-76 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will be able to:

- Analytically determine the running time of a program and validate the analysis experimentally.
  - Solve a specific problem by selecting appropriate data structures and algorithms and customize them to the problem.
- Design a solution to a given problem using one or more design patterns and implement the design in a programming language.
- Criticize a program on the basis of its maintainability and suggest improvements.
  - Interpret new APIs and use them in developing computer applications.
- Implement systems that run across several distributed computers.
- Write programs that interact with databases.
- Decompose problems using techniques from functional and object-oriented programming.

Degree Requirements

Course Requirements

No Introductory course (a course numbered 400 through 419) may be substituted for any other course at any level.

Introductory Courses

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

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

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

Foundation Courses

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

Major Electives

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

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

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

**Areas**

**Software and System Development area**

- CSC 436 WEB APPLICATIONS
- CSC 438 FRAMEWORK FOR WEB APPLICATION DEVELOPMENT
- CSC 439 COMPUTER SECURITY
- CSC 443 INTRODUCTION TO OPERATING SYSTEMS
- CSC 448 COMPILER DESIGN
- CSC 461 OPTIMIZED C++
- CSC 462 C++ MULTITHREADING
- CSC 471 MOBILE APPLICATION DEVELOPMENT FOR IOS
- CSC 472 MOBILE APPLICATION DEVELOPMENT FOR ANDROID
- CSC 475 INTRODUCTION TO ROBOTICS
- CSC 548 ADVANCED COMPILER DESIGN
- CSC 549 DATABASE SYSTEM IMPLEMENTATION
- CSC 551 DISTRIBUTED DATABASE SYSTEMS
- CSC 553 ADVANCED DATABASE CONCEPTS
- CSC 536 DISTRIBUTED SYSTEMS II
- CSC 540 MOBILE APPLICATION DEVELOPMENT II
- CSC 534 SOFTWARE DEVELOPMENT FOR LIMITED AND EMBEDDED DEVICES
- CSC 552 CONCURRENT SOFTWARE DEVELOPMENT
- HCI 441 INTRODUCTION TO USER-CENTERED DEVELOPMENT
- SE 560 STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING
- SE 452 OBJECT-ORTIENTED ENTERPRISE COMPUTING
- SE 459 AGILE SOFTWARE DEVELOPMENT
- SE 525 SOFTWARE SECURITY ARCHITECTURE
- SE 526 SOFTWARE SECURITY ASSESSMENT
- SE 554 ENTERPRISE COMPONENT ARCHITECTURE
- CNS 450 COMPUTER FORENSICS
- SE 491 SOFTWARE ENGINEERING STUDIO (Capstone)
- SE 591 SOFTWARE ENGINEERING STUDIO II (Capstone)
- GAM 690 GAME DEVELOPMENT STUDIO I
- GAM 691 GAME DEVELOPMENT STUDIO II
- TDC 478 INFORMATION STORAGE AND MANAGEMENT
- TDC 484 SCRIPTING FOR NETWORK MANAGEMENT
- TDC 568 NETWORK MANAGEMENT

**Theory area**

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

**Data Science area**

- CSC 423 DATA ANALYSIS AND REGRESSION
- CSC 424 ADVANCED DATA ANALYSIS
- CSC 425 TIME SERIES ANALYSIS AND FORECASTING
- CSC 428 DATA ANALYSIS FOR EXPERIMENTER
- CSC 433 SCRIPTING FOR DATA ANALYSIS
- CSC 465 DATA VISUALIZATION
- CSC 478 PROGRAMMING DATA MINING APPLICATIONS
- CSC 481 INTRODUCTION TO IMAGE PROCESSING
- CSC 482 APPLIED IMAGE ANALYSIS
- CSC 495 SOCIAL NETWORK ANALYSIS
Database Systems area

- CSC 433 SCRIPTING FOR DATA ANALYSIS
- CSC 452 DATABASE PROGRAMMING
- CSC 454 DATABASE ADMINISTRATION AND MANAGEMENT
- CSC 478 PROGRAMMING DATA MINING APPLICATIONS
- CSC 529 ADVANCED DATA MINING
- CSC 543 SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS
- CSC 549 DATABASE SYSTEM IMPLEMENTATION
- CSC 551 DISTRIBUTED DATABASE SYSTEMS
- CSC 553 ADVANCED DATABASE CONCEPTS
- CSC 554 ADVANCED DATABASE MANAGEMENT
- CSC 555 MINING BIG DATA
- CSC 575 INTELLIGENT INFORMATION RETRIEVAL
- CSC 589 TOPICS IN DATABASE

Artificial Intelligence area

- CSC 457 EXPERT SYSTEMS
- CSC 458 SYMBOLIC PROGRAMMING
- CSC 478 PROGRAMMING DATA MINING APPLICATIONS
- CSC 480 ARTIFICIAL INTELLIGENCE I
- CSC 583 ARTIFICIAL INTELLIGENCE II
- CSC 495 SOCIAL NETWORK ANALYSIS
- CSC 575 INTELLIGENT INFORMATION RETRIEVAL
- CSC 528 COMPUTER VISION
- CSC 578 NEURAL NETWORKS AND MACHINE LEARNING
- CSC 582 MACHINE LEARNING
- CSC 587 COGNITIVE SCIENCE
- CSC 594 TOPICS IN ARTIFICIAL INTELLIGENCE
- CSC 481 INTRODUCTION TO IMAGE PROCESSING
- CSC 538 VISION SYSTEMS
- CSC 482 APPLIED IMAGE ANALYSIS
- CSC 592 TOPICS IN COMPUTER VISION AND PATTERN RECOGNITION
- CSC 529 ADVANCED DATA MINING
- CSC 576 COMPUTATIONAL ADVERTISING
- ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE
- GEO 441 GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
- GEO 442 GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT
- IS 567 KNOWLEDGE DISCOVERY TECHNOLOGIES

Software Engineering area

- SE 430 OBJECT ORIENTED MODELING
- SE 433 SOFTWARE TESTING AND QUALITY ASSURANCE
- SE 453 ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
- SE 459 AGILE SOFTWARE DEVELOPMENT
- SE 457 SERVICE-ORIENTED ARCHITECTURE
- SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
- SE 477 SOFTWARE AND SYSTEMS PROJECT MANAGEMENT
- SE 480 SOFTWARE ARCHITECTURE I
- SE 482 REQUIREMENTS ENGINEERING
- SE 525 SOFTWARE SECURITY ARCHITECTURE
- SE 526 SOFTWARE SECURITY ASSESSMENT
- SE 533 SOFTWARE VALIDATION AND VERIFICATION
- SE 529 SOFTWARE RISK MANAGEMENT
- SE 546 SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS
- SE 549 MODEL-DRIVEN SOFTWARE DEVELOPMENT
- SE 579 ANALYTICS AND DATA MINING IN SOFTWARE ENGINEERING
- SE 581 SOFTWARE ARCHITECTURE II
- SE 582 SOFTWARE-INTENSIVE SYSTEMS ENGINEERING AND MANAGEMENT
Multimedia area

- CSC 461 OPTIMIZED C++
- GAM 450 PHYSICS FOR GAME DEVELOPERS
- GAM 453 TOOL PROGRAMMING FOR GAME DEVELOPMENT
- GAM 474 FUNDAMENTALS OF GAME PROGRAMMING I
- GAM 475 GAME ENGINE PROGRAMMING I
- GAM 476 ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES
- GAM 477 FUNDAMENTALS OF GAME PROGRAMMING II
- GAM 486 GAME PROGRAMMING FOR MOBILE DEVICES
- GAM 490 MULTIPLAYER GAME DEVELOPMENT
- GAM 575 GAME ENGINE PROGRAMMING II
- GAM 690 GAME DEVELOPMENT STUDIO I
- GAM 691 GAME DEVELOPMENT STUDIO II
- GPH 436 FUNDAMENTALS OF COMPUTER GRAPHICS
- GPH 469 COMPUTER GRAPHICS DEVELOPMENT
- GPH 570 VISUALIZATION
- GPH 572 PRINCIPLES OF COMPUTER ANIMATION
- GPH 580 HARDWARE SHADING TECHNIQUES
- HCI 440 INTRODUCTION TO USER-CENTERED DESIGN
  or HCI 441 INTRODUCTION TO USER-CENTERED DEVELOPMENT
- SE 456 ARCHITECTURE OF COMPUTER GAMES
- SE 556 ADVANCED ARCHITECTURE OF COMPUTER GAMES

As part of their electives, students have the option of signing up for the Research Colloquium, or completing a Research Project, or writing a Master Thesis, or participating in a Graduate Internship.

Research Colloquium

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

Master's Research

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

Master's Thesis

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

Graduate Internship

In cooperation with local employers, the graduate program offers students the opportunity to integrate their academic experience with on-the-job training in computer related work areas. Students may take CSC 697 GRADUATE INTERNSHIP for up to four credits. Admission to the internship program requires consent of the instructor and a student services advisor. International students may complete curricular practical training (CPT) through this class provided they first obtain CPT authorization from the Office for International Students and Scholars (OISS) before beginning the internship.

Degree Requirements

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

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

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

Computer, Information and Network Security (MS)

The MS in Computer, Information and Network Security Is intended for students who wish to specialize in the security aspects of Information Technology. Students will learn how to design, implement and maintain software systems designed to support security policy and network architecture consistent with mitigating risk and preventing hostile attacks.

Concentrations

Computer Security Concentration

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

Network Security Concentration

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

Governance, Risk Management and Compliance Concentration

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

<table>
<thead>
<tr>
<th>Introductory Courses</th>
<th>0-24 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements</td>
<td>52 hours</td>
</tr>
<tr>
<td>Total hours required</td>
<td>52-76 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will be able to:

- List and briefly describe security risks and mitigation strategies for an organization that is about to connect its network to the Internet and communicate with other companies via email.
- Explain the differences between the three major goals of information security:
  - Confidentiality
  - Integrity
  - Availability
  - List and explain one technique for ensuring each
- Provide three examples of security awareness media and list target audiences for each medium.
- Explain how public key cryptography can be used to ensure the identity of the sender of an encrypted message.
- Describe the significant differences between security considerations for email over a public network and encrypted traffic over a wireless local area network.

Degree Requirements

Course Requirements

No Introductory course (a course numbered 400 through 419) may be substituted for any other course at any level.

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

Introductory Courses

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

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

Foundation Courses

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

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 52 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Achieve a GPA of 3.0 or better among the five foundation courses.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was
already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.

- Students pursuing a second master's degree must complete a minimum of 52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

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

**Concentration Requirements**

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

- Computer Security
- Governance, Risk Management and Compliance
- Network Security

**Network Security Concentration**

**Introductory Courses**

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

**Foundation Courses**

- TDC 460 FOUNDATIONS OF NETWORK TECHNOLOGIES
- TDC 463 COMPUTER NETWORKS AND DATA SYSTEMS
- TDC 477 NETWORK SECURITY
- CNS 440 INFORMATION SECURITY MANAGEMENT
- CNS 477 LEGAL ISSUES IN INFORMATION ASSURANCE

**Advanced Courses**

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

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

**Major Elective Courses**

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

- ACC 500 FINANCIAL ACCOUNTING
- ACC 541 FINANCIAL ACCOUNTING THEORY & PRACTICE I
- ACC 547 AUDIT AND REGULATION OF CORPORATE FINANCIAL REPORTING
- CSC 439 COMPUTER SECURITY
- CSC 440 CRYPTOLOGY
- CSC 536 DISTRIBUTED SYSTEMS II (FORMERLY SE 536)
- CSC 557 FOUNDATIONS OF COMPUTER SECURITY
- ECT 582 SECURE ELECTRONIC COMMERCE
- IS 421 SYSTEMS ANALYSIS
- IS 444 IT AUDITING
- IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
- IS 506 BUSINESS CONTINUITY/DISASTER RECOVERY MANAGEMENT AND TACTICS
- SE 430 OBJECT ORIENTED MODELING
- SE 482 REQUIREMENTS ENGINEERING
- SE 525 SOFTWARE SECURITY ARCHITECTURE
- SE 526 SOFTWARE SECURITY ASSESSMENT
- SE 529 SOFTWARE RISK MANAGEMENT
- TDC 468 NETWORK PROGRAMMING
- TDC 511 TELECOMMUNICATIONS PRACTICUM
- TDC 560 ADVANCED NETWORK TECHNOLOGIES AND DESIGN
- TDC 562 COMPUTER-COMMUNICATION NETWORK DESIGN & ANALYSIS
- TDC 563 PROTOCOLS AND TECHNIQUES FOR DATA NETWORKS
- TDC 567 TELECOMMUNICATION SYSTEMS DESIGN AND MANAGEMENT
- TDC 568 NETWORK MANAGEMENT
- TDC 577 NETWORK SECURITY II

CDM Open Elective Courses

Students must complete 2 CDM open electives. Elective courses must be within the range of 421-699 and must be chosen among CSC, CNS, TDC, SE, IS, ECT, IT, PM, IPD, HIT, HCI, and GAM courses.

Capstone Options

Students have the option of completing the Computer, Information and Network Security Capstone course (4 credit hours) or completing a Master's Research Project (up to 8 credit hours) to fulfill their Capstone requirement. If a student chooses to complete a Master's Research project for 8 credit hours, 4 credit hours of CSC 695 replace one major or open elective course in the M.S. in Computer, Information, and Network Security program. A student who completes a Master's Research project also has the option of completing a Master's Thesis.

Computer, Information and Network Security Capstone Course:

- CNS 594 COMPUTER INFORMATION AND NETWORK SECURITY CAPSTONE

Master's Research

- Students interested in a more-in-depth study of a particular area can choose to work with a faculty member (not necessarily their academic advisor) on an independent study or research project. The student will register for up to 8 credit hours of CSC 695 MASTER'S RESEARCH. If a student chooses to complete a Master's Research project for 8 credit hours, 4 credit hours of CSC 695 replace one more or open elective course in the M.S. in Computer, Information, and Network Security program.

Master's Thesis

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

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

Foundation Courses
- CSC 451 DATABASE DESIGN
- CNS 440 INFORMATION SECURITY MANAGEMENT
- CNS 477 LEGAL ISSUES IN INFORMATION ASSURANCE
- IS 444 IT AUDITING
- IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES

Advanced Courses
A maximum of four Advanced Courses can be taken before completing the Foundation Courses and fulfilling the GPA Requirement.
- CNS 487 INTRODUCTION TO GOVERNANCE, RISK, AND COMPLIANCE
- CNS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
- IS 560 ENTERPRISE SYSTEMS
- Choose 1 of the following courses:
  - CNS 490 INFORMATION SECURITY RISK ASSESSMENT FOR NON-PROFIT ORGANIZATIONS
  - IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT
  - IS 483 INFORMATION SERVICES AND OPERATIONS

Major Elective Courses
Students must complete 2 CNS courses in the range of 421 or higher or courses from the list of courses below. Those courses cannot be used to fulfill a student's CINS Concentration Area or Foundation Courses requirements.
- ACC 500 FINANCIAL ACCOUNTING
- ACC 541 FINANCIAL ACCOUNTING THEORY & PRACTICE I
- ACC 547 AUDIT AND REGULATION OF CORPORATE FINANCIAL REPORTING
- CSC 439 COMPUTER SECURITY
- CSC 440 CRYPTOLOGY
- CSC 536 DISTRIBUTED SYSTEMS II (FORMERLY SE 536)
- CSC 557 FOUNDATIONS OF COMPUTER SECURITY
- ECT 582 SECURE ELECTRONIC COMMERCE
- IS 421 SYSTEMS ANALYSIS
- IS 444 IT AUDITING
- IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
- IS 506 BUSINESS CONTINUITY/DISASTER RECOVERY MANAGEMENT AND TACTICS
- SE 430 OBJECT ORIENTED MODELING
- SE 482 REQUIREMENTS ENGINEERING
- SE 525 SOFTWARE SECURITY ARCHITECTURE
- SE 526 SOFTWARE SECURITY ASSESSMENT
- SE 529 SOFTWARE RISK MANAGEMENT
- TDC 468 NETWORK PROGRAMMING
- TDC 511 TELECOMMUNICATIONS PRACTICUM
- TDC 560 ADVANCED NETWORK TECHNOLOGIES AND DESIGN
- TDC 562 COMPUTER-COMMUNICATION NETWORK DESIGN & ANALYSIS
- TDC 563 PROTOCOLS AND TECHNIQUES FOR DATA NETWORKS
- TDC 567 TELECOMMUNICATION SYSTEMS DESIGN AND MANAGEMENT
- TDC 568 NETWORK MANAGEMENT
- TDC 577 NETWORK SECURITY II

CDM Open Elective Courses
Students must complete 1 CDM open elective. Elective courses must be within the range of 421-699 and must be chosen among CSC, CNS, TDC, SE, IS, ECT, IT, PM, IPD, HIT, HCI, and GAM courses.
Capstone Options

Students have the option of completing the Computer, Information and Network Security Capstone course (4 credit hours) or completing a Master's Research Project (up to 8 credit hours) to fulfill their Capstone requirement. If a student chooses to complete a Master's Research project up to 8 credit hours, 4 credit hours of CSC 695 replace one major or open elective course in the M.S. in Computer, Information and Network Security program. A student who completes a Master's Research project also has the option of completing a Master's Thesis.

Computer, Information and Network Security Capstone Course:

- CNS 594 COMPUTER INFORMATION AND NETWORK SECURITY CAPSTONE

Master's Research

- Students interested in a more-in-depth study of a particular area can choose to work with a faculty member (not necessarily their academic advisor) on an independent study or research project. The student will register for up to 8 credit hours of CSC 695 MASTER'S RESEARCH. If a student chooses to complete a Master's Research project for 8 credit hours, 4 credit hours of CSC 695 replace one more or open elective course in the M.S. in Computer, Information and Network Security program.

Master's Thesis

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

Computer Security Concentration

Course Requirements

Introductory Courses

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

Foundation Courses

- CSC 435 DISTRIBUTED SYSTEMS I
- SE 450 OBJECT-ORIENTED SOFTWARE DEVELOPMENT
- TDC 477 NETWORK SECURITY
- CNS 440 INFORMATION SECURITY MANAGEMENT
- CNS 450 COMPUTER FORENSICS

Advanced Courses

- CSC 439 COMPUTER SECURITY
Choose two of the following:
- CSC 440 CRYPTOLOGY
- SE 525 SOFTWARE SECURITY ARCHITECTURE
- SE 526 SOFTWARE SECURITY ASSESSMENT
- TDC 577 NETWORK SECURITY II

Choose 1 of the following courses (not counting courses taken to satisfy the requirements above):
- CNS 477 LEGAL ISSUES IN INFORMATION ASSURANCE
- CSC 440 CRYPTOLOGY
- SE 482 REQUIREMENTS ENGINEERING
- SE 525 SOFTWARE SECURITY ARCHITECTURE
- SE 526 SOFTWARE SECURITY ASSESSMENT
- SE 529 SOFTWARE RISK MANAGEMENT
- CSC 536 DISTRIBUTED SYSTEMS II (FORMERLY SE 536)
- CSC 557 FOUNDATIONS OF COMPUTER SECURITY
- TDC 577 NETWORK SECURITY II

**Major Elective Courses**

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

- ACC 500 FINANCIAL ACCOUNTING
- ACC 541 FINANCIAL ACCOUNTING THEORY & PRACTICE I
- ACC 547 AUDIT AND REGULATION OF CORPORATE FINANCIAL REPORTING ORGANIZATIONS
- CSC 439 COMPUTER SECURITY
- CSC 440 CRYPTOLOGY
- CSC 536 DISTRIBUTED SYSTEMS II (FORMERLY SE 536)
- CSC 557 FOUNDATIONS OF COMPUTER SECURITY
- ECT 582 SECURE ELECTRONIC COMMERCE
- IS 421 SYSTEMS ANALYSIS
- IS 444 IT AUDITING
- IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
- IS 506 BUSINESS CONTINUITY/DISASTER RECOVERY MANAGEMENT AND TACTICS
- SE 430 OBJECT ORIENTED MODELING
- SE 482 REQUIREMENTS ENGINEERING
- SE 525 SOFTWARE SECURITY ARCHITECTURE
- SE 526 SOFTWARE SECURITY ASSESSMENT
- SE 529 SOFTWARE RISK MANAGEMENT
- TDC 468 NETWORK PROGRAMMING
- TDC 511 TELECOMMUNICATIONS PRACTICUM
- TDC 560 ADVANCED NETWORK TECHNOLOGIES AND DESIGN
- TDC 562 COMPUTER-COMMUNICATION NETWORK DESIGN & ANALYSIS
- TDC 563 PROTOCOLS AND TECHNIQUES FOR DATA NETWORKS
- TDC 567 TELECOMMUNICATION SYSTEMS DESIGN AND MANAGEMENT
- TDC 568 NETWORK MANAGEMENT
- TDC 577 NETWORK SECURITY II

**CDM Open Elective Courses**

Students must complete 2 CDM open electives. Elective courses must be within the range of 421-699 and must be chosen among CSC, CNS, TDC, SE, IS, ECT, IT, PM, IPD, HIT, HCI, and GAM courses.

**Capstone Options**

Students have the option of completing the Computer, Information and Network Security Capstone course (4 credit hours) or completing a Master's Research Project (up to 8 credit hours) to fulfill their Capstone requirement. If a student chooses to complete a Master's Research project for 8 credit hours, 4 credit hours of CSC 695 replace one major or open elective course in the M.S. in Computer, Information, and Network Security program. A student who completes a Master's Research project also has the option of completing a Master's Thesis.

**Computer, Information and Network Security Capstone Course:**

- CNS 594 COMPUTER INFORMATION AND NETWORK SECURITY CAPSTONE

**Master's Research**
Students interested in a more-in-depth study of a particular area can choose to work with a faculty member (not necessarily their academic advisor) on an independent study or research project. The student will register for up to 8 credit hours of CSC 695 MASTER'S RESEARCH. If a student chooses to complete a Master's Research project for 8 credit hours, 4 credit hours of CSC 695 replace one more or open elective course in the M.S. in Computer, Information and Network Security program.

**Master's Thesis**

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

---

**Counseling (MA)**

The Counseling Program provides professionals with theoretical frameworks and competencies that prepare them to provide counseling services. There are three degree concentrations within the program: clinical mental health counseling, college student development, and school counseling. The concentrations in clinical mental health counseling and school counseling integrate Illinois state requirements for licensure, and all concentrations meet national standards for professional practice. School counseling and college student development programs are 72 credit hours, and the clinical mental health counseling program is 90 credit hours. All concentrations include a 100 hour practicum and 600 hour internship. These clinical experiences are mandatory, and for the school counseling and clinical mental health counseling concentrations, they are required by the state for licensure. A degree from this program prepares students for career opportunities such as school counseling in elementary, middle, and high schools; counseling in community agencies; counseling in higher education; career counseling through the lifespan; counseling in hospitals or institutional-care settings; group counseling; couples and family counseling; or counseling in private practice, depending upon the chosen concentration. All of the concentrations emphasize and are designed to foster leadership, advocacy, and social justice.

The MA degree in Counseling requires the successful completion of a Thesis.

**Concentrations**

The Counseling program has three concentrations:

- Concentration in Clinical Mental Health Counseling
- Concentration in College Student Development
- Concentration in School Counseling

**School Counseling Licensure Option**

The Counseling program’s School Counseling concentration is an Illinois State Board of Education (ISBE) approved program for the Illinois Professional Educator License with an endorsement in School Counseling.

**LPC Licensure Information**

The State of Illinois requires that those who wish to work as a counselor have licensure as either a Licensed Professional Counselor (LPC) or an advanced Licensed Clinical Professional Counselor (LCPC). The Counseling program’s Clinical Mental Health Counseling concentration meets the educational requirements for the Licensed Clinical Professional Counselor. However, there are further requirements that must be met according to state regulations. For more information, contact the State of Illinois Department of Financial and Professional Regulation in Springfield, Illinois.

<table>
<thead>
<tr>
<th>Degree Requirements (College Student Development and School Counseling)</th>
<th>72 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total hours required</strong></td>
<td>72 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Program Specific Outcomes

Student will be able to:

- Understand the learning process and the academic environment and develop programs and interventions that promote achievement of all students.
- Know about the world of work, career theories, and related life processes and develop programs and interventions to promote the career development of all students.
- Understand the developmental needs of the school age population and develop programs and interventions that promote optimum personal and social development.
- Understand instructional planning and design developmental counseling curriculum based upon knowledge of the student, the community, and the overall educational program.
- Understand and implement appropriate responses to crises, and uses a variety of intervention strategies for students, families, and communities facing emergency situations.
- Understand and use a variety of individual counseling strategies and provides appropriate referral services.
- Understand and implement principles of group work in the school setting.
- Understand and use a variety of strategies to encourage students development of academic, personal/social, and career competencies.
- Enable students to learn about and to use technology, as appropriate for the discipline.
- Understand and use technology to enhance student advisement and professional productivity.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Understand and actively participate within the profession.
- Know current legal issues and the ethical guidelines of the profession and acts accordingly.
- Complete a practicum with a school-aged population under qualified supervision and demonstrate basic counseling skills.
- Complete an internship under qualified supervision and perform a variety of counseling activities.
- Understand and use organizational and management tools needed to implement an effective developmental program.
- Know and implement prevention education programs.
- Understand basic, concepts, technology, and implications of various assessment and evaluative instruments.
- Understand the statistical and research design tools needed for program evaluation.
- Understand the importance of and engage in program evaluation research.
- Understand the history and current trends and issues of the profession and include this knowledge when establishing comprehensive developmental counseling programs.
- Have the knowledge and skills to establish appropriate helping relationships as a professional school counselor in a school setting.
- Learn about and to use technology, as appropriate for the discipline.
- Understand and use technology to enhance student advisement and professional productivity.

Admission Information

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- Admission Requirements for all concentrations of the counseling program which includes: College Student
Development, Community Counseling and School Counseling are listed below.

- Three letters of recommendation: one from a professor addressing your academic ability, one from a work supervisor and one from either another professor or supervisor.
- Interview with program faculty upon request.
- Personal Statement should be 3-4 pages double spaced and typed and should tell us about your career goals, your motivation for becoming a counselor, and what you hope to accomplish in the Counseling program. Describe your personal and professional experiences as well as characteristics that you believe support your application.

To do so, please respond to the following questions:

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

---

College Requirements

Dispositions

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

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

Degree Conferral and Graduation

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

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

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

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

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

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

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

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

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

Degree Requirements

Professional Practice

Students complete their Professional Practice courses towards the end of the program. The Professional Practice courses include a Practicum in Counseling, Internship in Counseling I, Internship in Counseling II, and Internship in Counseling III (CMH students only). Students must have taken the concentration's prerequisite courses and must complete a formal application process to participate in the Professional Practice experience. This includes attending a clinical orientation a full year before submitting an initial placement site application, securing a placement, and beginning the Professional Practice experience. Students should consult an advisor for additional information on the application and the course enrollment process.

Professional Practice Courses: 12 quarter hours required, grade of B or better required

- CSL 552 PRACTICUM IN COUNSELING
- CSL 553 INTERNSHIP IN COUNSELING I
- CSL 554 INTERNSHIP IN COUNSELING II

Concentration Requirements

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

- Clinical Mental Health Counseling
- College Student Development
- School Counseling
College Student Development Concentration

This Master’s degree prepares Counseling professionals to work in various offices within student affairs such as in career centers, offices of residence life, and college counseling centers. It provides the Counseling Professional with the skills and processes to provide individual and group counseling and to serve as a leader and advocate for students, universities, and the profession.

Course Requirements

Social and Cultural Studies Courses: 8 quarter hours required, grade of B- or better required

- SCG 401 ADVANCED LIFESPAN DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES

Counseling Courses: 52 quarter hours required, grade of B- or better required

- CSL 451 LEGAL AND ETHICAL ISSUES IN COUNSELING
- CSL 452 INTRODUCTION TO THE COUNSELING PROFESSION
- CSL 454 CAREER COUNSELING
- CSL 458 GROUP COUNSELING
- CSL 461 TESTING AND APPRAISAL
- CSL 467 COUNSELING THEORIES
- CSL 490 FOUNDATIONS OF STUDENT AFFAIRS
- CSL 491 CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT
- CSL 492 PROGRAM DEVELOPMENT IN STUDENT AFFAIRS
- CSL 501 COUNSELING SKILLS
- CSL 510 MULTICULTURAL COUNSELING
- CSL 511 SUPERVISION (1qh)
- CSL 512 CRISIS INTERVENTION (2qh)
- CSL 513 CONSULTATION FOR COUNSELORS (1qh)
- Counseling Elective (4-credit hour course per faculty advisor approval)

Practicum and Internship: 3 courses, 12 hours; grade of B or better is required

- CSL 552 PRACTICUM IN COUNSELING
- CSL 553 INTERNSHIP IN COUNSELING I
- CSL 554 INTERNSHIP IN COUNSELING II

Master of Arts (M.A.) Degree Requirements: Non-credit, non-tuition, grade of B- or better required

- CSL 559 THESIS RESEARCH IN COUNSELING

The Master’s Thesis is written in conjunction with CSL 553 and CSL 554 and with faculty advisement. Enrollment in CSL 559 and an oral examination are required. Consult the M.A. Thesis Handbook for additional information.
School Counseling Concentration

This Master's degree allows the student to become licensed as a professional school counselor through the Illinois State Board of Education. The concentration sequence prepares students to work with students, staff and families in public and private K-12 school systems. Courses and professional practice experiences in the field provide students the skills and knowledge to deliver a comprehensive, data-driven school counseling program based on national standards and best practice, and to serve as leaders and advocates for students, schools, and the profession.

Course Requirements

Social and Cultural Studies Courses: 8 quarter hours required, grade of B- or better required

- SCG 401 ADVANCED LIFESPAN DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES

Counseling Courses: 52-56* quarter hours required, grade of B- or better required

- CSL 451 LEGAL AND ETHICAL ISSUES IN COUNSELING
- CSL 452 INTRODUCTION TO THE COUNSELING PROFESSION
- CSL 458 GROUP COUNSELING
- CSL 461 TESTING AND APPRAISAL
- CSL 467 COUNSELING THEORIES
- CSL 475 COLLEGE AND CAREER READINESS COUNSELING FOR SCHOOL COUNSELORS
- CSL 489 PSYCHOPATHOLOGY
- CSL 501 COUNSELING SKILLS
- CSL 510 MULTICULTURAL COUNSELING
- CSL 514 CRISIS INTERVENTION FOR SCHOOL COUNSELING (2qh)
- CSL 519 SPECIAL EDUCATION: LEGAL AND PROFESSIONAL ISSUES FOR SCHOOL COUNSELORS (2qh)
- CSL 520 COUNSELING CHILDREN AND ADOLESCENTS
- CSL 521 CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING
- CSL 522 DELIVERY OF COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAMS
- CSL 523 LEARNING AND CLASSROOM MANAGEMENT FOR SCHOOL COUNSELORS *(required only for students without a teaching license)

Practicum and Internship: 3 courses, 12 hours; grade of B or better is required

- CSL 552 PRACTICUM IN COUNSELING
- CSL 553 INTERNSHIP IN COUNSELING I
- CSL 554 INTERNSHIP IN COUNSELING II

Master of Arts (M.A.) Degree Requirements: Non-credit, non-tuition, grade of B- or better required

- CSL 559 THESIS RESEARCH IN COUNSELING

The Master's Thesis is written in conjunction with CSL 553 and CSL 554 and with faculty advisement. Enrollment in CSL 559 and an oral examination are required. Consult the M.A. Thesis Handbook for additional information.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their licensure area.

School Counseling students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. *Students should consult with an advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- School Counseling Content Area (test #181) – assesses knowledge of student development, assessment, the school environment and the school counseling profession.
Clinical Mental Health Counseling Concentration

The Clinical Mental Health Counseling (CMHC) concentration is a practitioner-oriented program that is designed to prepare students to enter the professional field of clinical mental health counseling. Our program integrates counseling knowledge, skills, and clinical field experiences based on current research and best practices to help students develop their professional identities as clinical mental health counselors. With a sound foundation in counseling and mental health training, graduates will be able to work within a variety of clinical settings such as community mental health centers, day treatment and in-patient hospital settings, employee assistance plans, correctional facilities, foster care agencies, group homes, youth mentoring programs, colleges and universities, and private practice settings. Within these settings our graduates are equipped to address and resolve personal, familial, and social concerns that interfere with clients' abilities to lead healthy and productive lives.

Unique to the Counseling program at DePaul University are opportunities for our students to learn in our state-of-the-art training facility (Education and Counseling Center), and a rigorous education in multiculturalism and social justice. The program's focus is on training students to become culturally competent practitioners who can serve as advocates and leaders for clients, communities, and the profession. Graduates of our program have become counselors and leaders serving culturally and linguistically diverse populations (e.g., clients who are LGBTQ, of varied racial and ethnic backgrounds, and economically disenfranchised).

Graduates of this concentration are also competitive for admission into doctoral programs in counseling psychology, counselor education, and other mental health fields as long as they design their coursework and experiences during the program with this focus in mind. Students choosing to further their research knowledge and skills to better prepare for advanced degree programs often complete a master's thesis or complete research with a faculty advisor.

Program Requirements

The CMHC concentration is a 90-quarter hour program that requires at least three years to complete. Coursework plus an on-site practicum experience generally make up the first two years of the program, followed by a year of specialty coursework and professional practice in the field.

The course sequence below meets the educational requirements for both the Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC) as set by the State of Illinois Department of Financial and Professional Regulation (IDFPR). The CMHC concentration program of study generally meets the licensure requirements for other states; however, certain states have different requirements. It is the responsibility of the student to check with the state licensure board to verify the necessary requirements to be eligible for licensure and to plan on meeting those requirements. State licensure board contact information can be obtained through the American Counseling Association http://www.counseling.org/knowledge-center/licensure-requirements.

Course Requirements

Social and Cultural Foundations Courses: 2 courses, 8 quarter hours required, grade of B- or better required

- SCG 401 ADVANCED LIFESPAN DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES

Counseling Courses: 17 courses, 62 quarter hours required, grade of B- or better required

- CSL 451 LEGAL AND ETHICAL ISSUES IN COUNSELING
- CSL 452 INTRODUCTION TO THE COUNSELING PROFESSION
- CSL 454 CAREER COUNSELING
- CSL 458 GROUP COUNSELING
- CSL 461 TESTING AND APPRAISAL
- CSL 466 ASSESSMENT AND TREATMENT OF CHEMICAL DEPENDENCY
- CSL 467 COUNSELING THEORIES
- CSL 483 COUNSELING INTERVENTIONS AND TREATMENT PLANNING
- CSL 484 ISSUES IN CLINICAL MENTAL HEALTH COUNSELING
Counseling (MED)

The Counseling Program provides professionals with theoretical frameworks and competencies that prepare them to provide counseling services. There are three degree concentrations within the program: clinical mental health counseling, college student development, and school counseling. The concentrations in clinical mental health counseling and school counseling integrate Illinois state requirements for licensure, and all concentrations meet national standards for professional practice. School counseling and college student development programs are 72 credit hours, and the clinical mental health counseling program is 90 credit hours. All concentrations include a 100 hour practicum, and a 600 hour internship. These clinical experiences are mandatory, and for the school counseling and clinical mental health counseling concentrations, they are required by the state for licensure. A degree from this program prepares students for career opportunities such as school counseling in elementary, middle, and high schools; counseling in community agencies; counseling in higher education; career counseling through the lifespan; counseling in hospitals or institutional-care settings; group counseling; couples and family counseling; or counseling in private practice, depending upon the chosen concentration. All of the concentrations emphasize and are designed to foster leadership, advocacy, and social justice.

Concentrations

The Counseling program has three concentrations:

- Concentration in Clinical Mental Health Counseling
- Concentration in College Student Development
- Concentration in School Counseling

School Counseling Licensure Option

The Counseling program’s School Counseling concentration is an Illinois State Board of Education (ISBE) approved program for the Illinois Professional Educator License with an endorsement in School Counseling.
LPC Licensure Information

The State of Illinois requires that those who wish to work as a counselor have licensure as either a Licensed Professional Counselor (LPC) or an advanced Licensed Clinical Professional Counselor (LCPC). The Counseling program’s Clinical Mental Health Counseling concentration meets the educational requirements for the Licensed Clinical Professional Counselor. However, there are further requirements that must be met according to state regulations. For more information, contact the State of Illinois Department of Financial and Professional Regulation in Springfield, Illinois.

<table>
<thead>
<tr>
<th>Degree Requirements (College Student Development and School Counseling)</th>
<th>72 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>72 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Requirements (Clinical Mental Health Counseling)</th>
<th>90 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>90 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Student will be able to:

- Understand the learning process and the academic environment and develop programs and interventions that promote achievement of all students.
- Know about the world of work, career theories, and related life processes and develop programs and interventions to promote the career development of all students.
- Understand the developmental needs of the school age population and develop programs and interventions that promote optimum personal and social development.
- Understand instructional planning and design developmental counseling curriculum based upon knowledge of the student, the community, and the overall educational program.
- Understand and implement appropriate responses to crises, and uses a variety of intervention strategies for students, families, and communities facing emergency situations.
- Understand and use a variety of individual counseling strategies and provides appropriate referral services.
- Understand and implement principles of group work in the school setting.
- Understand and use a variety of strategies to encourage students development of academic, personal/social, and career competencies.
- Enable students to learn about and to use technology, as appropriate for the discipline.
- Understand and use technology to enhance student advisement and professional productivity.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Understand and actively participate within the profession.
- Know current legal issues and the ethical guidelines of the profession and acts accordingly.
- Complete a practicum with a school-aged population under qualified supervision and demonstrate basic counseling skills.
- Complete an internship under qualified supervision and perform a variety of counseling activities.
Understand and use organizational and management tools needed to implement an effective developmental program.
Know and implement prevention education programs.
Understand basic, concepts, technology, and implications of various assessment and evaluative instruments.
Understand the statistical and research design tools needed for program evaluation.
Understand the importance of and engage in program evaluation research.
Understand the history and current trends and issues of the profession and include this knowledge when establishing comprehensive developmental counseling programs.
Have the knowledge and skills to establish appropriate helping relationships as a professional school counselor in a school setting.
Learn about and to use technology, as appropriate for the discipline.
Understand and use technology to enhance student advisement and professional productivity.

Admission Information

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

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

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.
Is receptive to supervisor and faculty feedback and acts meaningfully and professionally upon suggestions
Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
Takes initiative in all learning experiences and responsibility for his or her own professional growth and development
Is committed to clear oral and written communication, both in traditional and in new and emerging digital formats
Is open to new ideas and engagement in learning
Appreciates diversity and demonstrates awareness of personal biases
Respects and considers cultural contexts in order to determine how to be responsive to students and clients and to proactively promote social justice
Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
Communicates and cooperates effectively with others
Is committed to collaboration with students/clients, colleagues, families, and communities in order to promote growth and development
Demonstrates consistent professional behavior across all settings
Maintains appropriate interpersonal and professional boundaries
Accepts personal responsibility for one's behavior
Expresses feelings and opinions effectively and appropriately

Degree Conferral and Graduation

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

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

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

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

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

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

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

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

Degree Requirements

Professional Practice

Students complete their Professional Practice courses towards the end of the program. The Professional Practice courses include a Practicum in Counseling, Internship in Counseling I, Internship in Counseling II, and Internship in Counseling III (CMH students only). Students must have taken the concentration's prerequisite
courses and must complete a formal application process to participate in the Professional Practice experience. This includes attending a clinical orientation a full year before submitting an initial placement site application, securing a placement, and beginning the Professional Practice experience. Students should consult an advisor for additional information on the application and the course enrollment process.

**Professional Practice Courses: 12 quarter hours required, grade of B or better required**

- CSL 552 PRACTICUM IN COUNSELING
- CSL 553 INTERNSHIP IN COUNSELING I
- CSL 554 INTERNSHIP IN COUNSELING II

Consult the catalogue for prerequisite courses for each concentration.

**Concentration Requirements**

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

- Clinical Mental Health Counseling
- College Student Development
- School Counseling

**College Student Development Concentration**

This Master's degree prepares Counseling professionals to work in various offices within student affairs such as in career centers, offices of residence life, and college counseling centers. It provides the Counseling Professional with the skills and processes to provide individual and group counseling and to serve as a leader and advocate for students, universities, and the profession.

**Course Requirements**

**Social and Cultural Studies Courses: 8 quarter hours required, grade of B- or better required**

- SCG 401 ADVANCED LIFESPAN DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES

**Counseling Courses: 52 quarter hours required, grade of B- or better required**

- CSL 451 LEGAL AND ETHICAL ISSUES IN COUNSELING
- CSL 452 INTRODUCTION TO THE COUNSELING PROFESSION
- CSL 454 CAREER COUNSELING
- CSL 458 GROUP COUNSELING
- CSL 461 TESTING AND APPRAISAL
- CSL 467 COUNSELING THEORIES
- CSL 490 FOUNDATIONS OF STUDENT AFFAIRS
- CSL 491 CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT
- CSL 492 PROGRAM DEVELOPMENT IN STUDENT AFFAIRS
- CSL 501 COUNSELING SKILLS
School Counseling Concentration

This Master's degree allows the student to become certified as a professional school counselor through the Illinois State Board of Education. The concentration sequence prepares students to work with students, staff and families in public and private K-12 school systems. Courses and professional practice experiences in the field provide students the skills and knowledge to deliver a comprehensive, data-driven school counseling program based on national and best practices, and to serve as leaders and advocates for students, schools, and the profession.

Course Requirements

Social and Cultural Studies Courses: 8 quarter hours required, grade of B- or better required

- SCG 401 ADVANCED LIFESPAN DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES

Counseling Courses: 52-56* quarter hours required, grade of B- or better required

- CSL 451 LEGAL AND ETHICAL ISSUES IN COUNSELING
- CSL 452 INTRODUCTION TO THE COUNSELING PROFESSION
- CSL 458 GROUP COUNSELING
- CSL 461 TESTING AND APPRAISAL
- CSL 467 COUNSELING THEORIES
- CSL 475 COLLEGE AND CAREER READINESS COUNSELING FOR SCHOOL COUNSELORS
- CSL 489 PSYCHOPATHOLOGY
- CSL 501 COUNSELING SKILLS
- CSL 510 MULTICULTURAL COUNSELING
- CSL 514 CRISIS INTERVENTION FOR SCHOOL COUNSELING (2qh)
- CSL 519 SPECIAL EDUCATION: LEGAL AND PROFESSIONAL ISSUES FOR SCHOOL COUNSELORS (2qh)
- CSL 520 COUNSELING CHILDREN AND ADOLESCENTS
- CSL 521 CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING
- CSL 522 DELIVERY OF COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAMS
- CSL 523 LEARNING AND CLASSROOM MANAGEMENT FOR SCHOOL COUNSELORS *(required only for students without a teaching license)

Practicum and Internship: (3 courses, 12 hours; grade of B or better is required)

- CSL 552 PRACTICUM IN COUNSELING
- CSL 553 INTERNSHIP IN COUNSELING I
- CSL 554 INTERNSHIP IN COUNSELING II

Master of Education (M.Ed.) Degree Requirements

Capstone project with faculty supervision written in conjunction with CSL 552, CSL 553, and CSL 554. Does not require additional course enrollment.
Capstone project with faculty supervision written in conjunction with CSL 552, CSL 553, and CSL 554. Does not require additional course enrollment.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their licensure area.

School Counseling students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. *Students should consult with an advisor about qualifying for a waiver with acceptable ACT or SAT test scores.*
- School Counseling Content Area (test #181) – assesses knowledge of student development, assessment, the school environment and the school counseling profession.

---

**Clinical Mental Health Counseling Concentration**

The Clinical Mental Health Counseling (CMHC) concentration is a practitioner-oriented program that is designed to prepare students to enter the professional field of clinical mental health counseling. Our program integrates counseling knowledge, skills, and clinical field experiences based on current research and best practices to help students develop their professional identities as clinical mental health counselors. With a sound foundation in counseling and mental health training, graduates will be able to work within a variety of clinical settings such as community mental health centers, day treatment and in-patient hospital settings, employee assistance plans, correctional facilities, foster care agencies, group homes, youth mentoring programs, colleges and universities, and private practice settings. Within these settings our graduates are equipped to address and resolve personal, familial, and social concerns that interfere with clients’ abilities to lead healthy and productive lives.

Unique to the Counseling program at DePaul University are opportunities for our students to learn in our state-of-the-art training facility (Education and Counseling Center), and a rigorous education in multiculturalism and social justice. The program’s focus is on training students to become culturally competent practitioners who can serve as advocates and leaders for clients, communities, and the profession. Graduates of our program have become counselors and leaders serving culturally and linguistically diverse populations (e.g., clients who are LGBTQ, of varied racial and ethnic backgrounds, and economically disenfranchised).

Graduates of this concentration are also competitive for admission into doctoral programs in counseling psychology, counselor education, and other mental health fields as long as they design their coursework and experiences during the program with this focus in mind. Students choosing to further their research knowledge and skills to better prepare for advanced degree programs often complete a master’s thesis or complete research with a faculty advisor.

**Program Requirements**

The CMHC concentration is a 90-quarter hour program that requires at least three years to complete. Coursework plus an on-site practicum experience generally make up the first two years of the program, followed by a year of specialty coursework and professional practice in the field. The course sequence below meets the educational requirements for both the Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LPC) as set by the State of Illinois Department of Financial and Professional Regulation (IDFPR). The CMHC concentration program of study generally meets the licensure requirements for other states; however, certain states have different requirements. It is the responsibility of the student to check with the state licensure board to verify the necessary requirements to be eligible for licensure and to plan on meeting those requirements. State licensure board contact information can be obtained through the American Counseling Association http://www.counseling.org/knowledge-center/licensure-requirements.

**Course Requirements**

*Social and Cultural Foundations Courses: 2 courses, 8 quarter hours required, grade of B- or better required*
Counseling Courses: 17 courses, 62 quarter hours required, grade of B- or better required

- CSL 451 LEGAL AND ETHICAL ISSUES IN COUNSELING
- CSL 452 INTRODUCTION TO THE COUNSELING PROFESSION
- CSL 454 CAREER COUNSELING
- CSL 458 GROUP COUNSELING
- CSL 461 TESTING AND APPRAISAL
- CSL 466 ASSESSMENT AND TREATMENT OF CHEMICAL DEPENDENCY
- CSL 467 COUNSELING THEORIES
- CSL 483 COUNSELING INTERVENTIONS AND TREATMENT PLANNING
- CSL 484 ISSUES IN CLINICAL MENTAL HEALTH COUNSELING
- CSL 485 SEXUALITY COUNSELING
- CSL 489 PSYCHOPATHOLOGY
- CSL 501 COUNSELING SKILLS
- CSL 510 MULTICULTURAL COUNSELING
- CSL 511 SUPERVISION (1qh)
- CSL 513 CONSULTATION FOR COUNSELORS (1qh)
- CSL 515 CRISIS INTERVENTION AND TRAUMA COUNSELING
- CSL 556 COUPLES AND FAMILY COUNSELING

Elective Courses: (8 quarter hours; grade of B- or better is required)

- CSL 480 SPECIAL TOPICS IN COUNSELING (1qh)
- CSL 481 SPECIAL TOPICS IN COUNSELING: (2qhs)
- CSL 482 SPECIAL TOPICS IN COUNSELING: (4qhs)

Students may also take elective courses in another program approved by an advisor.

Practicum and Internship: (3 courses, 12 hours; grade of B or better is required)

- CSL 552 PRACTICUM IN COUNSELING
- CSL 553 INTERNSHIP IN COUNSELING I
- CSL 554 INTERNSHIP IN COUNSELING II

Master of Education (M.Ed.) Degree Requirements

Capstone project with faculty supervision written in conjunction with CSL 552, CSL 553, and CSL 554. Does not require additional course enrollment.

Critical Ethnic Studies (MA)

The Critical Ethnic Studies Master of Arts prepares students for advanced analysis of race and ethnicity in an urban and global context. It provides an interdisciplinary approach to the studies of systematic marginalization of racialized minorities. It also looks at how racialized groups respond to and counter these forces through art, culture, political organization and other forms of social citizenship. This program uses an interdisciplinary social justice perspective to critique global and local configurations of power. We emphasize social justice and transformation while focusing on U.S. ethno-racial populations through an intersectional, transnational, and urban framework. The program consists of a combination of core courses and electives and a final project or internship. We will admit the first class of students in the Fall of 2015.

The MA in Critical Ethnic Studies may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Critical Ethnic Studies + Digital Humanities Certificate
Learning Outcomes

Students will be able to:

- Demonstrate knowledge of critical approaches to ethnic studies through the study of the diverse racial and ethnic groups in the city of Chicago and the U.S. within a global context.
- Integrate diverse methodologies and approaches to the study of race and ethnicity in writing.
- Apply theories of racialization and ethnic formation to cultural, social and political issues and contexts.
- Create an ethical framework and strong sense of social responsibility by engaging normative questions and engaging in public service experiences.

Degree Requirements

Course Requirements

Core Courses

- CES 401 CRITICAL ETHNIC STUDIES
- INT 401 CRITICAL SOCIAL THEORY
- CES 402 MOBILITY AND THE STATE
- CMNS 563 MULTICULTURAL MEDIA REPRESENTATIONS
- CES 403 CITIES AND RACIAL FORMATION
- INT 404 MIGRATION AND FORCED MIGRATION
- INT 590 RESEARCH METHODS: EXTENDED CASE STUDY
  or CMNS 581 QUALITATIVE RESEARCH METHODS

Concentration Electives

Students must choose four elective courses in an area of concentration. Electives are defined as either 400 level courses or up to two 300 level courses in departments including but not limited to International Studies, Sociology, Latin American and Latino/a Studies, Islamic World Studies, African and Black Diaspora Studies, Women's Studies, English, History, and in the College of Communication. These courses should be chosen in consultation with the student's advisory committee.

Final Project Requirements

Students are asked to complete a final project, one that will represent a culmination of the student's work in the program. All projects will consist of a rigorous piece of writing, either reflective, analytical or expository. This piece of writing will draw upon the writing intensive skills they get in all their coursework. Final project options include but are not limited to:

1. An original research thesis of up to 60 pages on a topic agreed upon by the student's committee.
2. A portfolio of 3 publishable quality essays completed during the program which are linked together by a 20
Curriculum Studies (EDD)

The Curriculum Studies Education Doctoral Program encourages educators to reflect on and strengthen their own practice and to challenge themselves and their colleagues to work effectively for social justice and educational excellence. Students use critical reflection to improve practice, engage in rigorous theoretical inquiry, and identify, address, and build coalitions around opportunities and problems in education.

Curriculum decision-making is a theoretically informed, practical, and dialogic activity. We encourage educators to seek the most defensible course of action in specific circumstances; this requires a thorough understanding of the sociocultural and political context and the analytical ability to think critically about broader purposes and consequences. We consider educators to be teachers not only in the classroom, but also in a variety of settings where they interact (including in higher education, community organizations, etc.). Educational environments, especially those in urban settings, are complex; creating viable options within them requires a rich knowledge base and the ability to think conceptually. Our program provides educators with a variety of theoretical perspectives to use in analyzing educational phenomena.

Graduates of the program may enter a new career or strengthen their current position in schools, universities or community organizations. They may assume faculty positions in higher education, take leadership positions in local and state education agencies, assume curriculum positions in school or community learning environments, or become leaders in educational policy.

Licencies and Endorsements

Superintendent Endorsement Option

Students pursuing a doctoral degree in Curriculum Studies are also eligible for the Superintendent Endorsement program, which requires additional coursework, along with four quarter hours for the superintendent internship course. ISBE states the following guidelines:

Individuals seeking the Superintendent endorsement must possess:

- a Master's degree with a GPA of 3.0 or better on a 4.0 scale
- proof of two years of teaching experience on a valid Illinois teaching license
- proof of two years of full-time administrative experience on a valid administrative license with the general administrative endorsement
- proof of passing the Basic Skills/TAP and Superintendent content-area tests.

Upon completion of the Superintendent program and the endorsement's additional requirements, students must apply for the endorsement. Students are to work with the College of Education's Licensure Officer when applying for the endorsement.

Teacher Leader Endorsement Option

To be eligible for the Teacher Leader endorsement program, students must possess:

- a bachelor's degree and master's degree from an accredited college or university,
- a valid teaching license
- at least two years of teaching experience
- proof of passing the Basic Skills or Test of Academic Proficiency.

Principal Licensure

The Principal Licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

To be eligible for the Principal Licensure program, students possess:
a master's degree from an accredited college or university with a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level.
- a valid Illinois teaching license
- at least two years of full-time successful teaching experience
- proof of passing the basic skills or test of academic proficiency.

## Concentrations

- Curriculum Studies (degree only)
- Curriculum Studies plus Superintendent Endorsement
- Curriculum Studies plus Teacher Leader Endorsement
- Curriculum Studies plus Principal Licensure

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>76 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>76 hours</td>
</tr>
</tbody>
</table>

## Learning Outcomes

### Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

### Program Specific Outcomes

Students will be able to:

- Understand major movements and discourses in curriculum history and connect these to current educational controversies and practices.
- Understand the strengths and weaknesses of a variety of assessment processes and design an assessment of a curriculum.
- Understand and select diverse theories and connect them to educational practices.
- Understand that any subject matter uses a variety of organizing principles and discursive structures and that the choices arising from this diversity are an important curricular resource.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Evaluate how choices and actions affect students, parents and other professionals in the learning community to foster relationships with school colleagues, parents and agencies in the larger community.
- Understand curriculum as a profession, maintain standards of professional conduct, and provide leadership to improve curriculum, as well as students' learning and well-being.
- Understand and use technology effectively in curriculum and program design.
Admission Information

Admission Requirements

The admissions process for the Ed.D. Program reflects and enacts the principles and values of the program regarding engagement, reflection, the exercise of agency, working for change, and a commitment to professional development and learning. We highly recommend that anyone interested in the program attend an information session, which covers the philosophical framework of the program values, and expectations. It also provides potential applicants with the opportunity to participate in a dialogue with current students and program faculty.

Ideal candidates have experience in an educational role and demonstrated leadership or leadership potential. Furthermore, they are likely to be successful in a challenging doctoral program and welcome the opportunity to interact with university faculty, peers, and colleagues in a search for effective answers to troubling problems in education.

To be eligible for the educational doctorate program, students must hold a master’s degree from an accredited institution and have a previous GPA of 3.0 or better on a 4.0 scale. The admission requirements for the EdD in Curriculum Studies degree, as well as the additional admissions requirements for the concentrations, which can be pursued alongside the degree are as follows:

**EdD Curriculum Studies Degree Only**

The admissions application requires the following components:

- Personal statement (approximately 3 pages)
  - Discusses why an applicant is interested in further study and articulates an issue or problem of interest or concern.
- Writing sample
  - Preferably a course paper from an applicant's master's program. Alternatively, applicants can write a short (3-5 page) academic response to readings provided (upon request) by the doctoral program.
- Three letters of recommendation
  - At least two of the letters should be from faculty in the applicant's master's program.
- Transcripts (undergraduate and graduate)
- Resume or Curriculum Vitae
- GRE scores (GRE scores may be waived for applicants with at GPA of 3.5 or higher on a 4.0 scale from their master's degree program).
- College of Education graduate application and $40 application fee

Some applicants will be invited to interview with two or three Ed.D. Program faculty members — a conversation that will provide an opportunity for candidates to become familiar with the program and the faculty, as well as an opportunity for faculty members to get to know prospective candidates. Applicants living outside the Chicago area will engage in an appropriate, reciprocal substitute for this dialogue.

Students will be selected from the pool of qualified applicants by the Ed.D. Admissions Committee.

**Additional Admission Requirements for Superintendent Endorsement**

To be considered for admissions into the Superintendent Endorsement program, doctoral students must hold a master’s degree with a grade point average of at least 3.0 on a 4.0 scale and provide evidence of the following items to the Office of Graduate Admission:

- Completed application
- Valid Illinois teaching license with at least two years of teaching experience
- Two years of full-time administrative experience on a valid administrative license with the general administrative endorsement
- Proof of passing the Basic Skills/TAP and Superintendent content-area tests.

**Additional Admission Requirements for Teacher Leader Endorsement**

To be eligible for this program, students must have a master's degree and two years of full-time teaching experience. To apply, please submit the following items to The Office of Graduate Admission:

- Completed application
- Two letters of recommendation from professors or supervisors
- Statement of purpose indicating professional development goals and related experience (approximately 750 words)
A copy of a valid Illinois teaching license
Proof of passing Basic Skills Test or TAP Exam

**Additional Admission Requirements for Principal Licensure**

To be eligible for the Principal Licensure program, students must hold a master's degree from an accredited institution and must also possess at least two years of full-time successful teaching experience. To apply, please submit the following items to The Office of Graduate Admission:

- A completed application
- A copy of valid Illinois teaching license
- Proof of passing Basic Skills Test or TAP Exam
- One letter from district office recommending entrance into the principal preparation program
- Four letters of recommendation (two from supervisors and two from colleagues)
- Statement of purpose indicating why you want to be a principal

Upon initial review the process will include a required interview. Candidates will be expected to complete an on-site writing sample during the interview and submit a teaching portfolio.

**Degree Prerequisites**

No formal prerequisites are required for admission, but applicants typically have had some coursework and/or work experience pertinent to the field.

**College Requirements**

**Dispositions**

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

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

**Degree Conferral and Graduation**

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

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

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are
After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer I Quarter - June 1st
- Summer II Quarter - July 15th

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

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

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

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

---

**Degree Requirements**

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

**Course Requirements**

**Core Courses:** 24 quarter hours required

- A&S 801 LEADERSHIP: THEORY AND PRACTICE
- CS 704 CURRICULUM DISCOURSES/PERSPECTIVES OVER TIME
- CS 751 CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT
- SCG 701 PHILOSOPHY OF ETHICS IN EDUCATION
- SCG 711 CULTURE, POWER AND EDUCATION
- SCG 721 HUMAN DEVELOPMENT AND THE EDUCATIONAL PROCESS

**Research Courses:** 20 quarter hours required

These courses are sequenced and must be taken in the following order:

- SCG 775 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH I
- SCG 785 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH II
- SCG 735 QUANTITATIVE RESEARCH METHODS I
- SCG 745 QUALITATIVE RESEARCH METHODS I
- Choose one subsequent research course from the following list:
  - SCG 755 QUANTITATIVE RESEARCH METHODS II
  - SCG 765 QUALITATIVE RESEARCH METHODS II

**Elective Requirement:** 4 quarter hours required

- One elective (4 quarter hours) from the following list:
  - Any doctoral course (700 or above) for which the student qualifies
  - SCG 527 GLOBAL ISSUES IN EDUCATION
  - SCG 611 PROSEMINAR: PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS
Concentration Courses: 20 quarter hours required

- Choose five courses from the following list:
  - CS 754 CURRICULUM THEORIZING: MULTIPLE LENSES
  - CS 761 ASSESSING SCHOOL CURRICULUM
  - CS 764 YOUTH DEVELOPMENT, IDEOLOGY, CULTURE, AND SOCIETY
  - CS 774 ENGAGING IN CURRICULUM DELIBERATION
  - CS 784 CURRICULUM AND PROGRAM DESIGN
  - CS 794 SPECIAL TOPICS IN CURRICULUM

Candidacy Course: non-credit, non-tuition

- CS 706 CANDIDACY PAPER

Dissertation Courses: 8 quarter hours required

- CS 849 SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT
- CS 859 INDEPENDENT DISSERTATION RESEARCH: CURRICULUM STUDIES

Teacher Leader Option

This program is ideal for students who are educators in K-12 environments and are seeking leadership roles, excluding principalship. Such roles include, but are not limited to: curriculum specialists, coaches, mentor teachers, department chair or lead teachers, content specialists, teacher leaders charged with supervisor roles, and program leaders. The program meets the standards set forth by the state of Illinois for the endorsement of Teacher Leader.

Additional Program Requirements

Teacher Leader Core Courses: (10 courses, 40 quarter hours)

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 499 PLANNING FOR PROFESSIONAL DEVELOPMENT
- BBE 599 SCHOOLWIDE APPROACHES TO EDUCATING ELL
- CS 470 TEACHERS AS LEADERS
- CS 473 ASSESSMENT
- CS 482 THE HISTORY OF CURRICULUM PRACTICE
- CS 488 CURRICULUM DESIGN
Superintendent Option

Education doctoral students can pursue the Superintendent Endorsement, which is approved by the Illinois State Board of Education. Students must be admitted to the doctoral program in the College of Education and complete requirements of the program to qualify for the Superintendent Endorsement.

Additional Program Requirements

Curriculum Studies doctoral students must also complete the following courses along with the superintendent internship:

- A&S 803 SCHOOL PROGRAMS, PLANT AND HUMAN RESOURCES
- A&S 811 ASSESSMENT AND ACCOUNTABILITY
- A&S 823 COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT
- A&S 843 THE POLITICS OF SCHOOLING
- A&S 873 CURRENT TRENDS IN BUDGETING AND FINANCE
- A&S 883 SCHOOL LAW

Superintendent Internship Requirement:

- A&S 899 SUPERINTENDENT INTERNSHIP

Principal Preparation Option

This Illinois State Board of Education approved program, is designed for licensed teachers who already hold a master's degree in education and are seeking principal licensure. The program offers a powerful, discipline-based curriculum with a problem-solving orientation that prepares effective and principled decision-makers. Graduates from the program are prepared to assume school and district administrative and supervisory roles.

Additional Program Requirements

An additional 44 quarter hours:

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 492 THE PRINCIPALSHIP
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 602 PRINCIPAL LICENSURE INTERNSHIP I (2 quarter hours)
- A&S 603 PRINCIPAL LICENSURE INTERNSHIP II (2 quarter hours)
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP
- A&S 694 SCHOOL FINANCE
- A&S 695 SCHOOL LAW
- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
- CS 493 CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS
Curriculum Studies (MA)

Curriculum Studies programs at DePaul share a commitment to social justice, democracy, and critical engagement with issues affecting urban and marginalized students. Our programs assist educators in reflecting on and strengthening their own practice and challenging themselves and their colleagues to work effectively for justice and educational excellence. Students use critical reflection to improve practice, engage in rigorous theoretical inquiry, and identify, address, and build coalitions around opportunities and problems in education. The Curriculum Studies program is designed for educators who wish to enhance their skills in teaching, curriculum development, or the administration of a department or educational program. It aims to equip leaders in a variety of educational settings with the skills necessary to develop, justify, evaluate, and modify curricula to better serve the needs of students, especially urban and marginalized students.

Students who are interested in doctoral studies often pursue a Master of Arts degree to further hone their skills in research and scholarly writing.

A Master of Arts degree is distinguished by the preparation of a master's thesis. The master's thesis provides the culminating experience for students and allows them to explore the relationship between theory, educational practice, and educational inquiry.

The general purposes of the master's thesis are to demonstrate an ability to engage in research, critically analyze and explicate, in a well documented, organized and coherent manner, an (educational) issue, problem(s) or question(s); to demonstrate knowledge in a substantive area in the field; and to prepare to conduct further independent research.

Degree Requirements

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>52 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference.
- Understand and select diverse theories and connect them to educational practices.
- Understand that the subject matter he or she teaches uses a variety of organizing principles and discursive structures and that the choices arising from this diversity are an important curricular resource.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Evaluate how choices and actions affect students, parents and other professionals in the learning community to foster relationships with school colleagues, parents and agencies in the larger community.
Understand teaching as a profession, maintain standards of professional conduct, and provide leadership to improve curriculum, as well as students' learning and well-being.

Understand and use technology effectively in teaching and curricular design.

Admission Information

Requirements

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two years of successful teaching or other appropriate work experience
- Two letters of recommendation from professors or supervisors
- One official transcript from all colleges and/or universities attended
- Resume showing evidence of adequate background for program
- Personal Statement: Describe your accomplishments since receiving your bachelor's degree. Please communicate your ultimate career goals and indicate which curriculum studies concentration you would like to pursue (remember that we also have an individually designed concentration option).

College Requirements

Dispositions

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

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

Degree Conferral and Graduation

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

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

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

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer I Quarter - June 1st
- Summer II Quarter - July 15th

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

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

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

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

---

### Degree Requirements

**Course Requirements**

**Core Curriculum Courses:** 32 quarter hours (8 courses) required, grade of C or better required

- CS 470 TEACHERS AS LEADERS (Offered every year)
- CS 472 ETHICS, CURRICULUM AND SOCIAL CHANGE (Offered every other year)
- CS 473 ASSESSMENT (Offered every other year)
- CS 481 THE STUDY OF TEACHERS AND TEACHING (Offered every Fall, required during 1st year)
- CS 482 THE HISTORY OF CURRICULUM PRACTICE (Offered every other year)
- CS 485 CURRICULUM/PROGRAM EVALUATION (Offered every other year)
- CS 488 CURRICULUM DESIGN (Offered every other year)
- CS 489 CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA (Offered every other year)
- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES (Offered every other year)
- CS 591 CURRICULUM THEORIZING: MULTIPLE LENSES (Offered every year)

**Electives:** 8 quarter hours (2 courses) required, grade of C or better required

- 2 Master’s-level courses, chosen in consultation with CS faculty advisor

**Social and Cultural Studies Courses:** 8 quarter hours (2 courses) required, grade of C or better required
• SCG 610 INTRODUCTION TO RESEARCH METHODS (preferred)  
or SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES (only if SCG 610 is not offered or full)

• Choose one course from the following list:
  c SCG 604 PROSEMINAR: IDENTITY CONSTRUCTIONS AND NEGOTIATIONS (preferred)  
or SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY (only if SCG 604 is not offered or full)
  c SCG 608 PROSEMINAR: IDEOLOGY, POWER AND POLITICS (preferred)  
or SCG 408 EDUCATION AND SOCIETY (only if SCG 608 is not offered or full)
  c SCG 603 PROSEMINAR: CULTURE AND EDUCATION (preferred)  
or SCG 409 SOCIOLOGY OF EDUCATION (only if SCG 603 is not offered or full)
  c SCG 611 PROSEMINAR: PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS (preferred)  
or SCG 411 PHILOSOPHY OF EDUCATION (only if SCG 611 is not offered or full)

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

• CS 589 THESIS RESEARCH IN CURRICULUM STUDIES (4 quarter hours)

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

Academic Standards

Students must maintain a 3.0 average or higher to continue in the program. Any grade below a C will not count for credit toward completion of the program.

Curriculum Studies (MED)

Curriculum Studies programs at DePaul share a commitment to social justice, democracy, and critical engagement with issues affecting urban and marginalized students. Our programs assist educators in reflecting on and strengthening their own practice and challenging themselves and their colleagues to work effectively for justice and educational excellence. Students use critical reflection to improve practice, engage in rigorous theoretical inquiry, and identify, address, and build coalitions around opportunities and problems in education. The Curriculum Studies program is designed for educators who wish to enhance their skills in teaching, curriculum development, or the administration of a department or educational program. It aims to equip leaders in a variety of educational settings with the skills necessary to develop, justify, evaluate, and modify curricula to better serve the needs of students, especially urban and marginalized students.

Degree/Endorsement Options

Within this framework, the Curriculum Studies Program offers two degree programs to meet students’ professional goals. These concentrations include a set of core classes with the opportunity for electives. Approved degree programs are MEd-Curriculum Specialist and MEd-Curriculum Studies with Teacher Leader Endorsement.

In addition, Curriculum Studies offers an option for students seeking the Teacher Leader Endorsement only (for students who already hold a master's degree).

MEd-Curriculum Specialist

This degree program allows teacher/practitioners to take the full range of curriculum studies courses. It is designed for those who wish to develop their understanding of curriculum history, theory, development, evaluation, the relationship between theory and practice, and the intersection of teaching and curriculum. This concentration serves a solid foundation for those wishing to enhance their professional knowledge-base and their teaching, teachers interested in serving as curricular and instructional leaders, and those working within other educational programs where a knowledge of curriculum history, theory, practice, design, and evaluation are central to their work. (See specific concentration requirements)

MEd-Curriculum Studies with Teacher Leader Endorsement
This degree program is a cross-disciplinary program, housed in the Department of Leadership, Language and Curriculum (LLC) and run jointly by Curriculum Studies and Educational Leadership. It provides practicing teachers who desire to take on the myriad leadership roles in the local school community with the knowledge base of leadership and curriculum that will allow them to be effective and competent leaders. The program meets the standards set forth by the State of Illinois for the Endorsement of “Teacher Leader.”

Teacher Leader Endorsement Only

This non-degree program allows students who already have a master’s degree to obtain an ISBE Teacher Leader Endorsement. Please review the curriculum and requirements under the College of Education Licensure section of this catalog.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>52 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference.
- Understand and select diverse theories and connect them to educational practices.
- Understand that the subject matter he or she teaches uses a variety of organizing principles and discursive structures and that the choices arising from this diversity are an important curricular resource.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Evaluate how choices and actions affect students, parents and other professionals in the learning community to foster relationships with school colleagues, parents and agencies in the larger community.
- Understand teaching as a profession, maintain standards of professional conduct, and provide leadership to improve curriculum, as well as students’ learning and well-being.
- Understand and use technology effectively in teaching and curricular design.
Admission Information

Requirements

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two years of successful teaching or other appropriate work experience
- Two letters of recommendation from professors or supervisors
- One official transcript from all colleges and/or universities attended
- Resume showing evidence of adequate background for program
- Personal Statement: Describe your accomplishments since receiving your bachelor's degree. Please communicate your ultimate career goals and indicate which curriculum studies concentration you would like to pursue (remember that we also have an individually designed concentration option).

College Requirements

Dispositions

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

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

Degree Conferral and Graduation

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

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

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

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

Application deadlines are as follows:
Degree Requirements

Curriculum Specialist Course Requirements

Core Curriculum Courses: 32 quarter hours (8 courses) required, grade of C or better required

- Choose 8 courses from the following:
  - CS 470 TEACHERS AS LEADERS (Offered every year)
  - CS 472 ETHICS, CURRICULUM AND SOCIAL CHANGE (Offered every other year)
  - CS 473 ASSESSMENT (Offered every other year)
  - CS 481 THE STUDY OF TEACHERS AND TEACHING (Offered every Autumn)
  - CS 482 THE HISTORY OF CURRICULUM PRACTICE (Offered every other year)
  - CS 485 CURRICULUM/PROGRAM EVALUATION (Offered every other year)
  - CS 488 CURRICULUM DESIGN (Offered every other year)
  - CS 489 CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA (Offered every other year)
  - CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES (Offered every other year)
  - CS 591 CURRICULUM THEORIZING: MULTIPLE LENSES (Offered every year)

Electives: 8 quarter hours (2 courses) required, grade of C or better required

- 2 Master's-level courses, chosen in consultation with CS faculty advisor

Social and Cultural Studies Courses: 8 quarter hours (2 courses) required, grade of C or better required

- SCG 610 INTRODUCTION TO RESEARCH METHODS (preferred)
  or SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES (only if SCG 610 not offered or full)

- Choose one course from the following list:
  - SCG 604 PROSEMINAR: IDENTITY CONSTRUCTIONS AND NEGOTIATIONS (preferred)
    or SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY (only if SCG 604 not offered or full)
  - SCG 608 PROSEMINAR: IDEOLOGY, POWER AND POLITICS (preferred) or SCG 408 EDUCATION AND SOCIETY (only if SCG 608 not offered or full)
Master of Education (M.Ed.) Degree Requirements: 4 quarter hours, grade of C or better required

- CS 580 RESEARCH SEMINAR IN CURRICULUM STUDIES (4 quarter hours, M.Ed. degree only)
- CS 606 REVIEW OF LITERATURE (non-credit, non-tuition, PA grade required)
- CS 607 INTEGRATIVE PAPER (non-credit, non-tuition, PA grade required)

Review of Literature and Integrative Paper completed in conjunction with faculty advisement

Academic Standards

Students must maintain a 3.0 average or higher to continue in the program. Any grade below a C will not count for credit toward completion of the program

Curriculum Studies with Teacher Leader Endorsement

Course Requirements

Core Teacher Leader Core Courses: 40 quarter hours (10 courses) required, grade of C or better required

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 499 PLANNING FOR PROFESSIONAL DEVELOPMENT
- CS 470 TEACHERS AS LEADERS
- CS 473 ASSESSMENT
- CS 482 THE HISTORY OF CURRICULUM PRACTICE
- CS 488 CURRICULUM DESIGN
- BBE 599 SCHOOLWIDE APPROACHES TO EDUCATING ELL

Sub-Specialization (2 courses)

Elective Course Sequence: 8 quarter hours, choose 2 courses beyond the core coursework, students will be allowed to elect a sub-specialization from among the following graduate program areas:

Administrative Concentration Option

- A&S 495 SCHOOL LAW
- A&S 596 HUMAN RESOURCE MANAGEMENT

Curriculum Studies Concentration Option*

- CS 481 THE STUDY OF TEACHERS AND TEACHING
- CS 591 CURRICULUM THEORIZING: MULTIPLE LENSES

Bilingual Bicultural Concentration Option

- BBE 404 LANGUAGE, LITERACY AND CULTURE
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE

Foundations Concentration (SCG) Option

- Two advanced standing courses to be determined by the program faculty.

*Strongly encouraged for CS master's students

Capstone Course Requirement

Students are required to take one of the Capstone Courses below to expand their knowledge in areas critical to
Custom MBA (MBA)

The Custom MBA concentration provides you with the flexibility to create your own MBA focus based on your unique career goals. This degree is ideal if you want to combine a set of electives that are tailored to the precise skill set you need to advance in your career, or if you have multiple interests that you would like to combine. If you do not declare a specific concentration at the beginning of the program, you will be assigned the Custom MBA concentration.

Highlights

In this concentration:

- You have the freedom to choose any four Kellstadt elective courses to earn the Custom MBA concentration after completing your core MBA courses.
- Electives are available in a wide range of subjects and disciplines, from accountancy, finance, economics and real estate, to management, marketing and hospitality leadership.
- Academic advisors are available to help you design your course of study to meet your career goals.

Career Outlook

Recruiter surveys indicate a positive career outlook for MBA graduates. Nine in 10 companies that intend to hire MBA candidates said they will hire as many or more in 2015 than they did the year before, according to a survey of employers conducted by the Graduate Management Admission Council.

| Core Requirements (varies with admission term and prior coursework) | 24-48 hours |
| Concentration Requirements (varies with admission term)            | 24-36 hours |
| **Total hours required**                                           | **48-72 hours** |

Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.
MBA Core Requirements

Course Requirements for the MBA Program

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.
If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Concentration Requirements

Students complete the concentration in Custom MBA by completing any four elective courses offered by the Kellstadt Graduate School of Business.

With this option the student is free to choose elective courses from among the different areas of study within the graduate school of business without concern for whether these courses satisfy the requirements of a specific concentration.

If a student does not declare a specific concentration, the student will be assigned the Custom MBA concentration at the beginning of the program.

Digital Communication and Media Arts (MA)

The Digital Communication and Media Arts program will teach students how digital technology has affected communication and artistic practices, and how to effect change in communication and artistic practices through the integration of digital technology. The learning goals for the MA in Digital Communication and Media Arts are grounded in both practice and theory. By taking advantage of the wealth of courses that focus on digital communication and digital technology in the College of Communication and the College of Computing and Digital Media, the degree program provides students an opportunity to experience and apply digital technology in multiple professions.

The Master of Arts in Digital Communication and Media Arts integrates multiple topics all centered on the way contemporary technology is changing communication practices, for a truly interdisciplinary degree program. This is a practical degree, in that it teaches students skills utilizing technology, while giving them the critical tools to become better communicators in a digital environment.

Students choose between two tracks: The Digital Communication track is offered through the College of Communication, while the Media Arts track is offered through the College of Computing and Digital Media.

<table>
<thead>
<tr>
<th>Introductory Courses</th>
<th>0-8 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements</td>
<td>52 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>52-60 hours</strong></td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will be able to:

- Explain how digital technology has affected communication practices across a range of subjects and disciplines.
- Compare new technological practices and evaluate changes in technological practices across a range of communication subjects.
- Demonstrate key competencies in video production, audio production, graphic design, and other technologies within digital media arts.
- Identify the underlying ethical issues that the advent of digital technology has brought to contemporary society.
- Develop professional-level communication and technological practices in digital environments.

Degree Requirements

Course Requirements

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

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

Introductory Courses

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

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

Degree Requirements

Students in this degree program must meet the following requirements:

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

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

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

- Media Arts

- Digital Communication

Digital Communication and Media Arts (MA)

The Digital Communication and Media Arts program will teach students how digital technology has affected communication and artistic practices, and how to effect change in communication and artistic practices through the integration of digital technology. The learning goals for the MA in Digital Communication and Media Arts are grounded in both practice and theory. By taking advantage of the wealth of courses that focus on digital communication and digital technology in the College of Communication and the College of Computing and Digital Media, the degree program provides students an opportunity to experience and apply digital technology in multiple professions.

The Master of Arts in Digital Communication and Media Arts integrates multiple topics all centered on the way contemporary technology is changing communication practices, for a truly interdisciplinary degree program. This is a practical degree, in that it teaches students skills utilizing technology, while giving them the critical tools to become better communicators in a digital environment.

Students choose between two tracks: The Digital Communication track is offered through the College of Communication, while the Media Arts track is offered through the College of Computing and Digital Media.

<table>
<thead>
<tr>
<th>Competency Course</th>
<th>0-8 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements</td>
<td>52 hours</td>
</tr>
<tr>
<td>Total hours required</td>
<td>52-60 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Explain how digital technology has affected communication practices across a range of subjects and disciplines.
- Compare new technological practices and evaluate changes in technological practices across a range of communication subjects.
- Demonstrate key competencies in video production, audio production, graphic design, and other technologies within digital media arts.
- Identify the underlying ethical issues that the advent of digital technology has brought to contemporary society.
- Develop professional-level communication and technological practices in digital environments.
Degree Requirements

Course Requirements
Specific course requirements are determined by the concentration chosen. Please see each concentration page for detailed information.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 52 graduate credit hours in addition to any required competency courses of the designated concentration.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 3.0 or higher.

Digital Communication Concentration

Course Requirements

The Digital Communication track requires an Introductory Competency course (4 credit hours) plus 13 courses (52 credit hours): four core courses and nine elective courses and a degree completion option.

Introductory Competency Course*

Students choose one course:

- DC 414 FUNDAMENTALS OF CINEMA PRODUCTION

*Evaluation of the Introductory Competency course will follow standard CDM practice. All or part of the Introductory Competency course may be waived if a student has the equivalent academic background, or can demonstrate core technology competency.

Students may take an additional competency course as a Digital Media elective.

Core Courses

Students are required to take all of the following:

- CMNS 570 INTRODUCTION TO DIGITAL CMN
- DMA 527 DIGITAL MEDIA ARTS SURVEY
- DMA 525 FOUNDATION OF DIGITAL MEDIA
- MCS 575 DIGITAL MEDIA ETHICS

Digital Elective Courses

Students are required to take at least one elective course that focuses on digital technology from each area: MCS,
JOUR, and PRAD. Students must take two technical electives (from the College of Digital Media). Students must also take four additional courses (three if student chooses the Master’s Project degree completion option, taking MCS 599), either from another College of Communication graduate program, the College of Digital Media, or the pre-approved outside electives, or in another department/college at DePaul. Outside electives must be approved by graduate advisor or program director.

Example Communication Electives

- JOUR 502 NEWS NOW: JOURNALISM IN THE INFORMATION AGE
- JOUR 503 REPORTING FOR CONVERGED NEWSROOMS
- JOUR 504 MULTIMEDIA NEWS PRODUCTION (formerly Backpack Reporting)
- JOUR 507 VISUAL COMMUNICATION
- JOUR 529 ONLINE NEWS BUREAU
- JOUR 537 FROM FRANKLIN TO THE INTERNET: A HISTORY OF AMERICAN JOURNALISM
- JOUR 538 MASS COMMUNICATION IN THE DIGITAL AGE
- MCS 520 TOPICS IN MEDIA STUDIES *
- MCS 530 NEW MEDIA AND CULTURE
- MCS 590 MEDIA & CINEMA STUDIES WORKSHOP (VARIABLE TOPICS)
- PRAD 595 SPECIAL TOPICS IN PUBLIC RELATIONS & ADVERTISING **

* Topics must be approved by graduate program director. Some examples of topics include: Communication and Technology, Complex Narratives, Race, Class, & Gender In the Digital Age, Storytelling Through Research & Analytics, and Alternate Reality Gaming.

** Topics must be approved by graduate program director. Some examples of topics include: Digital Advertising, Digital Public Relations, Creative Thinking for Digital Media, Business Models for Social Media, and Digital Campaigns.

Example Digital Media Electives

- DMA 410 DESIGN WORKSHOP
- DMA 415 AUDIO WORKSHOP
- DMA 425 STILL IMAGE WORKSHOP<
- DMA 475 MOVING IMAGE WORKSHOP
- DMA 480 WEB/MEDIA DELIVERY WORKSHOP
- DMA 490 PORTFOLIO

Pre-Approved Outside Electives

Students will have the option to take pre-approved elective courses in either New Media Studies (NMS) or Art, Media, and Design (AMD), allowing students to develop an enriched focus.

New Media Studies

- NMS 502 NEW MEDIA, OLD MEDIA
- NMS 504 TEXT AND IMAGE
- NMS 508 DESIGN RHETORICS
- NMS 509 SPECIAL TOPICS IN NEW MEDIA STUDIES (topic approval required)
- NMS 520 WEB DESIGN I
- NMS 521 WEB DESIGN II

Art, Media, and Design

- ART 405 ADVANCED ART STUDIO
- ART 427 DIGITAL ART
- ART 460 WEB ART AND DESIGN
- ART 461 PHOTOGRAPHY AND MEDIA ART
- ART 489 VIDEO ART
- ART 490 ADVANCED TOPICS IN ART, MEDIA AND DESIGN (topic approval required)

Completion Options

Comprehensive Exam

Students complete a three-part comprehensive exam based on questions derived from a minimum of one College of Communication core course (CMNS 570 or MCS 575) and two additional courses pulled from either the other core course and/or from the College of Communication elective courses (JOUR, MCS, or PRAD).
Graduate Scholarly Paper/Project

In consultation with a full-time faculty member in the College of Communication (a professor with whom the student has had a class), the student should choose a paper or project they did for that professor's course. This paper/project should be something to which the student wishes to expand upon or devote more time.

Master's Project

One project course (MCS 599) replaces an open elective class, becoming the 12th and final course taken in the program. The student will create an original project (i.e., web- or film-based projects, or projects related to professional or educational organizations) and a 30- to 40-page accompanying written report/analysis.

Grade Requirements

Students must maintain a minimum cumulative GPA of 3.00 in their graduate courses to remain in good academic standing. Students who do not meet this minimum cumulative requirement will be placed on academic probation and will be expected to attain the minimum cumulative requirement within two quarters. Failure to do so may result in dismissal from the program.

Media Arts Concentration

Course Requirements

Introductory Courses

- DC 414 FUNDAMENTALS OF CINEMA PRODUCTION
- DMA 405 INTRO TO INTERACTIVE MEDIA DESIGN

Foundation Courses

- CMNS 570 INTRODUCTION TO DIGITAL CMN
- DMA 527 DIGITAL MEDIA ARTS SURVEY
- DMA 525 FOUNDATION OF DIGITAL MEDIA
- MCS 575 DIGITAL MEDIA ETHICS

Advanced Courses

- Students must take the following class twice:
  - DMA 555 DIGITAL MEDIA STUDIO
- Students must also take the following course:
  - DMA 535 THEORY OF MULTI-MODAL MEDIA DESIGN
- Students should also complete 2 of the following workshop classes:
  - DMA 410 DESIGN WORKSHOP
  - DMA 415 AUDIO WORKSHOP
  - DMA 425 STILL IMAGE WORKSHOP
  - DMA 475 MOVING IMAGE WORKSHOP
  - DMA 480 WEB/MEDIA DELIVERY WORKSHOP
  - DMA 490 PORTFOLIO
  - EXP 440 PLAY AND EXPERIENCE DESIGN
  - EXP 442 INTERFACE AND EXPERIENCE DESIGN
  - HCD 401 DESIGN AND HUMAN EXPERIENCE

Major Elective Courses

Students are required to take 4 Major Elective Courses according to the following criteria:

- Students should choose 2 graduate level elective courses from a College of Communication program.
- Students should choose 2 additional graduate level elective courses from a College of Communication program or another College of Computing and Digital Media program or another college/department at DePaul University.
Students do not have to follow a particular sequence for their elective course requirements. However, students may focus their electives in an Enriched Allied Field Area of Art, Media and Design or New Media Studies. Some classes in the Enriched Allied Field Areas of Art, Media and Design and New Media Studies have been pre-approved for students and do not require the permission of an advisor. Other classes may require an advisor's permission. Pre-approved Enriched Allied Field courses are listed below.

**Allied Field Area - New Media Studies**

- NMS 502 NEW MEDIA, OLD MEDIA
- NMS 504 TEXT AND IMAGE
- NMS 508 DESIGN RHETORICS
- NMS 509 SPECIAL TOPICS IN NEW MEDIA STUDIES
- NMS 520 WEB DESIGN I
- NMS 521 WEB DESIGN II

**Allied Field Area - Art, Media and Design**

- ART 405 ADVANCED ART STUDIO
- ART 427 DIGITAL ART
- ART 460 WEB ART AND DESIGN
- ART 461 PHOTOGRAPHY AND MEDIA ART
- ART 489 VIDEO ART
- ART 490 ADVANCED TOPICS IN ART, MEDIA AND DESIGN

---

**Digital Communication and Media Arts (MA)**

The Digital Communication and Media Arts program will teach students how digital technology has affected communication and artistic practices, and how to effect change in communication and artistic practices through the integration of digital technology. The learning goals for the MA in Digital Communication and Media Arts are grounded in both practice and theory. By taking advantage of the wealth of courses that focus on digital communication and digital technology in the College of Communication and the College of Computing and Digital Media, the degree program provides students an opportunity to experience and apply digital technology in multiple professions.

The Master of Arts in Digital Communication and Media Arts integrates multiple topics all centered on the way contemporary technology is changing communication practices, for a truly interdisciplinary degree program. This is a practical degree, in that it teaches students skills utilizing technology, while giving them the critical tools to become better communicators in a digital environment.

Students choose between two tracks: The Digital Communication track is offered through the College of Communication, while the Media Arts track is offered through the College of Computing and Digital Media.

<table>
<thead>
<tr>
<th>Introductory Courses</th>
<th>0-8 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements</td>
<td>52 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>52-60 hours</strong></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Explain how digital technology has affected communication practices across a range of subjects and disciplines.
- Compare new technological practices and evaluate changes in technological practices across a range of
communication subjects.

- Demonstrate key competencies in video production, audio production, graphic design, and other technologies within digital media arts.
- Identify the underlying ethical issues that the advent of digital technology has brought to contemporary society.
- Develop professional-level communication and technological practices in digital environments.

**Degree Requirements**

**Course Requirements**

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

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

**Introductory Courses**

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

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

**Degree Requirements**

Students in this degree program must meet the following requirements:

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

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

**Concentration Requirements**

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

- Media Arts
- Digital Communication
Directing (MFA)

The Theatre School’s Master of Fine Art (MFA) degree in Directing is a three-year program that allows directors to develop and explore their artistic vision and then apply their ideas through constant collaboration with other artists – actors, designers, and dramaturgs. Coursework is focused on preparation – research, theory and analysis – as well as practical application through scene study, workshops and quarterly full-length directing assignments.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>181 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>181 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Identify and describe the historical and theoretical significance of a range of theatrical artists, works and artistic approaches from antiquity to the present, encompassing a broad range of periods, cultures, and styles.
- Synthesize and apply elements of their education and training in classes, rehearsals, and productions.
- Participate in theatrical production in a professional manner, with discipline, respect, and maturity.
- Demonstrate the role of the theatre practitioner as an active member of society and of the cultural and social impact of the arts.

Program Specific Outcomes

Students will be able to:

- Identify and create dramatic action through text analysis, personalization, and imagination.
- Articulate the intent of the play and the director’s point of view.
- Lead organized and creative collaborations with designers, technicians, and actors.
- Tell the story of the play clearly and dynamically in space and time.
- Articulate a personal aesthetic vision and demonstrate intent to impact the field.
- Demonstrate fluent knowledge of the history of directing and the major directorial thinkers of Western theatre.
Degree Requirements

Course Requirements

First Year

- Directing I Sequence
  - PRF 581 DIRECTING I
  - PRF 582 DIRECTING I
  - PRF 583 DIRECTING I
- Directing Seminar
  - PRF 691 DIRECTING SEMINAR
  - PRF 692 DIRECTING SEMINAR
  - PRF 693 DIRECTING SEMINAR
- Acting I Sequence
  - PRF 511 GRADUATE ACTING I
  - PRF 512 GRADUATE ACTING I
  - PRF 513 GRADUATE ACTING I
  - PRF 552 MFA I MEISNER
- Dramaturgy I Sequence
  - THE 534 DRAMATURGY I
  - THE 535 DRAMATURGY I
- Directing Theories Sequence
  - PRF 591 DIRECTING THEORIES
  - PRF 592 DIRECTING THEORIES
- Theatrical Collaboration Sequence
  - DES 641 THEATRICAL COLLABORATION
  - DES 642 THEATRICAL COLLABORATION
- One Theatre Elective chosen in consultation with advisor
- Choose two of the following:
  - PRF 561 REHEARSAL AND PERFORMANCE I
  - PRF 562 REHEARSAL AND PERFORMANCE I
  - PRF 563 REHEARSAL AND PERFORMANCE I

Second Year

- Directing II Sequence
  - PRF 681 DIRECTING II
  - PRF 682 DIRECTING II
  - PRF 683 DIRECTING II
- Topics in Scene Study Sequence
  - PRF 617 DIRECTING: SCENE STUDY
  - PRF 618 DIRECTING: SCENE STUDY
- Directing Seminar
  - PRF 691 DIRECTING SEMINAR
  - PRF 692 DIRECTING SEMINAR
  - PRF 693 DIRECTING SEMINAR
- Acting II, Classical Sequence
  - PRF 611 GRADUATE ACTING II: CLASSICAL
  - PRF 612 GRADUATE ACTING II: CLASSICAL
  - PRF 613 GRADUATE ACTING II: CLASSICAL
- Graduate Seminar
  - THE 601 GRADUATE SEMINAR
  - THE 602 GRADUATE SEMINAR
  - THE 603 GRADUATE SEMINAR
- PRF 631 GRADUATE VOICE AND SPEECH II
- Rehearsal and Performance Sequence
  - PRF 661 REHEARSAL AND PERFORMANCE II
  - PRF 662 REHEARSAL AND PERFORMANCE II
  - PRF 663 REHEARSAL AND PERFORMANCE II

Third Year

- Thesis Project
Early Childhood Education (EDD)

The Early Childhood Education concentration in DePaul's Ed.D. program recognizes the current shortage of highly trained early childhood professionals for colleges and universities at the national level. The program focuses not only on analyzing theory and practice in early childhood education today, but also on the policy issues influencing the field of early childhood education.

All the coursework in this program is designed based on best practice guidelines from a variety of leading national early childhood education professional and research organizations, such as National Association of Education of Young Children, Council for Exceptional Children and Zero to Three. The program is rooted in applied child development as well as curricular theory that embraces the notion of learner self-efficacy, inquiry-based curricula, and partnerships with families.

Recognizing the need for hands-on training in research and higher academic teaching, part of the focus of this program is on mentoring doctoral candidates in acquiring these skills through two research and teaching internships prior to their dissertation work. The program is designed to prepare early childhood professionals who might come from a variety of backgrounds such as teachers, leaders or administrators, professionals working in the early childhood or related fields, or instructors at the college level.

Licenses/Endorsements

Superintendent Endorsement Option

Students pursuing a doctoral degree in Early Childhood Education are also eligible for the Superintendent Endorsement program, which requires additional coursework, along with four quarter hours for the superintendent internship course. ISBE states the following guidelines:

Individuals seeking the Superintendent endorsement must possess:

- a Master's degree with a GPA of 3.0 or better on a 4.0 scale
- proof of two years of teaching experience on a valid Illinois teaching license
- proof of two years of full-time administrative experience on a valid administrative license with the general administrative endorsement
- proof of passing the Basic Skills/TAP and Superintendent content-area tests.

Upon completion of the Superintendent program and the endorsement's additional requirements, students must apply for the endorsement. Students are to work with the College of Education's Licensure Officer when applying for the endorsement.

Teacher Leader Endorsement Option

To be eligible for the Teacher Leader endorsement program, students must possess:
• a bachelor's degree and master's degree from an accredited college or university,
• a valid teaching license
• at least two years of teaching experience
• proof of passing the Basic Skills or Test of Academic Proficiency.

Principal Licensure

The principal licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

To be eligible for the Principal Licensure program, students must possess:

• a master's degree from an accredited college or university with a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level.
• a valid Illinois teaching license
• at least two years of full-time successful teaching experience
• proof of passing the basic skills or test of academic proficiency.

Concentrations

• Early Childhood Education (degree only)
• Early Childhood Education plus Superintendent Endorsement
• Early Childhood Education plus Teacher Leader Endorsement
• Early Childhood Education plus Principal Licensure

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>88</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

• Demonstrate the importance of the English language arts in young children's learning, including the essential concepts, inquiry tools, and structure of English language arts, as well as identify resources to deepen children's application of them.
• Use a broad range of literacy techniques and strategies for every aspect of communication in the service of developing each child's ability to read, write, speak, and listen, within the demands of the various disciplines.
• Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
• Use a variety of instructional strategies and constructive feedback techniques to help children improve their oral and written language skills.
• Demonstrate the importance of mathematics in young children's learning, including the essential concepts, inquiry tools, and structure of mathematics, as well as identify resources to deepen children's application.
• Demonstrate the importance of science in young children's learning, including the essential concepts, inquiry tools, and structure of mathematics, as well as identify resources to deepen children's application.
• Demonstrate the importance of the social sciences in young children's learning, including the essential concepts, inquiry tools, and structure of mathematics, as well as identify resources to deepen children's application.
• Demonstrate the importance of physical and health education in young children's learning, including the essential concepts, inquiry tools, and structure of physical development as well as health and safety principles and practices, and identify resources to deepen children's experiences.
• Demonstrate the importance of the visual and fine arts in young children's learning, including the essential concepts, inquiry tools, and structure of the fine and visual arts, and identify resources to deepen children's experiences with them.
• Use their understanding of young children's developmental characteristics and needs, and of multiple interacting influences on their growth and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.
• Know about, understand, and value the importance and complex characteristics of children's families and their communities.
• Use this understanding to create respectful, reciprocal relationships that support and empower
families, as well as involve all families in their children's development and learning outside the home.

- Identify the goals, benefits, and uses of assessment, as well as use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children's development and learning.
- Know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.
- Use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for all young children.
- Use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in all their interactions with young children and their families.
- Design and implement appropriate assessment, instruction, and environmental supports for young children with disabilities in mainstream as well as inclusive settings.
- Independently investigate and use technologies as appropriate for the setting, young children being served, and the discipline.
- Knowledgeably choose and use technologies that enhance their work with young children and their families.
- Undertake independent inquiry, using technologies as appropriate in the overall inquiry process.

Admission Information

Admission Requirements

The admissions process for the Ed.D. Program reflects and enacts the principles and values of the program regarding engagement, reflection, the exercise of agency, working for change, and a commitment to professional development and learning. We highly recommend that anyone interested in the program attend an information session, which covers the philosophical framework of the program values and expectations. It also provides potential applicants with the opportunity to participate in a dialogue with current students and program faculty.

Ideal candidates have experience in an educational role and demonstrated leadership or leadership potential. Furthermore, they are likely to be successful in a challenging doctoral program and welcome the opportunity to interact with university faculty, peers, and colleagues in a search for effective answers to troubling problems in education.

To be eligible for the educational doctorate program, students must hold a master's degree from an accredited institution and have a previous GPA of 3.0 or better on a 4.0 scale. The admission requirements for the EdD in Early Childhood Education, as well as the additional admissions requirements for the concentrations, which can be pursued alongside the degree are as follows:

EdD Early Childhood Education Degree Only

The admissions application requires the following components

- Personal statement (approximately 3 pages)
  - Discusses why an applicant is interested in further study and articulates an issue or problem of interest or concern.
- Writing sample
  - Preferably a course paper from an applicant's master's program. Alternatively, applicants can write a short (3-5 page) academic response to readings provided (upon request) by the doctoral program.
- Three letters of recommendation
  - At least two of the letters should be from faculty in the applicant's master's program.
- Transcripts (undergraduate and graduate)
- Resume or Curriculum Vitae
- GRE scores (GRE scores may be waived for applicants with at GPA of 3.5 or higher on a 4.0 scale from their master's degree program).
- College of Education graduate application and $40 application fee

Some applicants will be invited to interview with two or three Ed.D. Program faculty members — a conversation
that will provide an opportunity for candidates to become familiar with the program and the faculty, as well as an opportunity for faculty members to get to know prospective candidates. Applicants living outside the Chicago area will engage in an appropriate, reciprocal substitute for this dialogue.

Students will be selected from the pool of qualified applicants by the Ed.D. Admissions Committee.

**Additional Admission Requirements for Superintendent Endorsement**

To be considered for admissions into the Superintendent Endorsement program, doctoral students must have a master's degree with a GPA of 3.0 or better on a 4.0 scale and provide evidence of the following items to the Office of Graduate Admission:

- Completed application
- Valid Illinois teaching license with at least two years of teaching experience
- Two years of full-time administrative experience on a valid administrative license with the general administrative endorsement
- Proof of passing the Basic Skills/TAP and Superintendent content-area tests.

**Additional Admission Requirements for Teacher Leader Endorsement**

To be eligible for this program, students must have a master's degree and two years of full-time teaching experience. To apply, please submit the following items to The Office of Graduate Admission:

- Completed application
- Two letters of recommendation from professors or supervisors
- Statement of purpose indicating professional development goals and related experience (approximately 750 words)
- A copy of a valid Illinois teaching license
- Proof of passing Basic Skills Test or TAP Exam

**Additional Admission Requirements for Principal Licensure**

To be eligible for the Principal Licensure program, students must hold a master's degree from an accredited institution and must also possess at least two years of full-time successful teaching experience. To apply, please submit the following items to The Office of Graduate Admission:

- A completed application
- A copy of valid Illinois teaching license
- Proof of passing Basic Skills Test or TAP Exam
- One letter from district office recommending entrance into the principal preparation program
- Four letters of recommendation (two from supervisors and two from colleagues)
- Statement of purpose indicating why you want to be a principal

Upon initial review the process will include a required interview. Candidates will be expected to complete an on-site writing sample during the interview and submit a teaching portfolio.

**Degree Prerequisites**

Doctoral candidates should enter the program with at least 9 semester or 12 quarter hours (3 courses) in the area of early childhood education or a related field, such as child development or developmental psychology. Students who do not meet this requirement could be admitted conditionally, contingent upon taking the required prerequisites, either concurrently or prior to beginning course work at DePaul.

**Degree Requirements**

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.
Course Requirements

Core Courses: 28 quarter hours required

- A&S 801 LEADERSHIP: THEORY AND PRACTICE
- A&S 811 ASSESSMENT AND ACCOUNTABILITY
- CS 704 CURRICULUM DISCOURSES/PERSPECTIVES OVER TIME
- CS 751 CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT
- SCG 701 PHILOSOPHY OF ETHICS IN EDUCATION
- SCG 711 CULTURE, POWER AND EDUCATION
- SCG 721 HUMAN DEVELOPMENT AND THE EDUCATIONAL PROCESS

Research Courses: 20 quarter hours required

The research courses are sequenced and must be taken in the following order:

- SCG 775 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH I
- SCG 785 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH II
- SCG 735 QUANTITATIVE RESEARCH METHODS I
- SCG 745 QUALITATIVE RESEARCH METHODS I
- SCG 755 QUANTITATIVE RESEARCH METHODS II
- or SCG 765 QUALITATIVE RESEARCH METHODS II

Elective Requirement: 4 quarter hours required

- One elective (4 quarter hours) from the following list
  - Any doctoral course (700 or above) for which the student qualifies
  - SCG 527 GLOBAL ISSUES IN EDUCATION
  - SCG 611 PROSEMINAR: PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS
  - CS 489 CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA
  - CS 598 INDEPENDENT STUDY IN CURRICULUM STUDIES
  - A&S 598 INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP
  - BBE 404 LANGUAGE, LITERACY AND CULTURE
  - BBE 406 FIRST AND SECOND LANGUAGE ACQUISITION
  - BBE 406 SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
  - BBE 501 SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE
  - BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
  - BBE 530 LATINOS AND EDUCATION
  - Other options need to be approved by the Ed.D. Program

Concentration Courses: 28 quarter hours

- ECE 704 SEMINAR IN RESEARCH IN CHILD DEVELOPMENT
- ECE 714 SEMINAR IN DEVELOPMENT, RISK, AND RESILIENCE
- ECE 724 SEMINAR IN CURRICULAR APPROACHES IN EARLY CHILDHOOD EDUCATION
- ECE 734 SEMINAR IN EARLY CHILDHOOD PROGRAM DESIGN AND EVALUATION
- ECE 744 SEMINAR IN CULTURE, LANGUAGE AND LEARNING
- ECE 759 TEACHING INTERNSHIP IN EARLY CHILDHOOD EDUCATION
- ECE 769 RESEARCH INTERNSHIP IN EARLY CHILDHOOD EDUCATION

Candidacy Course: non-credit, non-tuition *

- CANDIDACY PAPER

Dissertation Courses: 8 quarter hours required

- ECE 849 SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT
- ECE 859 INDEPENDENT DISSERTATION RESEARCH: EARLY CHILDHOOD EDUCATION

*Course number for the Early Childhood Education Candidacy Paper course is still under development by the College of Education.
College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Conferral and Graduation

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

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

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

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

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.
DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website at: http://education.depaul.edu/.

Principal Preparation Option

This Illinois State Board of Education approved program, is designed for licensed teachers who already hold a master’s degree in education and are seeking principal licensure. The program offers a powerful, discipline-based curriculum with a problem-solving orientation that prepares effective and principled decision-makers. Graduates from the program are prepared to assume school and district administrative and supervisory roles.

Additional Program Requirements

An additional 44 quarter hours:

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 492 THE PRINCIPALSHIP
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 494 SCHOOL FINANCE
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 602 PRINCIPAL LICENSURE INTERNSHIP I (2 quarter hours)
- A&S 603 PRINCIPAL LICENSURE INTERNSHIP II (2 quarter hours)
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP
- A&S 695 SCHOOL LAW
- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
- CS 493 CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS

Superintendent Option

Education doctoral students can pursue the Superintendent Endorsement, which is approved by the Illinois State Board of Education. Students must be admitted to the doctoral program in the College of Education and complete requirements of the program to qualify for the Superintendent Endorsement.

Additional Program Requirements

Early Childhood Education doctoral students must also complete the following courses along with the superintendent internship:

- A&S 803 SCHOOL PROGRAMS, PLANT AND HUMAN RESOURCES
- A&S 823 COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT
- A&S 843 THE POLITICS OF SCHOOLING
- A&S 873 CURRENT TRENDS IN BUDGETING AND FINANCE
- A&S 883 SCHOOL LAW

Superintendent Internship Requirement
Teacher Leader Option

This program is ideal for students who are educators in K-12 environments and are seeking leadership roles, excluding principalship. Such roles include, but are not limited to: curriculum specialists, coaches, mentor teachers, department chair or lead teachers, content specialists, teacher leaders charged with supervisor roles, and program leaders. The program meets the standards set forth by the state of Illinois for the endorsement of Teacher Leader.

Additional Program Requirements

Teacher Leader Core Courses (10 courses, 40 quarter hours):

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 499 PLANNING FOR PROFESSIONAL DEVELOPMENT
- BBE 599 SCHOOLWIDE APPROACHES TO EDUCATING ELL
- CS 470 TEACHERS AS LEADERS
- CS 473 ASSESSMENT
- CS 488 CURRICULUM DESIGN
- CS 482 THE HISTORY OF CURRICULUM PRACTICE

E-Commerce Technology (MS)

The MS in E-Commerce Technology is designed for those who want to specialize in e-business systems development and management. The program provides flexible, modularized advanced training in e-business systems as well as competencies in Internet application development, advanced Internet technologies, and wireless applications.

<table>
<thead>
<tr>
<th>Introductory Courses</th>
<th>0-16 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements</td>
<td>52 hours</td>
</tr>
<tr>
<td>Total hours required</td>
<td>52-68 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Shared Content

Students will be able to:

- Design and implement an e-commerce application with a shopping cart.
Integrate the waterfall model in the development of e-commerce applications.
Integrate user-centered design guidelines in developing user-friendly websites.
Evaluate the bullwhip effect in a supply chain, analyze the causes, and recommend possible solutions.
Analyze different types of portal technologies and deployment methodologies commonly used in the industry.
Analyze the effectiveness of network computing and cloud computing policies in a multi-location organization.
Analyze real business cases regarding their e-business strategies and transformation processes and choices.
Integrate theoretical frameworks with business strategies.

Degree Requirements

Course Requirements

No Introductory course (a course numbered 400 through 419) may be substituted for any other course at any level.

Introductory Courses

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

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

- CSC 401 INTRODUCTION TO PROGRAMMING
- CSC 402 DATA STRUCTURES I
- CSC 403 DATA STRUCTURES II
- ECT 410 DEVELOPMENT OF WEB-BASED BUSINESS APPLICATIONS

Foundation Courses

- ECT 424 ENTERPRISE INFRASTRUCTURE
- ECT 455 E-COMMERCE WEB SITE ENGINEERING
- CSC 453 DATABASE TECHNOLOGIES
- SE 430 OBJECT ORIENTED MODELING

Students in the Foundation Courses may register for a maximum of four Advanced Courses.

Advanced Courses

- ECT 480 INTRANETS AND PORTALS
- ECT 481 INTERNET SUPPLY CHAIN MANAGEMENT
- ECT 582 SECURE ELECTRONIC COMMERCE

Major Elective Courses

Students must take 5 elective courses from the list below. A minimum of 2 courses must be taken at the 500-level.

- ECT 436 SOCIAL MARKETING AND SOCIAL NETWORKING APPLICATIONS
- ECT 556 ENTERPRISE ARCHITECTURE AND DESIGN
- ECT 565 MOBILE ENTERPRISE
- ECT 583 ADVANCED SCRIPTING TECHNOLOGIES
- ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE
- ECT 586 CUSTOMER RELATIONSHIP MANAGEMENT TECHNOLOGIES
- ECT 587 MOBILE COMMERCE TECHNOLOGY
- HCI 440 INTRODUCTION TO USER-CENTERED DESIGN
- HCI 421 DESIGNING FOR CONTENT MANAGEMENT SYSTEMS
Capstone

- ECT 589 E-BUSINESS STRATEGIES

Degree Requirements

Students in this degree program must meet the following requirements:

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

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

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

Economics and Policy Analysis (MS)

The Master of Science in Economics and Policy Analysis program focuses on economic theory as it applies to real-world business and policy, econometric skills and the ability to analyze data to propose policies and solutions.

The program is designed for the student who has earned a bachelor's degree, or who has earned or is earning an MBA.

Highlights

Through the MS in Economics and Policy Analysis program, you will develop skills and knowledge in:

- Applied economic theory.
- Demonstrating research findings through written analyses for audiences that include business
professionals, economists, policymakers and the public.

- Conducting econometric research.
- The relationship between economics and politics.

**Research and Fellowship Opportunities**

The curriculum includes a heavy emphasis on research. You will work closely with a faculty member on research projects, enhancing your research, writing and presentation skills. Upon meeting certain requirements, you will also be eligible to participate in a research fellowship, allowing you to work full-time for 12 to 16 weeks. You may complete the fellowship in Chicago or spend your time in another city, such as Washington D.C.

**Career Outlook**

This degree prepares students to pursue careers in a variety of fields, including:

- Consulting
- Governmental relations
- Federal and state governmental agency work
- Trade association and lobbying work
- Nonprofit agency work

Recent program alumni are employed in a wide variety of government, financial and corporate institutions.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Apply modern economic theory, use analytical and evaluative skills to solve a variety of policy problems and make recommendations and decisions.
- Employ existing econometric software programs to solve complex problems in policy analysis.
- Understand the main theories of international trade and apply them to relevant international trade policy issues.
- Create clear and coherent written work that is geared towards different audiences including economists, non-economists, policy makers and general public.

**Degree Requirements**

**Prerequisite Requirements**

Students must have completed one course in Principles of Microeconomics and one in Principles of Macroeconomics as well as differential calculus prior to admission to the MSEPA program.

**Course Requirements**

Students in the MSEPA program complete 12 courses (48 credit hours). The degree consists of seven required core courses plus five elective courses. Students may apply for a two-course equivalent Research Fellowship, or
in lieu of the fellowship students may take two elective courses. New students will be admitted each fall.

Students may enroll in the program on a full-time or part-time basis. Classes are generally offered during the evening. The typical full-time student will finish the program in five quarters. Students will be advised to take no more than three courses per term. Students attending the program part-time will typically take two evening courses per quarter and finish the program in six quarters.

Core Courses (7 required courses)

- ECO 505 ADVANCED MICROECONOMICS
- ECO 506 ADVANCED MACROECONOMICS
- ECO 507 RESEARCH METHODS FOR POLICY ANALYSIS I
- ECO 508 RESEARCH METHODS FOR POLICY ANALYSIS II
- ECO 515 MICROECONOMICS OF MARKET ORGANIZATION
- ECO 516 ECONOMICS OF THE PUBLIC SECTOR I
- ECO 558 INTERNATIONAL MACROECONOMICS

Elective Courses (5 courses required)

- ECO 435 REAL ANALYSIS I
- ECO 436 REAL ANALYSIS II
- ECO 511 BUSINESS AND ECONOMIC FORECASTING
- ECO 513 DEMYSTIFYING THE FEDERAL RESERVE BANK
- ECO 517 THE PUBLIC POLICY, BUSINESS, AND ETHICAL ENVIRONMENT OF GOVERNMENT
- ECO 518 LABOR ECONOMICS AND LABOR RELATIONS
- ECO 521 POLICY & REGULATION IN FINANCIAL MARKETS
- ECO 525 STRATEGIC DECISION MAKING AND GAME THEORY
- ECO 526 BUSINESS STRATEGY
- ECO 527 BUSINESS REGULATION AND ANTITRUST
- ECO 528 STRATEGIES AND PROCESSES OF NEGOTIATIONS
- ECO 557 INTERNATIONAL TRADE THEORY & POLICY
- ECO 798 SPECIAL TOPICS: Research Fellowship I
- ECO 798 SPECIAL TOPICS: Research Fellowship II
- ECO 799 INDEPENDENT STUDY: Directed Research Project (requires department consent)

Research Fellowship

The research fellowship allows students to work full-time on Capitol Hill or some other executive branch, independent agency or nonprofit in Washington D.C. or elsewhere for 12-16 weeks. Students will be immersed in analysis, research and policy making. Students will also have a unique opportunity to develop an extensive network.

In order to be eligible for the fellowship, students must have earned a course grade of B or better in ECO 505, ECO 506, and ECO 507. In addition to the academic requirements, students must also have departmental approval.

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of the 12 required and elective courses.
- All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written approval of the director of the program or the Kellstadt Graduate School of Business.
**Educating Adults (MA)**

The Master of Arts Program in Educating Adults (MAEA), founded in 2006, is designed for people who, working formally or informally in diverse settings, support the process and practice of adults' learning. Grounded in key theories, current research and best practices in adult education and learning, the program provides a learning laboratory for learners to build and deepen their knowledge and skills in assessment, design, facilitation, evaluation and ongoing research to improve practice.

**Key Features**

1. You expand your knowledge of key theories and best practices in adult learning—including the latest in instructional technology, course design, learning facilitation, internet-based practices and emerging trends.
2. You further develop competencies as an adult educator and expand your repertoire of core and cutting-edge knowledge and skills.
3. You study with other adult educators in a collaborative learning environment.
4. You customize portions of your study to match your individual learning needs and goals and carry out an applied project that contributes to adults' learning in your particular area of practice.
5. You receive assistance from a team of advisors from the University who provide coaching and mentoring to ensure your success.
6. You engage in a brief/intensive series of “liberal learning” seminars designed to rekindle and/or deepen your practice in key domains of applied effectiveness (personal, interpersonal, organizational, values and inquiry).
7. You accomplish your goal of graduate study—enhancing your contribution as an educator of adults and earning an accredited graduate degree with competencies endorsed by the University.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>57 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total hours required</strong></td>
<td>57 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Program Specific Outcomes**

Students will be able to:

- Develop knowledge, skills, habits and perspectives critical to designing, assessing and facilitating adult learning in various settings.
- Develop as reflective practitioners who are able to affirm, adjust and/or expand what they know and do in support of adults’ learning.
- Apply traditions and methods of inquiry to affect ongoing improvement in their areas of practice and/or in the field of adult education.
- Enhance employability in the diverse arenas related to educating adults.
- Prepare for advanced academic study if/as they desire to pursue such.
Degree Requirements

Course Requirements

Students must complete a minimum of 57 graduate credit hours with a cumulative GPA of not less than 3.0.

Professional Core

- EA 515 DEVELOPING PROFESSIONAL IDENTITY
- EA 516 DESIGNING EDUCATIONAL OFFERINGS
- EA 517 FACILITATING ADULT LEARNING
- EA 518 ENHANCING PRACTICE WITH THEORY IN ADULT LEARNING
- EA 525 PRACTICE-BASED INQUIRY
- EA 526 ASSESSING LEARNING AND EVALUATING PROGRAMS
- 8 quarter credit hours of electives
- EA 505 APPLIED INQUIRY PROJECT PROPOSAL I
- EA 506 APPLIED INQUIRY PROJECT PROPOSAL II
- EA 528 APPLIED INQUIRY PROJECT

Liberal Learning

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

Reflective Practice

- EA 535 REFLECTIVE PRACTICE SEMINAR I
- EA 536 REFLECTIVE PRACTICE SEMINAR II
- EA 537 REFLECTIVE PRACTICE SEMINAR III
- EA 538 REFLECTIVE PRACTICE SEMINAR IV

Educational Leadership (EDD)

The Educational Leadership Doctoral Program provides a rich knowledge base to analyze administrative practices and promote socially just leadership of schools and organizations with an educational purpose. This program is uniquely designed to link theory with practice and is not based on traditional assumptions about the relationships of theory with practice or on conventional notions about the status of practitioners and theorists.

The program's schedule is flexible, allowing students to attend full-time or part-time as their professional and personal schedules allow. Graduates of the program may wish to enter a new career or strengthen their current position. They may assume faculty positions in higher education, take leadership positions in local and state education agencies, or become leaders in educational policy and advocacy in organizations and institutions.

Licensures and Endorsements

Superintendent Endorsement

The Doctoral program’s Educational Leadership concentration is an Illinois State Board of Education (ISBE) approved program for the Superintendent endorsement. The Superintendent endorsement requires an additional four quarter hours for the internship course. ISBE states the following guidelines:

Individuals seeking the Superintendent endorsement must possess:
- a Master's degree with a GPA of 3.0 or better on a 4.0 scale
- proof of two years of teaching experience on a valid Illinois teaching license
- proof of two years of full-time administrative experience on a valid administrative license with the general administrative endorsement
- proof of passing the Basic Skills/TAP and Superintendent content-area tests.

Upon completion of the Superintendent program and the endorsement's additional requirements, students must apply for the endorsement. Students are to work with the College of Education's Licensure Officer when applying for the endorsement.

**Teacher Leader Endorsement**

To be eligible for the Teacher Leader endorsement program, students must possess:

- a bachelor's degree and master's degree from an accredited college or university,
- a valid teaching license
- at least two years of teaching experience
- proof of passing the Basic Skills or Test of Academic Proficiency.

**Principal Licensure**

The principal licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

To be eligible for the Principal Licensure program, students must possess:

- a master's degree from an accredited college or university with a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level.
- a valid Illinois teaching license
- at least two years of full-time successful teaching experience
- proof of passing the basic skills or test of academic proficiency.

**Concentrations**

- Educational Leadership (degree only)
- Educational Leadership plus Superintendent Endorsement
- Educational Leadership plus Teacher Leader Endorsement
- Educational Leadership plus Principal Licensure

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>76 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>76 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**
Students will be able to:

- Promote the success of all students by:
  - Facilitating the development, articulation, implementation, and stewardship of a district vision of learning.
    - Facilitating a vision of learning that is shared and supported by the district community.
    - Advocating, nurturing, and sustaining a positive district culture.
    - Advocating, nurturing, and sustaining effective instructional programs.
    - Applying best practice to student learning.
    - Designing comprehensive professional growth plans for staff.
    - Ensuring management of the organization managing the organization, of a district in a way that promotes a safe, efficient, and effective learning environment.
    - Ensuring management of managing the operations, and resources of a district in a way that promotes a safe, efficient, and effective learning environment.
    - Understanding and using technology to enhance curriculum and student learning.
    - Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
    - Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
    - Acting with integrity, and fairness.
  - Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
  - Understand and use technology to enhance his/her own professional practice and school operations.
  - Utilize their internship experience to apply knowledge, and practice and develop skills, through substantial, sustained, standards-based work in real settings.

Admission Information

Admission Requirements

The admissions process for the Ed.D. Program reflects and enacts the principles and values of the program regarding engagement, reflection, the exercise of agency, working for change, and a commitment to professional development and learning. We highly recommend that anyone interested in the program attend an information session, which covers the philosophical framework of the program values and expectations. It also provides potential applicants with the opportunity to participate in a dialogue with current students and program faculty.

Ideal candidates have experience in an educational role and demonstrated leadership or leadership potential. Furthermore, they are likely to be successful in a challenging doctoral program and welcome the opportunity to interact with university faculty, peers, and colleagues in a search for effective answers to troubling problems in education.

To be eligible for the educational doctorate program, students must hold a master's degree from an accredited institution and have a previous GPA of 3.0 or better on a 4.0 scale. The admission requirements for EdD in Educational Leadership, as well as the additional admissions requirements for the concentrations pursued alongside the degree are as follows:

Admission Requirements for EdD Degree only

- Personal statement (approximately 3 pages)
  - Discusses why an applicant is interested in further study and articulates an issue or problem of interest or concern.
- Writing sample
  - Preferably a course paper from an applicant's master's program. Alternatively, applicants can write a short (3-5 page) academic response to readings provided (upon request) by the doctoral program.
- Three letters of recommendation
  - At least two of the letters should be from faculty in the applicant's master's program.
- Transcripts (undergraduate and graduate)
Resume or Curriculum Vitae
College of Education graduate application and $40 application fee

Some applicants will be invited to interview with two or three Ed.D. Program faculty members — a conversation that will provide an opportunity for candidates to become familiar with the program and the faculty, as well as an opportunity for faculty members to get to know prospective candidates. Applicants living outside the Chicago area will engage in an appropriate, reciprocal substitute for this dialogue.

Students will be selected from the pool of qualified applicants by the Ed.D. Admissions Committee.

Additional Admission Requirements for Superintendent Endorsement

To be considered for admissions into the Superintendent Endorsement program, doctoral students must have a master’s degree with a GPA of 3.0 or better and provide evidence of the following items to the Office of Graduate Admission:

- Completed application
- Valid Illinois teaching license with at least two years of teaching experience
- Two years of full-time administrative experience on a valid administrative license with the general administrative endorsement
- Proof of passing the Basic Skills/TAP and Superintendent content-area tests.

Additional Admission Requirements for Teacher Leader Endorsement

To be eligible for this program, students must have a master’s degree and two years of full-time teaching experience. To apply, please submit the following items to The Office of Graduate Admission:

- Completed application
- Two letters of recommendation from professors or supervisors
- Statement of purpose indicating professional development goals and related experience (approximately 750 words)
- A copy of a valid Illinois teaching license
- Proof of passing the Basic Skills Test or TAP exam

Additional Admission Requirements for Principal Licensure

To be eligible for the Principal Licensure program, students must hold a master’s degree from an accredited institution and must also possess at least two years of full-time successful teaching experience. To apply, please submit the following items to The Office of Graduate Admission:

- A completed application
- A copy of valid Illinois teaching license
- Proof of passing Basic Skills Test or TAP Exam
- One letter from district office recommending entrance into the principal preparation program
- Four letters of recommendation (two from supervisors and two from colleagues)
- Statement of purpose indicating why you want to be a principal

Upon initial review the process will include a required interview. Candidates will be expected to complete an on-site writing sample during the interview and submit a teaching portfolio.

Degree Prerequisites

Doctoral candidates must have completed graduate level course work in school administration, school law, and school finance.

College Requirements

Dispositions

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

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

**Degree Conferral and Graduation**

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

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

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

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

Application deadlines are as follows:

- **Fall Quarter** - October 1st
- **Winter Quarter** - January 15th
- **Spring Quarter** - February 1st
- **Summer I Quarter** - June 1st
- **Summer II Quarter** - July 15th

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

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

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

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

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Course Requirements

Core Courses: 24 quarter hours required

- A&S 801 LEADERSHIP: THEORY AND PRACTICE
- A&S 811 ASSESSMENT AND ACCOUNTABILITY
- CS 704 CURRICULUM DISCOURSES/PERSPECTIVES OVER TIME
- CS 751 CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT
- SCG 701 PHILOSOPHY OF ETHICS IN EDUCATION
- SCG 711 CULTURE, POWER AND EDUCATION

Research Courses: 20 quarter hours required

The research courses are sequenced and must be taken in the following order:

- SCG 775 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH I
- SCG 785 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH II
- SCG 735 QUANTITATIVE RESEARCH METHODS I
- SCG 745 QUALITATIVE RESEARCH METHODS I
- SCG 755 QUANTITATIVE RESEARCH METHODS II
  or SCG 765 QUALITATIVE RESEARCH METHODS II

Elective Requirement (4 quarter hours required)

- One elective (4 quarter hours) from the following list
  - Any doctoral course (700 or above) for which the student qualifies
  - SCG 527 GLOBAL ISSUES IN EDUCATION
  - SCG 611 PROSEMINAR: PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS
  - CS 489 CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA
  - CS 588 INDEPENDENT STUDY IN CURRICULUM STUDIES
  - A&S 595 WORKSHOP IN EDUCATIONAL LEADERSHIP
  - A&S 598 INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP
  - A&S 688 SERVICE LEARNING FOR HIGHER EDUCATION
  - BBE 404 LANGUAGE, LITERACY AND CULTURE
  - BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
  - BBE 406 SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
  - BBE 510 SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE
  - BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
  - BBE 530 LATINOS AND EDUCATION
  - Other options need to be approved by the Ed.D. Program

Concentration Courses: 20 quarter hours required

- A&S 803 SCHOOL PROGRAMS, PLANT AND HUMAN RESOURCES
- A&S 823 COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT
- A&S 843 THE POLITICS OF SCHOOLING
- A&S 873 CURRENT TRENDS IN BUDGETING AND FINANCE
- A&S 883 SCHOOL LAW

Candidacy Course: non-credit, non-tuition

- A&S 706 CANDIDACY PAPER

Dissertation Courses: 8 quarter hours required

- A&S 849 SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT
- A&S 859 INDEPENDENT DISSERTATION RESEARCH: EDUCATIONAL LEADERSHIP
Superintendent Internship* : 4 quarter hours required

- A&S 899 SUPERINTENDENT INTERNSHIP

*Students interested in the Superintendent Endorsement must complete the Superintendent Internship. This course is completed in addition to the required 76-credit hours for the Ed.D. degree.

Principal Preparation Option

This Illinois State Board of Education approved program, is designed for licensed teachers who already hold a master's degree in education and are seeking principal licensure. The program offers a powerful, discipline-based curriculum with a problem-solving orientation that prepares effective and principled decision-makers. Graduates from the program are prepared to assume school and district administrative and supervisory roles.

Additional Program Requirements

An additional 44 quarter hours:

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 492 THE PRINCIPALSHIP
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 602 PRINCIPAL LICENSURE INTERNSHIP I (2 quarter hours)
- A&S 603 PRINCIPAL LICENSURE INTERNSHIP II (2 quarter hours)
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP
- A&S 694 SCHOOL FINANCE
- A&S 695 SCHOOL LAW
- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
- CS 493 CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS

Superintendent Option

Education doctoral students can pursue the Superintendent Endorsement, which is approved by the Illinois State Board of Education. Students must be admitted to the doctoral program in the College of Education and complete the requirements of the program to qualify for the Superintendent Endorsement.

Additional Program Requirements

Educational Leadership doctoral students must also complete the superintendent internship:

- A&S 899 SUPERINTENDENT INTERNSHIP (4 quarter hours)
Teacher Leader Option

This program is ideal for students who are educators in K-12 environments and are seeking leadership roles, excluding principalship. Such roles include, but are not limited to: curriculum specialists, coaches, mentor teachers, department chair or lead teachers, content specialists, teacher leaders charged with supervisor roles, and program leaders. The program meets the standards set forth by the state of Illinois for the endorsement of Teacher Leader.

Additional Program Requirements

Teacher Leader Core Courses (10 courses, 40 quarter hours):

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA Driven DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 499 PLANNING FOR PROFESSIONAL DEVELOPMENT
- BBE 599 SCHOOLWIDE APPROACHES TO EDUCATING ELL
- CS 470 TEACHERS AS LEADERS
- CS 473 ASSESSMENT
- CS 482 THE HISTORY OF CURRICULUM PRACTICE
- CS 488 CURRICULUM DESIGN

Educational Leadership (MA)

The purpose of this program is to prepare educational personnel for administrative and supervisory positions in schools, business, and a variety of human services agencies. This discipline-based program includes concepts, research findings, and models of inquiry in social sciences. The program is also theory and problem-based in that it addresses the relevant theories of organization, leadership, and curriculum and contemporary issues likely to confront administrators and supervisors. Finally, the program is career-based given that it focuses on the examination of administrative and supervisory functions and objectives within a variety of settings and for different purposes.

Concentrations

The Educational Leadership MA program has four concentrations:

- General Concentration (degree only)
- Concentration in Catholic Leadership
- Concentration in Physical Education
- Concentration in Higher Education (degree only)

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>52 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Promote the success of all students by:
  - Facilitating the development, articulation, implementation, and stewardship of a vision of learning.
  - Facilitating a vision of learning that is shared and supported by the school community
  - Advocating, nurturing, and sustaining a school culture.
  - Advocating, nurturing, and sustaining an instructional program conducive to student learning.
  - Supporting and sustaining programs based on best practices that promote student learning.
  - Advocating, nurturing, and sustaining staff professional growth.
  - Ensuring management of the organization for a safe, efficient, and effective learning environment.
  - Ensuring management of operations and resources for a safe, efficient, and effective learning environment.
  - Understanding and using technology to enhance curriculum and student learning.
  - Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
  - Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
  - Acting with integrity, and fairness.
  - Acting in an ethical manner.
- Understand and use technology to enhance his/her own professional practice and school operations.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Utilize their internship experience to apply knowledge, and practice and develop skills, through substantial, sustained, standards-based work in real settings.

Admission Information

Requirements for General Concentration (degree only), Catholic Leadership Concentration (degree only), Higher Education Concentration and Physical Education Concentration

- A completed College of Education graduate application
- Official transcripts from all universities/colleges attended
- Two letters of recommendation from professors or supervisors
Evidence of adequate background for program
Resume
Personal Statement should be a typed, double spaced document and should be between 2-4 pages. Your statement should adhere to the following guidelines: Reflecting on the College of Education’s conceptual framework, please describe your goals and how it relates to your interest in the educational leadership program and what assumptions, thoughts, and conclusions have you developed regarding working in this urban context and what evidence from your own experiences, interests and skills support these thoughts and conclusions? In writing about an issue in urban education, many applicants will consider issues of diversity, socio-economics, equity, and reform as relevant. Please also describe what role(s) you have played and/or wish to play as an educational leader in the future. For more information on our conceptual framework as you reflect on your statement visit the College of Education website.

College Requirements

Dispositions

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

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

Degree Conferral and Graduation

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

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

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

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

Application deadlines are as follows:

Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer I Quarter - June 1st
Summer II Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.
Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

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

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

Degree Requirements

Specific degree requirements are determined according to the Concentration chosen by the student. Master’s of Arts (MA) concentrations are available in General Concentration, Catholic Leadership Concentration, Physical Education and Higher Education.

Please review the concentration requirements pages for more information.

Please note: A Master’s Thesis is completed for all MA Concentrations in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

Academic Standards

Students must maintain a 3.0 average or higher to continue in the program. Any grade below a C will not count for credit toward completion of the program.

Concentration Requirements

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

- Catholic Leadership
- General
- Physical Education
- Higher Education
General Concentration

Course Requirements

Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- Choose one of the following:
  - SCG 401 ADVANCED LIFESPAN DEVELOPMENT
  - SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY

Curriculum Studies Course: 4 quarter hours required, grade of C or better required

- Choose one of the following:
  - CS 485 CURRICULUM/PROGRAM EVALUATION
  - CS 488 CURRICULUM DESIGN
  - CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES

Educational Leadership Core Courses: 24 quarter hours required, grade of C or better required

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- Choose one of the following:
  - A&S 494 SCHOOL FINANCE
  - MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- Choose one of the following:
  - A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
  - A&S 596 HUMAN RESOURCE MANAGEMENT

Electives: 8 quarter hours required, grade of C or better required

- Choose two of the following:
  - A&S 588 SERVICE LEARNING FOR HIGHER EDUCATION
  - A&S 590 ORGANIZATIONAL DEVELOPMENT
  - A&S 595 WORKSHOP IN EDUCATIONAL LEADERSHIP
  - A&S 597 POLITICS OF EDUCATION
  - CSL 490 FOUNDATIONS OF STUDENT AFFAIRS
  - CSL 491 CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT
  - CSL 492 PROGRAM DEVELOPMENT IN STUDENT AFFAIRS

Clinical Experience: 4 quarter hours required, grade of C or better required

Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

- A&S 594 INTERNSHIP IN EDUCATIONAL LEADERSHIP

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

- A&S 599 THESIS SEMINAR IN EDUCATIONAL LEADERSHIP

The Master’s Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.
Catholic Leadership Concentration

Course Requirements

Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- Choose one of the following:
  - SCG 401 ADVANCED LIFESPAN DEVELOPMENT
  - SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY

Curriculum Studies Course: 4 quarter hours required, grade of C or better required

- Choose one of the following:
  - CS 485 CURRICULUM/PROGRAM EVALUATION
  - CS 488 CURRICULUM DESIGN
  - CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES

Educational Leadership Core Courses: 24 quarter hours required, grade of C or better required

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- Choose one of the following:
  - A&S 494 SCHOOL FINANCE
  - MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- Choose one of the following:
  - A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
  - A&S 596 HUMAN RESOURCE MANAGEMENT

Electives: 8 quarter hours required, grade of C or better required

- A&S 570 HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP
- A&S 571 SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS

Clinical Experience: 4 quarter hours required, grade of C or better required

Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

- A&S 594 INTERNSHIP IN EDUCATIONAL LEADERSHIP

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

- A&S 599 THESIS SEMINAR IN EDUCATIONAL LEADERSHIP

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

Course Requirements

Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- Choose one of the following:
  - SCG 401 ADVANCED LIFESPAN DEVELOPMENT
  - SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY

Curriculum Studies Course: 4 quarter hours required, grade of C or better required

- Choose one of the following:
  - CS 485 CURRICULUM/PROGRAM EVALUATION
  - CS 488 CURRICULUM DESIGN
  - CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES

Educational Leadership Core Courses: 24 quarter hours required, grade of C or better required

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- Choose one of the following:
  - A&S 494 SCHOOL FINANCE
  - MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- Choose one of the following:
  - A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
  - A&S 596 HUMAN RESOURCE MANAGEMENT

Electives: 8 quarter hours required, grade of C or better required

- Choose two of the following:
  - A&S 588 SERVICE LEARNING FOR HIGHER EDUCATION
  - A&S 590 ORGANIZATIONAL DEVELOPMENT
  - A&S 595 WORKSHOP IN EDUCATIONAL LEADERSHIP
  - A&S 597 POLITICS OF EDUCATION
  - CSL 490 FOUNDATIONS OF STUDENT AFFAIRS
  - CSL 491 CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT
  - CSL 492 PROGRAM DEVELOPMENT IN STUDENT AFFAIRS

Clinical Experience: 4 quarter hours required, grade of C or better required

Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

- A&S 594 INTERNSHIP IN EDUCATIONAL LEADERSHIP

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

- A&S 599 THESIS SEMINAR IN EDUCATIONAL LEADERSHIP

The Master’s Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.
Physical Education Concentration

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

- SCG 401 ADVANCED LIFESPAN DEVELOPMENT
- SCG 408 EDUCATION AND SOCIETY
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES

Physical Education Courses: 16 quarter hours, grade of C or better required

- PE 450 PSYCHOLOGY OF SPORT BEHAVIOR AND ATHLETIC PERFORMANCE *
- PE 451 CURRENT ISSUES AND TRENDS IN ATHLETICS AND PHYSICAL EDUCATION *
- PE 452 EXERCISE SCIENCE AND SPORT *
- Choose one from the list:
  - PE 453 ADVANCED HEALTH CONCEPTS
  - PE 454 ADVANCED CARE OF THE ATHLETE
  - PE 455 INTERNSHIP IN PHYSICAL EDUCATION

*Required for Athletic Coaching Endorsement

Educational Leadership Core Courses: 16 quarter hours required, grade of C or better required

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT

Elective Requirement: 4 quarter hours required, grade of C or better required

- Choose one from the list:
  - A&S 493 DATA DRIVEN DECISION MAKING
  - A&S 588 SERVICE LEARNING FOR HIGHER EDUCATION
  - A&S 590 ORGANIZATIONAL DEVELOPMENT
  - A&S 595 WORKSHOP IN EDUCATIONAL LEADERSHIP
  - A&S 596 HUMAN RESOURCE MANAGEMENT
  - PE 453 ADVANCED HEALTH CONCEPTS
  - PE 454 ADVANCED CARE OF THE ATHLETE
  - PE 455 INTERNSHIP IN PHYSICAL EDUCATION

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

- A&S 599 THESIS SEMINAR IN EDUCATIONAL LEADERSHIP

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

The purpose of this program is to prepare educational personnel for administrative and supervisory positions in schools, business, human services agencies and a variety of educational settings. This discipline-based program includes concepts, research findings, and models of inquiry in social sciences. The program is also theory and problem-based in that it addresses the relevant theories of organization, leadership, and curriculum and contemporary issues likely to confront administrators and supervisors, and other educational leaders. Finally, the program is career-based given that it focuses on the examination of administrative and supervisory functions and objectives within a variety of settings and for different purposes.

Licensure

The Educational Leadership Master's of Education program is an Illinois State Board of Education (ISBE) approved program for Principal Licensure and Teacher Leader Endorsement on the Professional Educator License. ISBE states the following guidelines:

Individuals seeking the Principal Licensure must:

- complete an approved principal endorsement program at an Illinois institution
- hold a Master's degree
- At the end of the program, in order to obtain licensure, students must have accrued 4 years of full-time teaching on a valid teaching license
- pass the Basic Skills or Test of Academic Proficiency (TAP) and two Principal content-area tests

Individuals seeking the Teacher Leader Endorsement must:

- complete an approved teacher leader program at an Illinois institution
- hold a Bachelor's degree
- have 2 years of full-time teaching accrued on a valid teaching or school service personal endorsement
- pass the Basic Skills or Test of Academic Proficiency (TAP) and Teacher Leader content-area tests

Upon completion of the Principal Preparation program or the Teacher Leader Endorsement Program, and the additional requirements, students must apply for licensure or endorsement. Students are to work with the College of Education's Licensure Officer when applying for endorsement.

Note: Courses in this program leading to the Principal Licensure and Teacher Leader Endorsement are designed for practicing educators and are not open to students seeking an initial teaching license (Teaching and Learning).

Concentrations

The Educational Leadership MEd program has several concentrations:

- General Concentration (degree only)
- Concentration in Catholic Leadership (degree only)
- Concentration in Principal License
- Concentration in Principal License (Catholic)
- Concentration in Physical Education (degree only)
- Concentration in Higher Education
- Concentration in Teacher Leader Endorsement
- Concentration in Teacher Leader Endorsement (Catholic)

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48-52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48-52 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Promote the success of all students by:
  - Facilitating the development, articulation, implementation, and stewardship of a vision of learning.
  - Facilitating a vision of learning that is shared and supported by the school community
  - Advocating, nurturing, and sustaining a school culture.
  - Advocating, nurturing, and sustaining an instructional program conducive to student learning.
  - Supporting and sustaining programs based on best practices that promote student learning.
  - Advocating, nurturing, and sustaining staff professional growth.
  - Ensuring management of the organization for a safe, efficient, and effective learning environment.
  - Ensuring management of operations and resources for a safe, efficient, and effective learning environment.
  - Understanding and using technology to enhance curriculum and student learning.
  - Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
  - Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
  - Acting with integrity, and fairness.
  - Acting in an ethical manner.
- Understand and use technology to enhance his/her own professional practice and school operations.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Utilize their internship experience to apply knowledge, and practice and develop skills, through substantial, sustained, standards-based work in real settings.

Admission Information

Requirements for General Concentration (degree only), Catholic Leadership Concentration (degree only), Higher Education Concentration and Physical Education Concentration

- A completed College of Education graduate application
- Official transcripts from all universities/colleges attended
- Two letters of recommendation from professors or supervisors
Evidence of adequate background for program
Resume

Personal Statement should be a typed, double-spaced document and should be between 2-4 pages. Your statement should adhere to the following guidelines: Reflecting on the College of Education’s conceptual framework, please describe your goals and how it relates to your interest in the educational leadership program and what assumptions, thoughts, and conclusions have you developed regarding working in this urban context and what evidence from your own experiences, interests and skills support these thoughts and conclusions? In writing about an issue in urban education, many applicants will consider issues of diversity, socio-economics, equity, and reform as relevant. Please also describe what role(s) you have played and/or wish to play as an educational leader in the future. For more information on our conceptual framework as you reflect on your statement visit the College of Education website.

Requirements for Principal Licensure and Principal Licensure - Catholic

- A completed College of Education graduate application
- Two years of successful teaching on a valid Illinois teaching license
- Proof of passing Basic Skills Test and TAP exam and two Principal content-area tests
- Official transcripts from all colleges/universities attended
- 1 letter from district recommending entrance into the program
- 4 letters of recommendation from two supervisors and two colleagues
- Resume
- A face to face interview where students complete an onsite writing sample and provide evidence of teaching evaluations and lesson plans
- Statement of purpose indicating why you want to become a principal. The statement of purpose should be a typed, double-spaced document and should be 750 words.

Requirements for Teacher Leader Endorsement and Teacher Leader Endorsement - Catholic

- A completed College of Education graduate application
- Two years of successful on a valid Illinois Teaching License
- Proof of passing Basic Skills Test and TAP exam
- Official transcripts from all colleges/universities attended
- 2 letters of recommendation from professors or supervisors
- Resume showing evidence of adequate background for the program
- Statement of purpose indicating professional development goals and related experience for leadership. The statement of purpose should be a typed, double-spaced document and should be 750 words.

College Requirements

Dispositions

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

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

**Degree Conferral and Graduation**

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

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

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

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

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

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

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

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

Additional information about degree conferral and graduation can be found on the College of Education website at: [http://education.depaul.edu/](http://education.depaul.edu/).

**Degree Requirements**

Specific degree requirements are determined according to the Concentration chosen by the student. Master’s of Education (MEd) concentrations are available in General Educational Leadership (degree only), Catholic Leadership (degree only), Higher Education (degree only), Physical Education, Principal License, Principal License (Catholic), Teacher Leader Endorsement, Teacher Leader Endorsement (Catholic).

Please review the concentration requirements pages for more information.

Please note: A Capstone project is completed for all MEd Concentrations in conjunction with faculty advisement, and students are required to take A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP to complete the Capstone project.

**Academic Standards**
Concentration Requirements

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

- Catholic Leadership
- General
- Higher Education
- Physical Education
- Principal License
- Principal License (Catholic)
- Teacher Leader
- Teacher Leader (Catholic)

General Concentration

Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- Choose one of the following:
  - SCG 401 ADVANCED LIFESPAN DEVELOPMENT
  - SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY

Curriculum Studies Course: 4 quarter hours required, grade of C or better required

- Choose one of the following:
  - CS 485 CURRICULUM/PROGRAM EVALUATION
  - CS 488 CURRICULUM DESIGN
  - CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES

Educational Leadership Core Courses: 24 quarter hours required, grade of C or better required

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- Choose one of the following:
  - A&S 494 SCHOOL FINANCE
  - MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- Choose one of the following:
  - A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
  - A&S 596 HUMAN RESOURCE MANAGEMENT

Electives: 8 quarter hours required, grade of C or better required

- Choose two of the following:
  - A&S 588 SERVICE LEARNING FOR HIGHER EDUCATION
Clinical Experience: 4 quarter hours required, grade of C or better required

Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

- A&S 594 INTERNSHIP IN EDUCATIONAL LEADERSHIP

Research Course: 4 quarter hours required, grade of C or better required

- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP

**Note: For other requirements please view the Degree Requirements section.

Catholic Leadership Concentration

Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- Choose one of the following:
  - SCG 401 ADVANCED LIFESPAN DEVELOPMENT
  - SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY

Curriculum Studies Course: 4 quarter hours required, grade of C or better required

- Choose one of the following:
  - CS 485 CURRICULUM/PROGRAM EVALUATION
  - CS 488 CURRICULUM DESIGN
  - CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES

Educational Leadership Core Courses: 24 quarter hours required, grade of C or better required

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- Choose one of the following:
  - A&S 494 SCHOOL FINANCE
  - MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- Choose one of the following:
  - A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
  - A&S 596 HUMAN RESOURCE MANAGEMENT

Electives: 8 quarter hours required, grade of C or better required

- A&S 570 HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP
Clinical Experience: 4 quarter hours required, grade of C or better required

Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

Research Course: 4 quarter hours required, grade of C or better required

**Note: For other requirements please view the Degree Requirements section.

Higher Education Concentration

Social and Cultural Foundations Courses: 8 quarter hours required, grade of C or better required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- Choose one of the following:
  - SCG 401 ADVANCED LIFESPAN DEVELOPMENT
  - SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY

Curriculum Studies Course: 4 quarter hours required, grade of C or better required

- Choose one of the following:
  - CS 485 CURRICULUM/PROGRAM EVALUATION
  - CS 488 CURRICULUM DESIGN
  - CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES

Educational Leadership Core Courses: 24 quarter hours required, grade of C or better required

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- Choose one of the following:
  - A&S 494 SCHOOL FINANCE
  - MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- Choose one of the following:
  - A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
  - A&S 596 HUMAN RESOURCE MANAGEMENT

Electives: 8 quarter hours required, grade of C or better required

- Choose two of the following:
  - A&S 588 SERVICE LEARNING FOR HIGHER EDUCATION
  - A&S 590 ORGANIZATIONAL DEVELOPMENT
  - A&S 595 WORKSHOP IN EDUCATIONAL LEADERSHIP
  - A&S 597 POLITICS OF EDUCATION
  - CSL 490 FOUNDATIONS OF STUDENT AFFAIRS
  - CSL 491 CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT
Clinical Experience: 4 quarter hours required, grade of C or better required

Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

- A&S 594 INTERNSHIP IN EDUCATIONAL LEADERSHIP

Research Course: 4 quarter hours required, grade of C or better required

- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP

**Note: For other requirements please view the Degree Requirements section.

Physical Education Concentration

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

- SCG 401 ADVANCED LIFESPAN DEVELOPMENT
- SCG 408 EDUCATION AND SOCIETY
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES

Educational Leadership: 16 quarter hours required, grade of C or better required

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT

Physical Education Courses: 16 quarter hours, grade of C or better required

- PE 450 PSYCHOLOGY OF SPORT BEHAVIOR AND ATHLETIC PERFORMANCE *
- PE 451 CURRENT ISSUES AND TRENDS IN ATHLETICS AND PHYSICAL EDUCATION *
- PE 452 EXERCISE SCIENCE AND SPORT *
- Choose one of the following:
  - PE 453 ADVANCED HEALTH CONCEPTS
  - PE 454 ADVANCED CARE OF THE ATHLETE
  - PE 455 INTERNSHIP IN PHYSICAL EDUCATION

*Required for Athletic Coaching Endorsement

Elective Requirement: 4 quarter hours required, grade of C or better required

- Choose one from the list:
  - A&S 493 DATA DRIVEN DECISION MAKING
  - A&S 588 SERVICE LEARNING FOR HIGHER EDUCATION
  - A&S 590 ORGANIZATIONAL DEVELOPMENT
  - A&S 595 WORKSHOP IN EDUCATIONAL LEADERSHIP
  - A&S 596 HUMAN RESOURCE MANAGEMENT
  - PE 453 ADVANCED HEALTH CONCEPTS
  - PE 454 ADVANCED CARE OF THE ATHLETE
  - PE 455 INTERNSHIP IN PHYSICAL EDUCATION
Master of Education (M.Ed.) Degree Requirements

- **Paper Option**
  - A&S 606 REVIEW OF LITERATURE
  - A&S 607 INTEGRATIVE PAPER
- **Capstone Option**
  - A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP (4 quarter hours, grade of C or better required)

Review of Literature and Integrative Paper or Capstone project completed in conjunction with faculty advisement

Students who complete A&S 608 in replacement of A&S 606 and A&S 607 will complete an additional 4 quarter hours and will complete a total of 52 quarter hours for the MEd degree.

**Note: For other requirements please view the Degree Requirements section.**

---

Principal License Concentration

**Curriculum Studies Courses:** 8 quarter hours required, grade of C or better required

- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
- CS 493 CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS

**Educational Leadership Core Courses:** 28 quarter hours required, grade of C or better required

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 492 THE PRINCIPALSHIP
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 494 SCHOOL FINANCE
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT

**Elective:** 8 quarter hours required, grade of C or better required

- Choose two of the following:
  - SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
  - SCG 408 EDUCATION AND SOCIETY
  - Graduate course with permission of faculty advisor or program director

**Internship:** 4 quarter hours required, grade of C or better required

- A&S 602 PRINCIPAL LICENSURE INTERNSHIP I (2 quarter hours)
- A&S 603 PRINCIPAL LICENSURE INTERNSHIP II (2 quarter hours)

**Capstone:** 4 quarter hours required, grade of C or better required

- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP

Capstone project completed in conjunction with faculty advisement

**Note: For other requirements please view the Degree Requirements section.**
Principal License (Catholic) Concentration

Curriculum Course: 8 quarter hours required, grade of C or better required

- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
- CS 493 CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS

Educational Leadership Core Courses: 32 quarter hours required, grade of C or better required

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 494 SCHOOL FINANCE
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 570 HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP
- A&S 571 SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS

Elective: 4 quarter hours required, grade of C or better required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES

Internship: 4 quarter hours required, grade of C or better required

- A&S 602 PRINCIPAL LICENSURE INTERNSHIP I (2 quarter hours)
- A&S 603 PRINCIPAL LICENSURE INTERNSHIP II (2 quarter hours)

Capstone: 4 quarter hours required, grade of C or better required

- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP

Capstone project completed in conjunction with faculty advisement

**Note: For other requirements please view the Degree Requirements section.

Teacher Leader Concentration

Course Requirements

Educational Leadership Courses: 20 quarter hours required, grade of C or better required

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 499 PLANNING FOR PROFESSIONAL DEVELOPMENT

Curriculum Studies Courses Required: 16 quarter hours required, grade of C or better required

- CS 470 TEACHERS AS LEADERS
Bilingual/ Bicultural Education Courses Required: 4 quarter hours required, grade of C or better required

- BBE 599 SCHOOLWIDE APPROACHES TO EDUCATING ELL

Elective Course Sequence: 8 quarter hours, grade of C or better required

Choose 2 courses from one of the concentrations below:

- Administrative Concentration
  - A&S 495 SCHOOL LAW
  - A&S 596 HUMAN RESOURCE MANAGEMENT
- Curriculum Studies Concentration:
  - CS 481 THE STUDY OF TEACHERS AND TEACHING
  - CS 591 CURRICULUM THEORIZING: MULTIPLE LENSES
- Bilingual Bicultural Concentration
  - BBE 404 LANGUAGE, LITERACY AND CULTURE
  - BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- Foundations Concentration
  - Choose from two 600 level courses in consultation with faculty

Capstone Course Requirement, 4 quarter hours required, grade of C or better required

Students are required to take a capstone course to expand their knowledge in areas critical to school success.

- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP

Teacher Leader (Catholic) Concentration

Educational Leadership Core Courses: 20 quarter hours required, grade of C or better required

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 499 PLANNING FOR PROFESSIONAL DEVELOPMENT

Curriculum Studies Courses Required: 16 quarter hours required, grade of C or better required

- CS 470 TEACHERS AS LEADERS
- CS 473 ASSESSMENT
- CS 482 THE HISTORY OF CURRICULUM PRACTICE
- CS 488 CURRICULUM DESIGN

Bilingual/ Bicultural Education Courses Required: 4 quarter hours required, grade of C or better required

- BBE 599 SCHOOLWIDE APPROACHES TO EDUCATING ELL

Electives: 8 quarter hours required, grade of C or better required

- Catholic Concentration:
Research Course: 4 quarter hours required, grade of C or better required

- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP

**Note: For other requirements please view the Degree Requirements section.**

---

**English (MA)**

The Master of Arts in English program offers graduate courses in all periods of English and American literature as well as electives in language, teaching, and writing. The program requires a Capstone Portfolio or Thesis at the end of a student's course work, and provides options for independent study, internships, and thesis research.

Elective courses in the MA in English may be used for graduate certificate programs, such as the Certificate in Teaching English in the Two-Year Colleges. With planning, combined MA/certificate programs may require no additional coursework to fulfill all requirements.

The MA in English may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- English + Digital Humanities Certificate
- English + Teaching English to Speakers of Other Languages (TESOL) Certificate
- English + Teaching English in Two-Year Colleges Certificate
- English + Women’s and Gender Studies Certificate

---

**Learning Outcomes**

Students will be able to:

- Demonstrate a working knowledge of the major movements, authors, and canons of literature in English from the medieval period through the present.
- Identify and describe the conventions of the major literary genres in the English tradition: poetry, short fiction, the novel, drama, and literary nonfiction.
- Comprehend and assess the foundational assumptions of major schools of modern and contemporary critical theory.
- Apply a range of methods of literary criticism in order to produce coherently and adequately-supported interpretive analyses of literary works.
- Complete effective research papers that:
  - Survey and evaluate previous efforts in literary criticism.
  - Offer an original contribution to scholarship on the topic at hand.
  - Defend this argument with appropriate exposition and textual support.
  - Document primary and secondary sources accurately.
• Analyze and reflect on the meanings and values inherent in the term "literature" and "literacy studies" in a diverse and changing world.
• Apply knowledge, vocabulary, and tools of literary study in professional contexts and genres, such as classroom teaching, conference papers, new media writing and academic webpage development, editing, course plans and syllabi, and/or oral presentations.

Degree Requirements

Course Requirements

48 hours of graduate credit in English

- Three core courses:
  - ENG 471 BOOK AND MEDIA HISTORY
  - ENG 472 LITERARY THEORY
  - One course in language chosen from among the following:
    - ENG 400 STRUCTURE OF MODERN ENGLISH
    - ENG 401 HISTORY OF THE ENGLISH LANGUAGE
    - ENG 402 HISTORY OF ENGLISH PROSE STYLE
    - ENG 407 LANGUAGE AND STYLE FOR WRITERS
    - ENG 408 STYLISTICS

- Five courses in Topics, Authors, and Genres in English, one each from these periods:
  - Medieval Literature
  - Renaissance Literature
  - Restoration/Eighteenth-Century British and/or Early American Literature
  - Nineteenth-Century British (Romantic and Victorian) and/or Nineteenth-Century American Literature
  - Twentieth/Twenty-first century British and/or American Literature

- Four electives drawn from English and American period courses, Language and Rhetoric, Studies in Literature, Studies in Writing, Independent Study (maximum of four hours), Internship (maximum of four hours), or Thesis Research (maximum of four hours; available for students exercising the thesis option).
- A passing grade on the Capstone Portfolio. In the final quarter of coursework, or soon after completion of all other degree requirements, a student will turn in a Capstone Portfolio to be evaluated by a faculty committee. A Portfolio that does not initially earn a score of "pass" must be revised until it does so.
- Instead of submitting a Capstone Portfolio, students may choose the Thesis Option (see below) as a Final Requirement for the M.A. in English.

Good Standing

To achieve good standing in the program, students must:

1. complete at least three courses within twelve months of their admission to the program (one of these courses must be ENG 471), and
2. maintain an overall grade-point average of at least 3.0 in their course work. Students whose cumulative GPA falls below 3.0 will be placed on probation and given two quarters to raise their average to the minimum 3.0 level. Students on probation are required to consult with the program director before registering for classes. Failure to meet these requirements constitutes grounds for dismissal.

Thesis Option

A thesis option is available to students who have a promising idea for a scholarly or creative project. Proposals must earn the approval of an English Department graduate faculty member, who will serve as project director. Credit is earned through ENG 501 THESIS RESEARCH. Students who choose to write a thesis need not submit a Capstone Portfolio, but can if they want. Please see the Program Director for more information on this option.
Enterprise Risk Management (MS)

The Master of Science in Enterprise Risk Management degree will provide you with the skills necessary to identify and manage the strategic, operational, cyber and financial risks facing firms today. This program is designed for experienced managers who seek to take on greater responsibilities in risk management, and for senior managers, corporate board members, c-suite executives and others with risk oversight responsibility. Graduates of the program emerge well-equipped for strategic planning roles that require proactive decisions to manage risks and protect the value of the enterprise for stakeholders.

Highlights

This multidisciplinary program incorporates required courses and electives from DePaul’s management, finance and real estate departments, School of Accountancy, Center for Strategy, Execution and Valuation and College of Computing and Digital Media. This rich curriculum will allow you to tailor your program to your career goals.

In the program, you will gain the knowledge and skills to:

- Define and manage various exposures that constitute the overall risk faced by a firm or enterprise.
- Organize, model and quantify the exposures and risks faced by your organization.
- Understand how insurance can be employed to avoid risk and protect your organization, and how the insurance market is structured and regulated.
- Calculate the effects of risks and exposures on the value of the firm or enterprise.
- Analyze how corporate governance structures relate to risk management processes.

Career Outlook

Job opportunities for risk officers are growing as organizations become increasingly concerned about the potential impact that strategic, operational, financial and cyber risks can have on the enterprise in today’s uncertain world. Board members of DePaul’s Arditti Center for Risk Management review the program’s curriculum regularly to ensure that it reflects the skills and knowledge sought in industry and provide students with access to career opportunities.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Define the exposures that constitute the overall risk faced by a firm or enterprise.
- Discuss the process of managing the various exposures that affect the firm or enterprise.
- Explain how insurance can be employed to avoid risk and protect the firm or enterprise.
- Explain how the insurance market is structured and regulated.
- Organize, model, and quantify the exposures and risks faced by the firm or enterprise.
- Calculate the effects of the risks and exposures on the value of the firm or enterprise.
- Analyze how a firm’s corporate governance structure relates to the risk management process.
Degree Requirements

The MS Enterprise Risk Management program (MSERM) will consist of 12 courses, distributed amongst the four areas of risk management: strategic, operational, cyber, and financial. Students entering the Master of Science in Enterprise Risk Management (MSERM) program are expected have the level of knowledge in accounting, economics and quantitative analysis that is equivalent to ACC 500, GSB 420, and ECO 555, respectively.

Students complete the Master of Science in Enterprise Risk Management by taking nine core courses and three elective courses in addition to the program prerequisites. Based on previous course experience as an undergraduate or graduate student and in consultation with the Chair of the Department of Finance, these prerequisites can be waived for entering students.

Core Courses (9 required courses)

- FIN 555 FINANCIAL MANAGEMENT
- FIN 501 ETHICS IN FINANCIAL MARKETS
- FIN 523 INVESTMENT ANALYSIS
- FIN 540 CORPORATE GOVERNANCE
- FIN 562 RISK MANAGEMENT
- FIN 565 PRINCIPLES OF RISK AND INSURANCE
- FIN 566 RISK MANAGEMENT MODELING
- FIN 676 CASES IN RISK MANAGEMENT
- CNS 440 INFORMATION SECURITY MANAGEMENT

Elective Courses (3 courses)

Please choose three elective courses from the following:

- ACC 635 PRINCIPLES OF FORENSIC ACCOUNTING
- ACC 636 INTERNAL AUDITING, CORPORATE GOVERNANCE AND INTERNAL CONTROL
- ACC 638 IT AUDITING
- ACC 645 FORENSIC AND INVESTIGATIVE ACCOUNTING
- ACC 646 FORENSIC ACCOUNTING AND VALUATION
- MAT 461 ACTUARIAL SCIENCE I: THEORY OF INTEREST
- MAT 462 ACTUARIAL SCIENCE II: BASIC CONTINGENCIES
- MAT 463 ACTUARIAL SCIENCE III: ADVANCED CONTINGENCIES
- CNS 477 LEGAL ISSUES IN INFORMATION ASSURANCE
- CNS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
- IS 444 IT AUDITING
- FIN 525 PORTFOLIO MANAGEMENT
- FIN 526 ADVANCED TOPICS IN INVESTMENTS
- FIN 528 ALTERNATIVE INVESTMENTS
- FIN 553 ADVANCED CORPORATE FINANCE
- FIN 558 Mergers and Acquisitions
- FIN 559 SUSTAINABLE VALUE CREATION
- FIN 662 DERIVATIVES VALUATION
- MGT 501 STRATEGIC SUPPLY CHAIN MANAGEMENT
- MGT 502 OPERATIONS MANAGEMENT
- RE 530 REAL ESTATE INVESTMENT AND FINANCE
- RE 531 REAL ESTATE CAPITAL MARKETS AND FINANCE
- RE 535 INSTITUTIONAL REAL ESTATE INVESTMENT
- SEV 611 RETURN DRIVEN STRATEGY
- SEV 621 STRATEGY EXECUTION
- SEV 641 STRATEGIC VALUATION

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of the nine required course and three elective courses.
- All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction or degree requirements and is not applicable to the degree without the written approval of the director of the program or the Kellstadt Graduate School of Business.
Entrepreneurship (MBA)

DePaul’s nationally ranked Entrepreneurship program will prepare you to start and grow your own business or to manage innovative processes in established firms. In the Entrepreneurship concentration, you will focus on the life-cycle issues of firms—from pre-venture and start-up to growth and maturity—as well as venture spin-offs and team and leadership issues.

The interrelated courses and learning experiences will teach you to master complex and ill-defined management issues across functional business areas. All courses are based on real-life entrepreneur issues and live case studies.

**Highlights**

You will gain the skills and abilities to:

- Think creatively and generate new business ideas.
- Develop your business idea through market analysis.
- Write a business plan.
- Assess your entrepreneurial leadership skills.
- Implement successful growth strategies.
- Build an entrepreneurial spirit within established firms.
- Consult for local businesses.
- Interact directly with entrepreneurs and innovators.

Students and alumni also have access to DePaul’s highly respected Coleman Entrepreneurship Center, which offers practical guidance and professional connections for launching and growing businesses through workshops, guest speakers and new venture competitions that engage DePaul with the Chicago entrepreneurial and venture capital community.

**Career Outlook**

The Entrepreneurship MBA concentration prepares students for career tracks that include business owner, business consultant, research or development consultant, market research analyst, product manager and business analyst. Alumni of DePaul’s graduate entrepreneurship programs have started more than 100 companies and raised millions of dollars in funding in recent years.

| Core Requirements (varies with admission term and prior coursework) | 24-48 hours |
| Concentration Requirements (varies with admission term) | 24-36 hours |
| **Total hours required** | **48-72 hours** |

**Learning Outcomes**

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.

Produce a coherent written statement and oral presentation of the analysis of a complex business issue.

Acquire broad-based knowledge and skills necessary to fulfill their professional goals.

MBA Core Requirements

Course Requirements for the MBA Program

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

Concentrations and Electives
In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

## Concentration Requirements

To complete the concentration, students must take three courses.

- MGT 570 ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT
- Choose two of the following:
  - MGT 571 FINANCING NEW VENTURES
  - MGT 572 CORPORATE VENTURES AND MANAGEMENT
  - MGT 573 CREATIVITY & INNOVATION IN BUSINESS
  - MGT 590 MANAGEMENT OF INNOVATION AND TECHNOLOGICAL CHANGE
  - MGT 595 SOCIAL ENTERPRISE
  - MGT 798 SPECIAL TOPICS: Family Business Enterprises
  - MGT 798 SPECIAL TOPICS: When the topic pertains to Entrepreneurship (e.g. Legal Aspects of Entrepreneurship or Lean Start-up Lab)

## Entrepreneurship (MS)

The Master of Science (MS) in Entrepreneurship is designed for students who have a passion for innovation and business. In this nationally recognized program, not only will you learn business principles and management techniques, but also you will be given the opportunity to develop and launch your own business venture under the guidance of DePaul faculty and mentors. The MS in Entrepreneurship is designed for students with bachelor's degrees who are seeking opportunities to reach their enterprising goals faster.

Students who have earned or are earning MBA degrees also may be admitted to the program.

## Highlights

Through the MS in Entrepreneurship program, you will gain knowledge in:

- Business development
- Developing and applying new innovations to existing business processes
- Product development strategies
Investment strategies and techniques
Social entrepreneurship

You also will have extensive networking opportunities with DePaul’s strong alumni network and business contacts. Many students enter the program with a business idea or ideas in mind or already developed. The college offers entrepreneurship competitions, guidance and networking opportunities through its entrepreneurship and innovation centers to help students develop their business plans. Students who have earned or are earning an MBA also may be admitted to the program.

Career Outlook

This degree prepares students to launch and grow their own businesses or for roles as business owners, consultants or analysts. Alumni of DePaul’s graduate entrepreneurship programs have started more than 100 companies and raised millions of dollars in funding in recent years.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Explain the unique nature of entrepreneurship.
- Explain the entrepreneurial process.
- Demonstrate skills inquiry, critical thinking, problem solving, and strategic analysis.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.

Degree Requirements

Course Requirements

Students complete the MS in Entrepreneurship by taking the following 12 courses:

- ACC 500 FINANCIAL ACCOUNTING
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 570 ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT
- MGT 571 FINANCING NEW VENTURES
  or ECO 509 BUSINESS CONDITIONS ANALYSIS
- MGT 572 CORPORATE VENTURES AND MANAGEMENT
  or MKT 529 PRECISION MARKETING
- MGT 573 CREATIVITY & INNOVATION IN BUSINESS
  or MGT 557 INTERNATIONAL MANAGEMENT
- MGT 590 MANAGEMENT OF INNOVATION AND TECHNOLOGICAL CHANGE
- MGT 595 SOCIAL ENTERPRISE
- MGT 798 SPECIAL TOPICS: Legal Aspects of Entrepreneurship
- MGT 798 SPECIAL TOPICS: Lean Start-up Lab
  or MGT 793 MANAGEMENT INTERNSHIP
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MKT 537 NEW PRODUCT MANAGEMENT
Degree Requirements

1. Satisfactory completion of the college residency requirement.
2. Satisfactory completion of the 12 required courses, or their substitutes as approved by the Chair of the Management Department.
3. All courses for credit toward the degree must be completed within six calendar years after the candidate’s first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree.

Executive Doctorate in Business Administration (EDBA)

The Executive Doctorate in Business Administration (EDBA) is designed for seasoned executives who seek to take their career to the highest level. The three-year, part-time program is designed for working professionals with a previous master degree in a business or business-related discipline. The ideal candidate will enter the program with significant business acumen gained through eight to 10 years of managerial or consultative experience. Candidates for the EDBA will learn to frame complex business problems in a manner that enables an applied, evidence-based analysis of all available data and rigorous evaluation of potential solutions. Graduates of the program also will gain advanced insights into the latest research on organizational change and behavior to enhance their abilities to implement desired solutions and motivate action within an organizational setting.

A fundamental component of the EDBA experience is the personal working relationship with the research-active faculty of the Driehaus College of Business and Kellstadt Graduate School of Business. These ongoing mentor-student relationships support the doctoral candidates’ professional development in the tools and methods of data analysis and business intelligence. In addition, EDBA candidates will advance through their program as members of a cohort of about 20 students. The program’s small group format is designed to build a strong network of like-minded, high-potential professionals to support each other both during the program and after graduation.

Each year of the program candidates will participate in ten three-day residencies led by Kellstadt faculty (meeting approximately once per month). The program begins with a strong emphasis on research methodology and disciplinary coursework that features the most current developments from both academia and professional practice. In the second year EDBA candidates will work as part of a small research team, with a faculty mentor, to frame and analyze a live business problem. By the end of the second year candidates will be expected to have framed and formally proposed their dissertation research. In the third year of the program candidates will be personally supervised by one of Kellstadt’s most-active researchers as they pursue their dissertation research. Throughout the program, EDBA candidates are exposed to emerging industry and disciplinary developments through a series of doctoral seminars on current topics in business.

Learning Outcomes

Students will be able to:

- Design, conduct and analyze research.
- Communicate and disseminate knowledge for internal and external constituencies.
- Understand and apply relevant organizational theory to contemporary organizational problems.
- Demonstrate awareness of ethical issues when conducting or disseminating research.
- Critically evaluate research quality and approaches to organizational decision-making.
- Understand how multicultural perspectives influence knowledge creation and dissemination.
Degree Requirements

Course Requirements

Research Methodology Courses

- GSB 800 INTRODUCTION TO RESEARCH METHODS
- GSB 801 DESIGNING AND CONDUCTING EMPIRICAL RESEARCH STUDIES
- GSB 802 STATISTICS IN BUSINESS RESEARCH
- GSB 803 APPLIED MULTIVARIATE STATISTICS
- GSB 804 FORECASTING AND PREDICTION
- GSB 805 ANALYSIS OF BIG DATA
- GSB 806 INSTITUTIONAL AND ACADEMIC RESEARCH DISSEMINATION

Disciplinary Courses

- GSB 820 LEADING ORGANIZATIONS THROUGH PEOPLE
- GSB 821 INCENTIVES AND CONTRACTS
- GSB 822 MARKETS AND BUSINESS STRATEGY
- GSB 823 LEADING ORGANIZATIONAL DEVELOPMENT AND CHANGE
- GSB 824 BEHAVIORAL DECISION THEORY
- GSB 825 BUSINESS ETHICS AND SOCIAL RESPONSIBILITY
- GSB 898 SEMINARS ON CURRENT TOPICS IN BUSINESS

Research Labs

- Second-Year Group Research Project
- Dissertation

Degree Requirements

Students in the EDBA degree program must meet the following requirements:

- Complete all designated doctoral courses, topical seminars and research requirements.
- Earn a grade of C or better in all designated courses and doctoral seminars.
- Earn a designation of low pass or higher on all research requirements.

Finance (MBA)

The Finance MBA concentration provides you with in-depth, applied learning that will enable you to successfully understand, analyze and navigate today’s increasingly sophisticated global financial markets. Go beyond textbooks into the real world of stocks, investments, capitalization and banking while learning to use the latest high-tech financial software and market tools. You will receive a solid base of knowledge about various financial sectors and broaden your understanding of the issues that are inherent to finance decision-making, while focusing on the impact these decisions have on the public and private sectors of the global economy.

You have the choice of specializing in a particular area of finance—such as corporate finance, investments, derivatives or banking—or you may take a broad array of courses.

Highlights

In this program, you will gain the skills and knowledge to:
• Understand stock market analyses, institutional investing and portfolio management in domestic and global markets.
• Correctly valuate companies and markets through access to cutting-edge market research technology.
• Recognize and grasp the role and function of central banks in our economy and how their interactions with asset markets affect the larger economy.
• Develop risk management strategies.
• Apply what you learn in DePaul’s Virtual Trading Room, a state-of-the-art finance lab replete with the latest in financial analysis software.

Students and alumni have access to DePaul’s finance industry-related centers, including the Arditti Center for Risk Management, Center for Financial Services and Driehaus Center for Behavioral Finance. These centers provide guidance, professional networking opportunities and real-world education through conferences that feature nationally and internationally known speakers, including executives from the Federal Reserve Bank of Chicago, Chicago Mercantile Exchange and Federal Deposit Insurance Corporation, among other financial institutions.

**Career Outlook**

The Finance MBA concentration provide a pathway to many different positions in the corporate, financial and public policy sectors, including roles such as chief financial officer, investment banker, risk management officer and senior financial analyst. Graduates have access to DePaul’s extensive finance alumni network that includes executives at some of the nation’s largest institutions.

<table>
<thead>
<tr>
<th>Core Requirements (varies with admission term and prior coursework)</th>
<th>24-48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration and Elective Requirements (varies with admission term)</td>
<td>24-36 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>48-72 hours</strong></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

• Use analytical and problem-solving skills in decision making.
• Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
• Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
• Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
• Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
• Acquire broad-based knowledge and skills necessary to fulfill their professional goals.

**MBA Core Requirements**

**Course Requirements for the MBA Program**

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.
Concentration Requirements

This concentration requires completion of four graduate-level Finance courses including one required course and three electives. RE 530 may be taken as one of the elective courses to satisfy the four course requirement.

Course Requirements

- FIN 523 INVESTMENT ANALYSIS
- Three electives in finance which may include RE 530 but not FIN 555

Students may design a specialization such as Corporate Finance, Investments, Derivatives, Banking, or they may take a broad array of courses. Those students interested in specializing in a particular aspect of Finance, can use the following to guide their course selection decisions.

Banking Courses

- FIN 512 COMMERCIAL BANKING
- FIN 513 MONEY AND CAPITAL MARKETS
- FIN 557 INTERNATIONAL FINANCE
- FIN 562 RISK MANAGEMENT

Behavioral Finance Courses

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

Corporate Finance Courses

- FIN 551 PROBLEMS IN CORPORATE FINANCIAL POLICY
- FIN 553 ADVANCED CORPORATE FINANCE
- FIN 557 INTERNATIONAL FINANCE
- FIN 558 MERGERS AND ACQUISITIONS
- FIN 562 RISK MANAGEMENT

Investments Courses

- FIN 524 FINANCIAL STATEMENT ANALYSIS
- FIN 525 PORTFOLIO MANAGEMENT
- FIN 526 ADVANCED TOPICS IN INVESTMENTS
- FIN 581 THE PSYCHOLOGY OF FINANCIAL DECISION MAKING

Risk Management Courses

- FIN 557 INTERNATIONAL FINANCE
- FIN 562 RISK MANAGEMENT
- FIN 617 QUANTITATIVE METHODS
- FIN 662 DERIVATIVES VALUATION
- FIN 675 CASES IN INVESTMENTS AND FINANCIAL ENGINEERING

Finance (MS)

The Master of Science in Finance program will provide you with the skills necessary to succeed as a financial management professional. You will develop a detailed understanding of modern financial markets and the instruments and tools used in the industry.
The curriculum covers complex, real-world topics, giving you the foundation you need to work in the financial industry. Courses delve into corporate finance, derivatives valuation, ethics, financial management, investment analysis, quantitative methods and risk management.

This degree is designed for the student who has earned a bachelor’s degree, or who has earned or is earning an MBA.

**Highlights**

Through the MS in Finance program, you will develop skills in:

- Financial decision-making techniques and strategies.
- Creating and developing solutions to complex financial problems.
- Designing, using and evaluating financial tools and instruments.
- Developing proposals for profitability and productivity.
- Outlining and identifying strategic financial objectives.
- Risk analysis.

The MS in Finance program is offered at DePaul’s Loop Campus, in the heart of Chicago’s financial district, allowing you to learn in the setting in which you will be working. You will be encouraged to complete an internship and participate in extracurricular activities and seminars around Chicago.

**Career Outlook**

Major firms, including Enova, Morningstar, EY and Deloitte, routinely recruit students from this program. More than 90 percent of recent graduates from Kellstadt were employed within six months of graduation.

| Introductory Requirements (waived with applicable prior credit) | 12 hours |
| Degree Requirements | 48 hours |
| **Total hours required** | **48-60 hours** |

**Learning Outcomes**

Students will be able to:

- Acquire both knowledge and skills that are broad, deep, and necessary to fulfill their professional goals.
- Use analytical and decision-making skills to solve problems encountered by business and investors.
- Apply financial theory to solve a variety of problems in investment management, risk management, and in corporate finance.
- Produce a coherent written statement of the analysis of a complex business issue.
- Understand and solve problems encountered by a multinational business.
- Develop the foundation to think about and address ethical issues in the context of financial markets and institutions.

**Degree Requirements**

**Course Requirements**

Each candidate must be competent in financial accounting, economics, calculus and statistics prior to registration.
for the core courses. To ensure competence, students who have not completed the equivalent of Principles of Accounting I and II at the undergraduate level will be required to take ACC 500. Students who do not pass a competency examination in calculus and statistics will be required to take GSB 420. Students who have not completed Principles of Macroeconomics and Microeconomics will be required to take ECO 501 or ECO 555 (GSB 420 is a prerequisite for ECO 555).

Students complete the Master of Science in Finance by taking nine core courses and three elective courses in addition to the program prerequisites. At least two of these electives must be taken in finance and the third elective may be taken in the fields of accounting, economics or real estate as stated below.

Core Courses

- FIN 555 FINANCIAL MANAGEMENT
- FIN 523 INVESTMENT ANALYSIS
- FIN 524 FINANCIAL STATEMENT ANALYSIS
- FIN 553 ADVANCED CORPORATE FINANCE
- FIN 562 RISK MANAGEMENT
- FIN 617 QUANTITATIVE METHODS
- FIN 662 DERIVATIVES VALUATION
- FIN 675 CASES IN INVESTMENTS AND FINANCIAL ENGINEERING
- FIN 501 ETHICS IN FINANCIAL MARKETS

Elective Requirement

Three elective courses are required. At least two of these required electives must be Finance courses that are not Special Topics courses (designated by FIN 798). One of the three required elective courses is considered an open elective and may be satisfied in one of the following ways:

- another finance course.
- a graduate course in Accounting, Economics, or Real Estate (other disciplines may be considered but require the permission of the faculty program director).
- a Special Topics course (designated by FIN 798).
- the combination of the Academic and Business Culture course (FIN 500 UNIVERSITY EXPERIENCE: ACADEMIC AND BUSINESS CULTURE) AND a two credit-hour finance internship (subject to approval of the internship proposal by the internship committee of the Finance Department). With prior permission from the faculty program director, the internship requirement may be satisfied with two internships of one credit hour each.

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of the nine required courses and three elective courses.
- All courses for credit toward the degree must be completed within six calendar years after the candidate’s first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written approval of the director of the program or the Kellstadt Graduate School of Business.

French (MA)

DePaul’s innovative new MA program in French provides students a customizable, flexible curriculum to develop advanced linguistic and cultural expertise in a language and to apply that expertise in the disciplinary or professional contexts of their choice. Whether in the “global village” of today’s world or in multiethnic communities such as Chicago, this advanced expertise is an increasingly valuable personal and professional asset, requiring appropriate training and credentials. The MA program especially seeks to serve adult professionals (government employees, social workers, healthcare providers, businesspeople, or certified K-12 teachers) whose careers require this applied expertise.

The MA in French may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for...
the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- French + Digital Humanities Certificate
- French + Teaching English to Speakers of Other Languages (TESOL) Certificate

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Speak and participate in most informal and some formal conversations from topics related to school, home, and leisure activities, to many related to employment, current events, and matters of public and community interest.
- Narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect, as well as combine and link sentences into connected discourse of paragraph length; although these narrations and descriptions tend to be handled separately rather than interwoven.
- Use communicative strategies such as rephrasing and circumlocution, and contribute to a conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.
- Combine and link sentences into texts of paragraph length and structure, and use minimal control of common structures and vocabulary.
- Listen and comprehend (albeit unevenly) short conventional narrative and descriptive texts with a clear underlying structure.
- Understand conventional narrative and descriptive texts with clear underlying structure (though their comprehension may be uneven).

Degree Requirements

Course Requirements

The curriculum of the MA in French will consist of twelve courses (48 quarter credit hours), divided into two parts:

- A core curriculum of four courses (16 quarter credit hours) required of all students, and
- Eight courses (32 quarter credit hours) in the language area, which must include an approved “cluster” of at least four courses (16 quarter credit hours) focused on a particular professional application or disciplinary interest.

Students must select these course clusters in consultation with an advisor. All courses in the language area must be courses taught in the target language of the student's program (i.e. courses with prefixes FCH). In exceptional cases, with the approval of the student's advisor and the director of the graduate program, a student may count one or two courses taught in English from allied fields (such as art history, economics, education, geography, health sciences, management, philosophy, political science, religion, sociology, etc.) among the eight "language area" courses in the student's program.

Core Curriculum

The core curriculum consists of the following four courses:
In addition, all three-hundred level courses in the respective languages are offered simultaneously as 400-level electives to complete the MA program. These 400-level courses carry different requirements than the lower-level courses.

**Additional Requirements**

Additional requirements include:

- ACTFL Oral Proficiency Interview
- Service Learning Experience
- Portfolio Project

All students must attain a rating of at least "Advanced Low" from the standardized Oral Proficiency Interview (OPI) of the American Council on Teaching Foreign Languages (ACTFL).

The service learning experience will involve work within an environment where the student can apply her or his linguistic expertise, as a volunteer, contributor, intern, or employee. This environment might be a community group; a social service or agency; a professional association; or an artistic organization. This experience should ideally contribute to the student's portfolio project.

The portfolio (completed while enrolled in MOL 496) consists of a compilation and critical assessment of select work done throughout the program or a final project with written critical assessment. Final projects may include a community service experience, internship, performance and creative work, thesis, or translation.

**Graduation Grade Point Average Requirement**

In order to graduate from the program, students must complete all program requirements with a minimum GPA of 3.000.

**Thesis Option**

A thesis option will be available for students who attain a GPA of at least 3.7 in the program after completing 24 credit hours of coursework. The thesis should address the area of interest of the candidate’s course “cluster.”

---

**Generalist Nursing (MS)**

Designed for the college graduate who wants to become a registered nurse, the Master's Entry to Nursing Practice (MENP) program provides the advanced education for general professional nursing practice and eligibility for the RN licensure examination (NCLEX-RN).

**Program Goals and Learning Outcomes**

The purpose of the graduate generalist program in nursing is to prepare qualified individuals for:

- Licensure by examination (NCLEX-RN) required for entry into professional nursing practice
- Advanced professional practice and leadership in health promotion and illness care
- Collaboration and scholarship with others to meet the present and future health needs of society
- Community service for vulnerable populations in the Vincentian tradition
- Continuing academic and clinical education at the post-graduate and doctoral levels

**The graduate of the program will:**

- Analyze nursing concepts, theories, and research to design, implement, and evaluate family-centered and community-based models of professional nursing
- Develop a personal philosophy of professional nursing in the context of extant philosophies, nursing's history, and its evolution as a discipline
## Learning Outcomes

Students will be able to:

- Analyze nursing concepts, theories, and research to design, implement, and evaluate family-centered and community-based models of professional nursing.
- Develop a personal philosophy of professional nursing in the context of extant philosophies, nursing's history and its evolution as a discipline.
- Enhance the diversity and harmony of each unitary human being in mutual process with the environment.
- Contribute to excellence in patient care and advances in nursing knowledge across the lifespan through advanced health assessment, evidence-based professional practice, systematic inquiry, planned innovation, and dissemination of information to consumer and professional audiences.
- Assume a leadership role within the health team and the profession for safe, effective, and affordable health care with individuals, families, and communities.
- Demonstrate autonomy, integrity, and social justice in professional nursing practice.
- Analyze professional codes and standards as a basis for professional nursing practice and service to a multicultural society.
- Use an analytical framework to evaluate information systems and technology in health care.

## Degree Requirements

### Course Requirements

#### Level I (Basic Graduate Generic) – 35 credits

- NSG 301 INTRODUCTION TO THE ART AND SCIENCE OF NURSING I (5)
- NSG 302 INTRODUCTION TO THE ART & SCIENCE OF NURSING II (8)
- NSG 303 INTRODUCTION TO THE ART & SCIENCE OF NURSING III (8)
- NSG 307 ART AND SCIENCE OF NURSING IV: PSYCHIATRIC MENTAL HEALTH (6)
- NSG 322 BASIC PATHOPHYSIOLOGY AND PHARMACOLOGY (4)
- NSG 332 PHYSICAL AND PSYCHOSOCIAL ASSESSMENT STRATEGIES (4)

#### Level II (Advanced Graduate Generic) – 40 credits

- NSG 431 HEALTH PROMOTION FOR FAMILIES AND COMMUNITIES (4)
- NSG 440 MATERNAL HEALTH NURSING (6)
Program Graduate Academic Student Handbook

A complete list of policies specific to the nursing programs of study is contained in the Nursing Student Handbook that is updated regularly on the website for the School of Nursing.

Retention Policies

1. To be retained in the nursing program, students must maintain a cumulative grade point average of 3.0 in all academic work at the University.
2. Graduate students must maintain a cumulative grade point average of at least 3.0 in all academic work at the University.
3. Students must earn a grade of B- or better to receive graduate credit for any 300 level courses.
4. Graduate students who receive LESS than a B- in any nursing course are placed on probation for a minimum of one quarter.
5. Clinical courses may not be re-taken to raise an unsatisfactory grade.
6. Graduate students who receive more than one grade below a B- in any required nursing course or less than a C in any one required course will be dismissed from the program.
7. Students who drop below the required cumulative GPA of 3.0 will be placed on probationary status. Students who have less than the required GPA for two quarters will be dismissed from the program.
8. In accordance with the nursing licensing regulations, students found to be convicted of serious crimes (felonies, substance abuse) will be reviewed by the Admissions, Progression, and Retention Committee and may be suspended or dismissed from the program.
9. The School of Nursing expects a respectful environment conducive to teaching and learning from all students, faculty, and staff. Inappropriate conduct is defined as any action that interferes with the creation and maintenance of an effective learning environment. Students are expected to display civility in all aspects of their educational experience at DePaul University.
10. Appropriate student conduct is outlined in detail in the School of Nursing Professional Development Guidelines (Appendix B). Appropriate student conduct includes but is not limited to: being punctual for all classes; displaying courtesy; maintaining professional standards and safe practice in the clinical areas; maintaining academic integrity, avoiding leaving the classroom/clinical area other than during designated breaks and only with the permission of the responsible faculty member; fostering a positive learning environment by respecting the ideas and opinions of others; not talking during class or engaging in activities that distract the attention of others, including keeping cell phones and pagers set on silent mode; respecting others, including not making sarcastic or disrespectful remarks, using foul language or
Students who display inappropriate conduct may be asked to leave the classroom, clinical area, or meeting. Inappropriate conduct will be documented with a written copy of the incident placed in the student's file. Such incidents of inappropriate conduct will then be reported to the Director of the School of Nursing, with copies sent to the Associate Director of the Program, and the Admissions, Progression, and Retention Committee. Additional sanctions for inappropriate conduct may be imposed, including dismissal from the nursing program. (For additional information, please see both the University Student Handbook- available on line, as well as the "Student Misconduct Process" outlined below.)

**Progression Policies**

1. All students must attend an orientation session before beginning the nursing program of studies.

2. All students must meet with their assigned academic advisor during the first quarter of the program to review their official program of studies for the current academic year. The student is responsible to sign the coversheet of the Student Handbook and give this to his/her advisor at the time of their initial meeting.

3. Students must meet with their academic advisor at the end of the first academic year and at least once during each subsequent academic year to review progress in the program and plan for the following year. Advisors are not generally available during the months of July and August.

4. A student may not register for any course that has a prerequisite if that student has an incomplete in the prerequisite course.

5. Students may not attend classes in a course for which enrollment is blocked. No credit will be awarded for assignments completed when not officially enrolled in a course. This includes assignments previously completed and turned-in for courses taken in the past.

6. All required health records, evidence of CPR certification, criminal background checks, personal health insurance, and professional liability insurance must be kept on file in the SON. It is each individual student's responsibility to keep all of their records up-to-date. Drug screens are required for clinical placements. See Clinical Guidelines for further information. Failure to have all records present and up-to-date at the beginning of each course will result in inability to attend the clinical component of the course.

7. **Leave of Absence:**

   a. Students who need to interrupt their studies for personal, health or other reasons may request a leave of absence for up to one full year. The request should be made to the Associate Director of the program and the Coordinator of Clinical Placements and Admission, Progression and Retention Committee should be notified. Depending on circumstances and estimated length of absence, the Associate Director or student's academic advisor may recommend additional action to complete the request process.

   b. Students who wish to return to the program following a leave of absence will need to submit a written request for resuming coursework to the Admissions, Progression, and Retention Committee. It is the student's responsibility to send a copy of such request to the Director of the School of Nursing, the student's faculty advisor, the Associate Director of the Program, and the Coordinator of Clinical Placements. This written request should demonstrate the resolution of the extenuating circumstances contributing to the original need to leave the DePaul Nursing Program. This request for reinstatement must be made no less than 6 weeks prior to resuming the nursing course sequence. Students will be notified in writing regarding the decision concerning their re-entry to the program. Individual assessment of current knowledge and clinical skills will be made prior to placement of the student in the appropriate level within the nursing program. Students who become “out of sequence students” due to withdrawal, or military/medical/family leave of absence will be placed into a clinical rotation upon re-entry based upon space available and cannot be guaranteed placement in the next available clinical course needed. “Out of sequence students” cannot displace in-sequence students from a clinical spot.

8. Students who have taken a leave of absence from the program for greater than 12 calendar months must re-apply to the university. Their application will then be considered with all other qualified applicants applying for admission to the nursing program.

9. A student who withdraws from a core nursing course while in good standing cannot progress in the sequenced nursing curriculum until that course has been successfully completed. In courses that contain both a clinical practicum and a lecture component, both course segments must be completed simultaneously. Exceptions may be identified and defined by the Admissions, Progression, and Retention Committee (APR) in consultation with both the Director of the School of Nursing or Associate Director of the Program and the course faculty.

10. A student who withdraws from a core nursing course who is ‘not in good standing’ (with a grade of “C” or lower or on probation) at the time of withdrawal, will be referred to the Admissions, Progressions, and Retention Committee (APR). The APR will meet to review the student’s past and current performance and to elicit recommendations from the course faculty. A representative of the APR committee may then meet with
the course faculty and the Associate Director of the Program and student to counsel the student and to 
establish a contract for academic improvement. Such students may not progress in the sequenced 
nursing curriculum until the course has been retaken and successfully completed. In courses that contain both a 
clinical practicum and a didactic theory portion, both course segments must be completed simultaneously.

11. A student may withdraw from a core nursing course 'not in good standing' (with a grade of "C" or lower) 
only once during their program of study. A second such withdrawal will result in dismissal from the program.

12. All out of sequence students will be placed in clinical on a space/faculty available basis. Priority will be given 
to students who are out of sequence for military service, severe illness, or family leave rather than for failure 
or withdrawal 'not in good standing'.

13. A student who has a grade of B- (86% or less) at mid-quarter may be placed on contract for academic 
 improvement by the instructor. The student must satisfactorily fulfill all course and contract requirements by 
the end of the quarter of contract initiation in order to progress in the program.

Academic Integrity Policy

Violations of academic integrity in any form are detrimental to the values of DePaul, to the students' own 
development as responsible members of society and to the pursuit of knowledge and the transmission of ideas. 
Violations of academic integrity include but are not limited to: cheating, plagiarism, fabrications, falsification or 
sabotage of research data, falsification of clinical data, destruction or misuse of the university's academic 
resources, academic misconduct, and complicity. If an instructor finds that a student has violated the Academic 
Integrity Policy, the appropriate initial sanction is at the instructor's discretion. An instructor may choose to file 
an academic integrity violation with the university. Actions taken by the instructor do not preclude the college or 
the university from taking further action, including dismissal from the university. Conduct that is punishable 
under the Academic Integrity Policy could result in criminal or civil prosecution. The full Academic Integrity 
Policy can be found at http://offices.depaul.edu/oaa/faculty-resources/teaching/academic-integrity/or-
students/Pages/default.aspx

Academic Integrity Policy Extension for Clinical and Service 
Settings

DePaul University is committed to education that engages its students, faculty and staff in work within Chicago's 
institutions and communities. As DePaul representatives to our partner institutions and community 
organizations, we ask that you take seriously your responsibilities to these institutions during service and clinical 
experiences and internships. The community and its institutions are extensions of the DePaul classroom. The 
University's Academic Integrity Policy and Code of Responsibility apply to professional interactions as well. See 
also The School of Nursing Professional Development Guidelines (Appendix B).

ATI Exam Policy

The ATI Exams are a set of standardized tests given in all clinical courses to assess the student's mastery of the 
specific content delivered in that clinical course. The test is also a predictor of the student's success with the 
NCLEX exam. All MENP students are required to pass each proctored ATI exam at Level 2 Proficiency to receive 
3% credit toward the final course grade in the corresponding course. Should a student not pass at Level 2 
proficiency on the first attempt, the student will meet with the course director and complete a program of 
remediation, allowing for a retake of the examination within one week of the original exam. There is no 
additional credit assigned to the second attempt. If the student does not pass on the second attempt, the student 
will meet with the course instructor to review exam results. The meeting will be documented and a copy placed 
in the student file. The student will be made aware that he or she is responsible for the content covered by the 
exam.

Clinical Guidelines

The student acknowledges that all DePaul University and School of Nursing academic and conduct policies 
remain in place during clinical experiences. The student also agrees to comply with all of the policies set forth 
by the clinical site. The student understands that failure to comply with university or School of Nursing policies 
or the policies of the clinical site may result in sanctions, including removal from the clinical site and/or the 
course. The student understands that it is his/her responsibility to immediately notify his/her instructor in the 
event that the student encounters problems with his/her supervisor, preceptor, or staff at the site.

Students are required to:

1. Attend ALL scheduled learning activities including orientation, lectures, exams, seminars, laboratories, 
simulation activities, observations, clinical practicums, evaluation conferences, and other comparable
activities. If any scheduled learning activities are missed, the student will need to make-up these learning activities or withdraw from the course. Students are advised that opportunities for making up learning activities are subject to clinical faculty, site and laboratory availability.

Students are responsible for notifying the appropriate faculty member when an absence from a scheduled learning activity cannot be completed. Notification of faculty prior to an absence is expected, and when not possible, the student is responsible for notifying the faculty as soon as possible. An excused absence is defined as an absence for illness or other special circumstance, in which the faculty has been notified prior to the absence. Unexcused absence is defined as an absence for i.e., vacation, or other activities, which result in an absence, and have not been pre-approved by faculty. Students are responsible for resolving any conflicts that may arise. Failure to notify an instructor or preceptor of absence or tardiness is grounds for dismissal from the program.

The decision regarding the make-up of learning activities or consequent withdrawal from a course resides with the course director and/or clinical instructor as specified in the course syllabus and as practical to the missed activity and class/clinical setting. Any absence may result in a lower grade. Absences of more than 15% of the total course hours may result in failure of the course.

Arrive on time, prepared for all scheduled learning activities. This includes but is not limited to: appropriate dress, knowledge of medications, development of an appropriate plan of care, completion of all written and motor tests on skills that are necessary to a particular clinical rotation/setting. Refer to Dress Code Policy.

2. Students deemed unprepared or tardy may be asked to leave the clinical setting, receiving an "Unexcused" absence for the day. An "Unexcused" absence in clinical may result in failure of the course.

3. Purchase a watch with a second hand or digital second reading capability, a stethoscope with both a diaphragm and bell (dual head), a penlight, bandage scissors, student uniform(s) and lab coat with DePaul Nursing patches, name pin/badge, black ball point ink pen.

4. Provide own transportation to clinical sites and pay for own parking as needed. Students are not allowed to transport clients or client families at any time.

5. Know and follow individual clinical agency policies and procedures. This information is available through each individual agency.

6. Use his/her legal signature in charting. The initials NS are to follow the legal signature.

7. Be knowledgeable about the legal implications of giving narcotics and act accordingly.

8. Comply with additional requirements of the clinical setting including but not limited to drug screening.

9. Bring reference books and materials to the clinical setting as needed to provide safe care

10. Pass a medication dosage calculation quiz at 100% prior to the start of each clinical practicum.

11. Full-time students are expected to direct their major energy to their program of study. Thus the School of Nursing recommends that students limit their outside employment to 16 hours per week during periods when classes are in session. Previous experience demonstrates that students who work in excess of this recommendation endanger their scholastic standing and place themselves "at risk" for academic failure. Neither the university nor the School of Nursing has or assumes responsibilities for the nursing care of patients rendered by the student working as a nursing assistant since the student is employed by the nursing service and during such employment is not under the supervision of DePaul University.

12. Students are not to be assigned to the same clinical units in a hospital where they are concurrently employed.

13. The student uniform, nor any part of it, is not to be worn in or around the student’s place of employment.

The following activities are prohibited in the clinical setting. Nursing students will:

1. NOT serve as witnesses of operating and diagnostic permits, wills, or other legal documents.

2. NOT take verbal orders or telephone orders from a physician.

3. NOT sign off blood products, or administer chemotherapeutic agents. Students may NOT administer IV push medications nor work with central lines, unless directly supervised by their clinical instructor.

Medication Safety Exam Policy

The ability to calculate medications dosages is vital to the patient’s safety. To ensure that students can demonstrate competence in dose calculation, a medication safety exam (MSE) will be given in each clinical course (generally during the first week of class) prior to the student being allowed to pass medications in that clinical. Increasing levels of competency will be assessed with each subsequent clinical course (i.e. the math exam in NSG 301 will be less difficult than the exam given in NSG 472). Students must pass each exam at 93%. Students are expected to purchase a drug calculation book (Olsen, Giangrasso & Shripton, Medical Dosage Calculations: A Dimensional Analysis Approach, 10th ed.; ISBN-10: 013215661X), and to review the online math modules that pertain to that course until they are confident in their ability. If the student is having difficulty mastering the concepts, the
The student will have two attempts to pass the exam at 93% proficiency. Students who fail on the first attempt must attend a mandatory remediation session. Nursing 301 students will get three attempts to pass. Should they pass on the third attempt, they will be placed on academic probation for two quarters, the current one they are in and the next quarter, during which time if they pass the MSE within two attempts, they will be removed from probation. Should the person not pass on the third attempt the student will be dismissed from the program. The MSE will be given in the first week of the quarter to ensure that if the student does not pass on the second (or third for NSG 301) they will have sufficient time to withdraw without penalty.

Should the student not pass the medication safety exam on the second attempt, the student will be assessed as not competent to safely pass medication in the clinical setting. The student must then withdraw from the course(s) and complete the ATI math remediation program (at their own expense) and must pass at the level 1 competency prior to returning to the program. Upon receiving a satisfactory score on the math remediation program the student may return to retake the course(s) for which they failed the medication safety exam. Students must be aware that clinical courses are not offered every quarter and may return the next quarter that the course is taught if space is available. Returning students will be on probation. Upon return, should the student not pass by the second attempt, the student will be unable to meet the clinical requirements of the program and will be dismissed from the program.

Unsafe Clinical Performance

A student is responsible for implementation of safe patient care during the supervised clinical practicum. Unsafe behavior can result in suspension from the clinical site, student remediation, failure of the course, and/or dismissal from the program. Unsafe practice is defined as behavior that has the potential to cause serious harm to a patient. Examples of unsafe clinical behavior in clinical practice include, but are not limited to:

Unsafe practice patterns include but are not limited to:

1. Violating HIPAA requirements
2. Violating OSHA requirements
3. Performing a procedure outside the domain of nursing
4. Performing a procedure in which he/she has not been prepared
5. Failing to use universal precautions
6. Administering treatments/medications in any form via any route without consent and/or supervision from the clinical instructor.
7. Advising patients about diagnosis or prognosis or referring patients to treatments, agencies, medications, without first discussing such with the clinical instructor.
8. Asking a staff nurse to supervise any procedure without consent of the clinical instructor.
9. Inability to correctly calculate math/medication problems
10. Knowingly exposing patients, colleagues, and others to actual or potential life threatening communicable diseases.
11. Stealing drugs, supplies, or belongings from an agency or patient.
12. Removing copies of patient care documents from healthcare agencies.
14. Failure to adhere to DePaul School of Nursing and/or clinical agency policies.
15. Falsifying patient records or fabricating patient experiences.
16. Neglecting to give appropriate care.
17. Providing patient care in a harmful manner or exhibiting careless or negligent behavior in the process of providing care to a patient.
18. Refusing to assume the assigned care of a patient, or failing to inform the instructor of an inability to care for a patient.
19. Wilful or intentional physical or emotional harm to a patient.
20. Failure to report an error in assessment, treatment, or medication or failure to report an unusual occurrence or an adverse reaction.
21. Failure to comply with DePaul’s Drug Free Campus policy.
22. Performance not in compliance with stated student expectations as outlined in lecture or course syllabi.
23. Failure to know proper vital sign ranges as well as failure to notify instructor or patient’s nurse of critical vital sign value.

Any student whose pattern of behavior demonstrates unsafe clinical practice that endangers a patient, colleague,
Clinical Performance Limitation Related to Temporary Disability

A student who incurs an injury or has any other physical limitation of a temporary nature must notify the clinical instructor and course coordinator and provide documentation from his/her health care provider that he/she is able to safely carry out the duties of a student in the clinical setting. This must occur as soon as possible and prior to attendance at clinical. The final decision as to whether the student is allowed in the clinical setting rests with the clinical agency. If the student is unable to attend the clinical, he or she will need to withdraw and meet with the course coordinator and Associate Director of the program to explore options. Students who are pregnant are advised that clinical sites have individual policies and requirements related to pregnant students that may impact the student’s ability to attend or complete a clinical rotation.

Clinical Probation/Remediation

A student requires a clinical contract when one or more clinical course objectives are not being met. These behaviors, if not addressed, put the student at risk for receiving a non-passing final grade in the course. The process is initiated as soon as an instructor and/or course coordinator recognizes that a student’s performance or behavior may jeopardize the successful completion of a course. The clinical contract can be initiated at any time during the quarter.

The clinical contract is documented on the Student Faculty Contract form (Appendix A) and is completed by the course coordinator and clinical instructor. The course coordinator and clinical instructor will document, in writing, on the contract form, the areas of deficient student performance and identify behaviors the student will need to demonstrate in order to receive a passing grade. The student will receive a copy of this contract. The student’s academic advisor will be notified as will the Associate Director of the Program. The academic advisor will follow-up with the course coordinator regarding the student’s remediation progress. By the end of the quarter (or completion of the course in the event of a withdrawal), the student must demonstrate satisfactory remediation of all areas of concern noted in the contract without further additional deficits or risk failing the course. Once the contract requirements have been met, the instructor should document this on the form and both student and instructor should sign the form. A completed copy can be given to the student; another copy is send to the Coordinator of Data Management for tracking purposes; another copy is placed in the student’s file.
Clinical Failure

In the event that a student does not receive a passing grade in the clinical component of a course, the student's grade for that course will automatically become an F.

Student Dress Code

1. The student is to be well groomed at all times presenting a professional image. The rationale behind this and the following requirements comes from the belief that it is the client who is the focus of the nurse-client relationship.
2. Hair must be kept off the face and above the collar or pulled back and secured. Natural hair tones only. Sideburns, moustaches, and beards must be neatly trimmed. Make-up, if worn, must be minimal and conservative. Personal care products may only be lightly scented. Other fragrances are not to be worn.
3. Nails may not extend beyond the tip of the finger. NO artificial nails or nail polish is permissible.
4. The ONLY acceptable accessories are: One single or pair of stud earrings-one on each lobe; one plain ring/ring set on one finger; a wristwatch. NO other body jewelry or accessories is acceptable. Note: in some clinical areas all jewelry must be removed.
5. Tattoos are to be covered.
6. The navy nursing uniform for men and women is: a scrub shirt and scrub pants by Dickies. Department name pins must be worn with the uniform when in the clinical setting. Department patches must be attached permanently to the left uniform and lab coat sleeves. Uniforms are to be clean and wrinkle free. Underwear must be worn. White or neutral hosiery or white socks must be worn. No bare feet. A plain white under-shirt or navy Dickies cardigan may be worn in cooler weather.
7. Shoes are to be plain white (no colored design/logo) with white laces, closed toe, low heel, clean and in good repair. No high-tops or sandals.
8. When not giving direct patient care, but engaged in learning activities at an agency or clinical site, students must wear their white lab coat with DePaul School of Nursing patch, their department name pin, and professional dress consisting of a shirt, sweater, and/or blouse with pants or a skirt; closed toe shoes in good repair with a low heel and in neutral color, with neutral hosiery or socks.
9. Inappropriate clothing would include: sweatsuits; sweat pants; tight or sleeveless tops; shirts with lettering, pictures or hoods; stirrup pants; leggings; Capri pants; shorts; blue jeans; tight or revealing clothing; visibly worn, torn, or faded clothing; midriff tops; low necklines; open-backed clothing; cleavage or underwean showing; or flip-flops.
10. These guidelines are subject to modification by the clinical instructor, based on the instructor's judgment, individual student religious or cultural practices, the sensibilities of the population, and the dress code of the particular clinical unit/agency or event where the student is in attendance or practicing.
11. Students in the Public Health and Psychiatric Mental Health Nursing rotations may receive additional guidelines from their clinical instructors.

Confidentiality

1. The student is expected to adhere to the American Nurses Association Code for Nurses and act in accordance with the Patient's Bill of Rights.
2. Confidentiality is the protection of a client’s privacy through careful use of oral and written communications. The client's right to privacy is safeguarded by judicious protection of confidential information. The student should adhere to the School of Nursing Social Media policy (Appendix C) regarding maintenance of confidentiality and protection of privacy as it relates to communication via social media.
3. A client’s chart is a legal document. Information from the client and chart is confidential and cannot be disclosed to those not caring for the client. All entries must be accurate and legible. No part of the client's Medical record can leave the hospital. Students are not allowed to access the records of patients for whom they are not providing direct care.
4. Information communicated by clients to students may not be repeated to anyone outside of the direct care team. Care should be taken when in the corridors, lounge, classroom, dining rooms, or other public areas, so that conversations are not overheard.
5. An individual can withhold any information about himself/herself that he/she desires. Nursing students must be especially careful regarding the invasion of the client's privacy.
6. Students should use only the initials of the client when filling out history forms, care plans, and any
Unprotected Exposures

In the event of any unprotected exposure to blood or body fluids, the student is to follow the procedures of the DePaul University School of Nursing Bloodborne Pathogens Exposure Control Plan: http://csh.depaul.edu/departments/nursing/student-resources/Pages/Bloodborne-Pathogens-Exposure-Control-Plan.aspx

Exposure at DePaul University

Any student who incurs an exposure incident at DPU should obtain confidential post-exposure evaluation and follow-up.

Lincoln Park Campus students who would like to obtain this confidential post-exposure evaluation and follow-up from Advocate Illinois Masonic Medical Center may contact DePaul Public Safety, who will facilitate transportation to Advocate Illinois Masonic Medical Center. RFUMS campus students will be referred to Lake Forest Hospital for follow-up care.

The post exposure evaluations and follow-up, should include at least, the following elements:

- Documentation of the route(s) and circumstances of the exposure;
- The results of the source individual's blood testing, if available; and
- All medical records relevant to the appropriate treatment of the student, including vaccination status, the Safety Officer or his/her designee will maintain these records.

Collection and testing of blood for HBV and HIV serological status will comply with the following:

- The exposed student's blood shall be collected as soon as feasible and tested after consent is obtained;
- The student may have his/her blood collected for testing of the student's HIV/HBV serological status. The blood sample will be preserved for up to 90 days to provide time for the student to decide if the blood should be tested for HIV serological status.

The student is responsible for costs associated with the medical evaluation.

Exposure at Outside Facility while Performing Duties within Student Role

Any student incurring such an exposure should follow both DPU's post exposure policy as well as the institution's policy where the exposure occurred. All student exposure incidents, whether they occur at DPU or off-campus while conducting learning or training activities under the SON must be reported to the Safety Officer or his/her designee as soon as possible, but no later than one business day after the incident.

Students are encouraged to speak with their health care provider about any additional follow-up post-exposure prophylaxis that may be recommended.

When possible, the Safety Officer, his/her designee, or institution where the exposure took place, will look into testing the exposure source individual for HIV, hepatitis B, and/or hepatitis C. Testing of the source individual's blood does not need to be repeated if the source individual is already known to be infected with HIV, hepatitis B, and/or hepatitis C.

Student Clinical Requirements

It is mandatory that all students have all of their clinical requirements completed and uploaded to their Student Immunization Tracker through Certified Background.com by August 1st for Fall Quarter and December 1st for Winter Quarter admissions. It is the responsibility of the student to insure that all clinical requirements are kept current. Students must submit copies of renewed coverage, updated lab results, and renewed skills PRIOR to the anniversary of the expiration date. Students who are non-compliant with clinical requirements will not be permitted to attend clinical. Non-attendance of clinical due to non-compliance with clinical requirements will be treated as an unexcused absence that may not be made up. This may put the student at risk for failing the course.

The student must submit COPIES (NOT ORIGINALS) of the following:

1. Tuberculosis Screening:
a. Option 1: a Non-Reactive TWO-STEP Tuberculin Skin Test. This test requires that you receive two separate Mantoux skin tests at least one week apart AND no longer than 3 weeks apart. This test must be renewed YEARLY with a single step TB skin test.

b. Option 2: a Quantiferon-TB Gold blood test. This test must be renewed YEARLY. It is expected that the Quantiferon-TB Gold blood test will be the required test in the near future. If either test is returned positive, a student must submit a chest x-ray and/or TB symptom assessment statement that verifies the student is free from Tuberculosis signed by a licensed primary care provider (MD, DO, NP, PA).

2. Titters for Rubeola, Mumps, Rubella, Varicella. A TITER is MANDATORY to document immunity. (Note: Vaccination or history of the disease is necessary to develop immunity). The titer MUST contain the titer value as well as the reference norm. The required titters are as follows:
   a. Rubeola IgG
   b. Mumps IgG
   c. Rubella IgG
   d. Varicella IgG
   If titters indicate no immunity for Rubeola, Mumps, Rubella, and Varicella, immunization is required (for Rubeola, Mumps or Rubella, this will be a booster series of 2 MMR immunizations). Follow-up titters will need to be drawn after re-immunization for both MMR and Varicella.
   Students must sign a waiver if no immunity is detected on follow-up titter. The waiver states that you understand the risk associated with continuing in the nursing program, specifically that if you contract the disease to which you are not immune, the school is not liable and that you want to continue in your studies, knowing the risk. Once you have documented your immunity or signed a waiver, you will not need to furnish any further documentation.

3. Proof of immunity to Hepatitis B must be confirmed through bloodwork. Immunity may be achieved through vaccination or previous exposure*. You may submit test results and documentation of immunity from your provider in lieu of receiving vaccination. The following documents will be accepted as proof of immunity:
   a. Positive Hepatitis B surface antibody (anti-HBs) indicates immunity from previous vaccination.
   b. Positive anti-HBs and positive Hepatitis B core antibody (anti-HBc) indicate immunity due to infection; a negative Hepatitis B surface antigen (HBsAG) is needed to determine whether acute or chronic infection exists, and the student will need to follow up with his or her health care provider.
   If immunity is not documented, the student must receive the Hepatitis B immunization series and post-vaccination bloodwork as outlined below.
   If the series has been started but has not been completed prior to beginning clinical attendance, it is the student’s responsibility to supply documentation of the vaccine dates and the date when the final Anti-HBs bloodwork is drawn. The student must have completed a minimum of one of the series of three vaccines prior to the first clinical day and upload documentation for this to Certified Background.
   If bloodwork following completion of the series of three vaccines does not show immunity, further vaccination is necessary. If, after completion of a second series, no immunity is detected, the student must sign a waiver. The waiver states that you understand the risk associated with continuing in the nursing program, specifically that if you contract the disease to which you are not immune, the school is not liable and that you want to continue in your studies, knowing the risk. Once you have documented your immunity or signed a waiver, you will not need to furnish any further documentation.
   * The Centers for Disease Control (CDC) recommend that persons who fall into either of the following categories for increased risk for Hepatitis B infection should see their health care provider and request a blood test for Hepatitis B surface antigen (HBsAg) and Hepatitis B surface antibody (Anti-HBs) as you may not need the vaccination if the results are positive.
   CDC Categories of Persons at Increased Risk for Hepatitis B Infection
   1. Persons born to mothers in or from countries in which Hepatitis B is endemic.
   2. Sexually active men who have sex with men.
4. Tetanus-Diptheria-Pertussis Booster: Must be within the last 10 years. Documentation can be in the form of a signed immunization card or statement from your healthcare provider or health department that documents the date the tetanus booster or TDaP were administered. Please note that a tetanus booster alone is not adequate and you must demonstrate immunization for diphtheria and pertussis within past 10 years.

5. Yearly influenza vaccine is required. Incoming MENP students will receive Standard Precautions/Universal Precautions Training as part of their initial coursework.

6. **Current CPR Certification:** Current American Heart Association (AHA) certification in Basic Life Support (BLS) for Healthcare Provider is required for all entering and current students. Only the AHA certification will be accepted.

   Content covered in AHA BLS class:

   - Critical concepts of high-quality CPR
   - The American Heart Association Chain of Survival
   - 1-Rescuer CPR and AED for adult, child and infant
   - 2-Rescuer CPR and AED for adult, child and infant
   - Differences between adult, child and infant rescue techniques
   - Bag-mask techniques for adult, child and infant
   - Rescue breathing for adult, child and infant
   - Relief of choking for adult, child and infant
   - CPR with an advanced airway

7. Professional Liability Insurance: Each **MENP and BSN completion** student must obtain their own student nursing professional liability insurance policy against claims arising from real or alleged errors or omissions. Their policy must have minimal limits of coverage of $1,000,000 PER claim and $5,000,000 aggregate. This insurance must be **renewed annually**.

8. Evidence of Current Health Insurance: All nursing students must submit proof of continuous comprehensive health insurance on a yearly basis. Please note that the name on the health insurance must match the student's name.

9. A signed HIPAA-FERPA authorization must be uploaded to Certified Background by the start of the first quarter. This form must be signed in order for the School of Nursing to release any student health information related to clinical requirements to clinical sites.

10. Blood Borne Pathogens Exposure training must be completed online prior to the first clinical day. The training can be found at go.depaul.edu/bbp.

11. Criminal Background Check: Nursing students must submit to a criminal background check by [www.certifiedbackground.com](http://www.certifiedbackground.com) prior to their initial clinical experience. Criminal background checks must be completed by August 1st for Fall Quarter or December 1st for Winter Quarter and will remain in effect unless: a) a clinical agency determines it necessary to require more frequent or more detailed background checks, b) OR a nursing student interrupts his/her program of study for one quarter or longer. In the above cases, it is mandatory for the student to have another criminal background check performed.

   **The School of Nursing may not be able to place students in a clinical setting if there are positive findings on the criminal background check. As a result, a student will not be able to complete the requirements of the program.**

12. Drug Screening: Nursing students are required to have a ten-panel drug screen as required by clinical institutions. Some institutions may require a new drug screen each year. The test may be obtained from any health care agency, or from [www.certifiedbackground.com](http://www.certifiedbackground.com) through Quest Diagnostics Lab. The drug test MUST follow a “Chain-of-custody” procedure. The student should sign a release to have the results sent to School of Nursing Coordinator of Clinical Placements. See below for the School of Nursing Policy on Drug Use and Testing.

   **The School of Nursing may not be able to place students in a clinical setting if there are positive findings on the drug screen. As a result, a student will not be able to complete the requirements of the program.**

---

**Drug Use and Testing**

DePaul University  Autumn 2015-2016  Page 245 of 2506
In accordance with De Paul University policies, the School of Nursing will impose disciplinary sanctions upon any student found to be in violation of laws or policies relating to the unlawful possession, use, or distribution of drugs or alcohol. Nursing students may be required to have a ten-panel drug screen based on clinical affiliates’ requirements. Release forms must be signed to have the results sent to the Clinical Placement Coordinator.

If a student’s drug test is positive, secondary or confirmatory testing will be performed and the student will be expected to cooperate with interviews and follow-up procedures to ascertain and endeavor to confirm whether there was an explanation for the positive test result that did not involve illegal conduct, e.g., ingestion of lawful drugs, food, or beverages that could cause positive results.

If the positive test is confirmed and no sufficiently credible explanation of relevant lawful conduct is forthcoming, clinical placement in a clinical course and successful completion of the program will be jeopardized due to failure to qualify for placement and/or successful completion of the program. Students with confirmed positive tests and/or no sufficiently credible explanation of relevant lawful conduct will be advised that the De Paul University School of Nursing cannot place them in a clinical setting. As a result, a student would not be able to complete the requirements of the program.

Access to Student Records

1. A student may have access to his/her personal student record upon request. Confidentiality is maintained with all student files. Release of information is granted upon written request by the student.
2. No specific or detailed information concerning specific medical diagnoses will be provided to faculty outside the department, administrators, or even parents, without the expressed written permission of the individual in each case. This position with respect to health records is supported by amendment to the Family Education Rights and Privacy Act of 1974. Health officials and other institutional officers must remember that all confidential medical/health care information is protected by statutes and that any unauthorized disclosure may create legal liability.

Graduation

DePaul University awards the Master’s of Science degree with a major in nursing to students who successfully completed the MENP program. All requirements of the University, College, and School of Nursing must be met as outlined in the current Bulletin.

The student is responsible for completing the application for degree conferral and commencement by the deadline posted in the academic calendar.

Students are responsible for changes reflecting new program requirements if the department gives sufficient notice. Part-time students and students who do not enroll in classes for one or more quarters will the program under which they were admitted.

Upon successful completion of graduation requirements, generic students are eligible to make application to take the National Council of Licensing Examination (NCLEX). (See Legal Limitations below.)

The Illinois Department of Financial and Professional Regulation requires that graduating MENP students submit to a fingerprinting processing from the Illinois Department of State Police or its designated agent.

Licensure by the IDFPR will require a separate complete background check with fingerprinting prior to being given permission to sit for NCLEX. If criminal activity is noted, such activity MAY BE grounds for the student to not be given permission to take the NCLEX exam.

Legal Limitations for Licensure

Completion of the nursing education program does not guarantee eligibility to write the NCLEX. The Illinois Department of Financial and Professional Regulation - Board of Nursing may refuse to issue a license for one or more causes stated in that section of the Nursing Practice Act.

Requirements for licensure vary from state to state. Those students wishing to take the NCLEX outside Illinois are advised to check with their state’s licensure requirements early in the academic program.
German (MA)

DePaul's innovative new MA program in German provides students a customizable, flexible curriculum to develop advanced linguistic and cultural expertise in a language and to apply that expertise in the disciplinary or professional contexts of their choice. Whether in the “global village” of today’s world or in multiethnic communities such as Chicago, this advanced expertise is an increasingly valuable personal and professional asset, requiring appropriate training and credentials. The MA program especially seeks to serve adult professionals (government employees, social workers, healthcare providers, businesspeople, or certified K-12 teachers) whose careers require this applied expertise.

The MA in German may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- German + Digital Humanities Certificate
- German + Teaching English to Speakers of Other Languages (TESOL) Certificate

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Speak and participate in most informal and some formal conversations from topics related to school, home, and leisure activities, to many related to employment, current events, and matters of public and community interest.
- Narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect, as well as combine and link sentences into connected discourse of paragraph length; although these narrations and descriptions tend to be handled separately rather than interwoven.
- Use communicative strategies such as rephrasing and circumlocution, and contribute to a conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.
- Combine and link sentences into texts of paragraph length and structure, and use minimal control of common structures and vocabulary.
- Listen and comprehend (albeit unevenly) short conventional narrative and descriptive texts with a clear underlying structure.
- Understand conventional narrative and descriptive texts with clear underlying structure (though their comprehension may be uneven).

Degree Requirements

Course Requirements

The curriculum of the M.A. in German will consist of twelve courses (48 quarter credit hours), divided into two parts:
1. A core curriculum of four courses (16 quarter credit hours) required of all students, and
2. Eight courses (32 quarter credit hours) in the language area, which must include an approved “cluster” of
   at least four courses (16 quarter credit hours) focused on a particular professional application or
   disciplinary interest.

Students must select these course clusters in consultation with an advisor. All courses in the language area must
be courses taught in the target language of the student’s program (i.e. courses with prefixes GER). In exceptional
cases, with the approval of the student's advisor and the director of the graduate program, a student may count
one or two courses taught in English from allied fields (such as art history, economics, education, geography,
health sciences, management, philosophy, political science, religion, sociology, etc.) among the eight "language
area" courses in the student’s program.

Core Curriculum

The core curriculum consists of the following four courses:

- MOL 401 PROFESSIONAL FOUNDATIONS
- MOL 402 LANGUAGE, SELF AND SOCIETY
- MOL 403 COMMUNITIES OF PRACTICE
- MOL 496 MAMOL CAPSTONE

In addition, all three-hundred level courses in the respective languages are offered simultaneously as 400-level
electives to complete the M.A. program. These 400-level courses carry different requirements than the lower-
level courses.

Additional Requirements

Additional requirements include:

- ACTFL Oral Proficiency Interview
- Service Learning Experience
- Portfolio Project

All students must attain a rating of at least "Advanced Low" from the standardized Oral Proficiency Interview
(OPI) of the American Council on Teaching Foreign Languages (ACTFL).

The service learning experience will involve work within an environment where the student can apply her or his
linguistic expertise, as a volunteer, contributor, intern, or employee. This environment might be a community
group; a social service or agency; a professional association; or an artistic organization. This experience should
ideally contribute to the student's portfolio project.

The portfolio (completed while enrolled in MOL 496) consists of a compilation and critical assessment of select
work done throughout the program or a final project with written critical assessment. Final projects may include
a community service experience, internship, performance and creative work, thesis, or translation.

Graduation Grade Point Average Requirement

In order to graduate from the program, students must complete all program requirements with a minimum GPA
of 3.000.

Thesis Option

A thesis option will be available for students who attain a GPA of at least 3.7 in the program after completing 24
credit hours of coursework. The thesis should address the area of interest of the candidate’s course “cluster.”
Health Communication (MA)

The M.A. in Health Communication prepares students to apply knowledge of communication in health care settings. The program includes critical and theoretical courses as well as highly applied courses in a range of health communication topics including cultural awareness and health disparities, healthcare systems and policy, training and development, provider communication, and health education and promotion.

Graduates of the program will:

- Recognize health care disparities
- Identify the social and multicultural dimensions of health care delivery
- Describe the relationship between effective communication and the quality of care that patients receive
- Enhance health literacy across diverse audiences
- Design and deliver health communication campaigns that provide knowledge to individuals hoping to understand contemporary health care issues
- Implement and evaluate health service delivery programs

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Apply theory in order to address problems or make improvements to communication in the health care environment.
- Critique current health communication practices as they impact health across the population, including contributing to health disparities.
- Create messages that demonstrate effective application of communication principles in the health care environment.
- Interpret and critique current health communication research published in scholarly journals.

Degree Requirements

Course Requirements

The Master of Arts in Health Communication requires 12 courses (48-credit hours) — three core courses, one methods course, six Health Communication electives, and two graduate electives inside or outside the program.

Core Courses

Students are required to take all of the following:

- CMNS 500 FOUNDATIONS IN GRADUATE COMMUNICATION STUDIES
- HTHC 515 INTRO TO HEALTH COMMUNICATION
- HTHC 517 HEALTH CARE LITERACY

Methods Requirement
Elective Courses

Choose eight courses from the following list*:

- HTHC 519 ASSESSMENT AND INTERVENTION FOR HEALTH CARE ADMINISTRATORS
- HTHC 520 HEALTH CARE CAMPAIGNS AND COMMUNITY ACTION
- HTHC 521 HEALTH AND FAMILY COMMUNICATION
- HTHC 522 MANAGERIAL COMMUNICATION IN HEALTH CARE CONTEXTS
- HTHC 523 TOPICS IN HEALTH COMMUNICATION
- HTHC 524 HEALTH CARE TEAMS & LEADERSHIP
- HTHC 525 NARRATIVES IN HEALTH CARE
- CMNS 550 ORGANIZATIONAL DIVERSITY & LEADERSHIP
- PRAD 535 PUBLIC RELATIONS IN HEALTH CARE
- PRAD 540 CRISIS COMMUNICATION MANAGEMENT
- CMN 591 INTERNSHIP
- CMN 598 STUDY ABROAD
- HTHC 592 INDEPENDENT STUDY
- CMNS 590 COMMUNICATION WORKSHOP (VARIABLE TOPICS)

* With approval of the graduate program director, students can take up to two relevant elective courses from other College of Communication graduate programs or relevant elective courses from other graduate departments/programs outside of the College of Communication.

Comprehensive Final Examination

Students in the Master of Arts in Health Communication complete their degree requirements by passing a comprehensive final examination.

Grade Requirements

Students must maintain a minimum cumulative GPA of 3.00 in their graduate courses to remain in good academic standing. Students who do not meet this minimum cumulative requirement will be placed on academic probation and will be expected to attain the minimum cumulative requirement within two quarters. Failure to do so may result in dismissal from the program.

Health Communication (MA/ MBA in Health Sector Management)

Our Master of Business Administration/Master of Arts in Health Communication degree develops students’ managerial acumen and their expertise as communicators.

The joint degree prepares students for leadership roles in a range of areas within healthcare, including advertising, public relations, crisis communication, quality/patient safety, strategic planning/marketing, corporate communication, and community/population health.

The Kellstadt Graduate School of Business and the College of Communication offer a unique joint degree program. This 96-credit MBA/MA in Health Communication provides you with the opportunity to earn advanced degrees in two highly complementary fields—business and health communication. Success in today's competitive, global economy requires both an in-depth understanding of the dynamics of the world of business and the ability to communicate effectively using various media under highly diverse conditions.

The Master of Business Administration/Masters of Arts in Health Communication program allows students to obtain both degrees in as little as three years of full-time course work. This rigorous program is designed for highly motivated students who work or plan to work in management, executive or consulting positions in healthcare communications, leadership, advertising, public relations, diversity management, quality/safety, and community/population health. To enter this program, prospective students must complete admissions
The Master of Business Administration/Master of Arts in Health Communication is offered as a joint degree, administered jointly by the Kellstadt Graduate School of Business and the College of Communication. The joint degree is designed for committed and enterprising students who want to take advantage of the growing emphasis on communication in the design and delivery of high quality, safe, and patient-centered healthcare.

| MA Requirements | 36 hours |
| MBA Core Requirements | 36 hours |
| MBA Concentration and Elective Requirements | 24 hours |
| **Total hours required** | **96 hours** |

**Learning Outcomes**

Students will be able to:

- Apply theory in order to address problems or make improvements to communication in the health care environment.
- Critique current health communication practices as they impact health across the population, including contributing to health disparities.
- Create messages that demonstrate effective application of communication principles in the health care environment.
- Interpret and critique current health communication research published in scholarly journals.

**MA Requirements**

**Course Requirements**

**Core Courses**

Students are required to take all of the following:

- HTHC 515 INTRO TO HEALTH COMMUNICATION
- HTHC 516 RESEARCH METHODS FOR HEALTH CARE PRACTITIONERS
- HTHC 517 HEALTH CARE LITERACY

**Elective Requirements**

Choose five courses from the following list:

- HTHC 519 ASSESSMENT AND INTERVENTION FOR HEALTH CARE ADMINISTRATORS
- HTHC 520 HEALTH CARE CAMPAIGNS AND COMMUNITY ACTION
- HTHC 521 HEALTH AND FAMILY COMMUNICATION
- HTHC 522 MANAGERIAL COMMUNICATION IN HEALTH CARE CONTEXTS
- HTHC 523 TOPICS IN HEALTH COMMUNICATION
- HTHC 524 HEALTH CARE TEAMS & LEADERSHIP
- HTHC 525 NARRATIVES IN HEALTH CARE
- PRAD 535 PUBLIC RELATIONS IN HEALTH CARE

**Capstone Requirement**
MBA Core Requirements

Course Requirements for the MBA Program

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.
needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

MBA Concentration Requirements

Course Requirements

To complete the Health Sector Management concentration and business course requirements, students are required to take three courses including Health Sector Management (MGT 559) and two electives from two separate course groups and three business elective courses specific below:

- **MGT 559 HEALTH SECTOR MANAGEMENT**
- Choose one of the following:
  - MPS 531 FINANCING AND COSTING IN HEALTH CARE
  - ECO 798 SPECIAL TOPICS: Health Economics
  - NSG 425 FISCAL MANAGEMENT IN HEALTH CARE
- Choose one of the following:
  - MGT 564 STREETS OF CHICAGO: HEALTHCARE MANAGEMENT
  - MGT 566 HEALTH INSURANCE & BENEFITS
  - MPS 535 ISSUES IN HEALTHCARE
  - MPS 562 INTRODUCTION TO HEALTH LAW
  - MGT 798 SPECIAL TOPICS: When topic pertains to health care
  - NSG 453 CASE MANAGEMENT AND THE MANAGED CARE ENVIRONMENT

Business Electives (3 courses)

- **MGT 573 CREATIVITY & INNOVATION IN BUSINESS**
  - or MGT 545 MANAGING SERVICE OPERATIONS
- **MGT 563 NEGOTIATION SKILLS**
  - or MGT 562 RESOLVING CONFLICT IN ORGANIZATIONS
- **MGT 508 QUALITY MANAGEMENT SYSTEMS**
  - or MGT 545 MANAGING SERVICE OPERATIONS

Health Informatics (MS)

The Master degree program will provide students with the necessary skills and knowledge needed to implement and support information technology solutions for health sector organizations. Graduates will obtain technical knowledge and management skills for the design and support of IT systems and will develop a deep understanding of health IT processes to support health care delivery and management. Graduate will also gain knowledge in areas of health information management including health information processing and exchange, health care analytics, enterprise management and information storage and security management.
Learning Outcomes

Students will be able to:

- Describe healthcare information systems in the context of software applications and clinical decision support systems.
- Analyze Electronic Health Records (EHR) systems for data integration, interoperability, security and privacy.
- Apply Porter's Five Forces Model to analyze and manage the various industries within the health sector.
- Distinguish the financial implications for third party payment, Medicare and Medicaid.
- Create an Entity Relationship Diagram (ERD) for a system in the health sector.
- Analyze and design a complex information system using data and process modeling.
- Analyze the effectiveness of a security policy, citing strengths and making recommendations for improvement.

Degree Requirements

Course Requirements

No Introductory course (a course numbered 400 through 419) may be substituted for any other course at any level.

Introductory Courses

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

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- The student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.
- IT 403 STATISTICS AND DATA ANALYSIS

Foundation Courses

- HIT 421 HEALTH INFORMATICS
- HIT 430 ELECTRONIC HEALTH RECORDS
- MGT 559 HEALTH SECTOR MANAGEMENT
- HIT 451 ACCOUNTING AND FINANCIAL MANAGEMENT IN HEALTHCARE
- CSC 451 DATABASE DESIGN
- IS 421 SYSTEMS ANALYSIS
- HIT 422 SYSTEM DESIGN FOR HEALTH CARE
- HIT 440 HEALTH INFORMATION EXCHANGE AND NETWORKING

Major Elective Courses

Students must take 4 courses selected among a list of selected graduate area elective lists that is included below. There is no restriction on the number of areas from which electives may be selected. Students may choose to take the four advanced elective courses from a single area or from multiple areas, depending on their career interests.
Database Processing

- CSC 455 DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS*
- CSC 452 DATABASE PROGRAMMING*
- IS 549 DATA WAREHOUSING AND DATA MINING
- IPD 451 BIG DATA AND NOSQL PROGRAM

*Note: Courses require programming experience with Python.

Analytics

- CSC 423 DATA ANALYSIS AND REGRESSION
- IS 467 KNOWLEDGE DISCOVERY TECHNOLOGIES
- CSC 575 INTELLIGENT INFORMATION RETRIEVAL
- CSC 424 ADVANCED DATA ANALYSIS
- CSC 495 SOCIAL NETWORK ANALYSIS
- MKT 798 SPECIAL TOPICS (Health Care Data Analysis Topic)**
- CSC 465 DATA VISUALIZATION
- MGT 798 SPECIAL TOPICS: Service Design & Patient Experience Topic**

**Note: Student must take only sections of MKT 798 with the topics specified above.

Enterprise Management

- IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT
- IS 560 ENTERPRISE SYSTEMS
- IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
- ECT 424 ENTERPRISE INFRASTRUCTURE
- TDC 478 INFORMATION STORAGE AND MANAGEMENT
- MGT 798 SPECIAL TOPICS: Managerial & Marketing Epidemiology**
- HTHC 515 INTRO TO HEALTH COMMUNICATION
- HTHC 522 MANAGERIAL COMMUNICATION IN HEALTH CARE CONTEXTS
- HIT 511 HEALTHCARE MANAGEMENT IN NON-HOSPITAL SETTINGS

**Note: Student must take only sections of MGT 798 with the topic specified above.

Innovations in Health Care

- MGT 590 MANAGEMENT OF INNOVATION AND TECHNOLOGICAL CHANGE
- HCI 440 INTRODUCTION TO USER-CENTERED DESIGN
- HCI 512 INFORMATION VISUALIZATION AND INFOGRAPHICS

Security Management

- HIT 515 HEALTHCARE LAW
- IS 433 INFORMATION SECURITY MANAGEMENT
- CNS 440 INFORMATION SECURITY MANAGEMENT

Practicum Requirement

- CSC 599 INDEPENDENT STUDY *
  or CSC 697 GRADUATE INTERNSHIP

*Note: CSC 599 should be taken in two consecutive quarters, 2 credit hours each quarter.

Degree Requirements

Students in this degree program must meet the following requirements:

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

- Students pursuing a second master's degree must complete a minimum of 52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

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

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

Health Sector Management (MBA)

DePaul’s MBA concentration in Health Sector Management will position you to take advantage of the growing demand for health sector leaders, which has been fueled by dynamic changes in health care delivery today. Whether you are seeking to advance your career within a health organization or transition to health sector management, the multidisciplinary curriculum will provide you with a solid foundation to succeed through a combination of courses in management and other business disciplines, public services and law.

Highlights

In this concentration, you will:

- Expand your knowledge of complex health sector markets.
- Analyze situations and data to gain strategic insights.
- Gain skills for leading strategies and projects that advance organizational goals.
- Connect with a faculty of scholars and practitioners and network with students, alumni and program partners from a wide variety of health sector organizations.
- Learn from hands-on team projects, internships and fellowships that tackle real-world health sector issues

Career Outlook

This concentration puts students on the career track for positions that include hospital executive, managed care executive, healthcare agency director, physician practice manager and pharmaceutical sales director. Students and alumni of this program are employed in a wide variety of organizations, including Abbott, Baxter, Northwestern Hospital, Humana, the American Medical Association, the Joint Commission and University of Chicago Medicine, among others. The Bureau of Labor Statistics projects employment of medical and health services managers to grow by 23 percent by 2022, much faster than the average for all occupations.

| Core Requirements (varies with admission term and prior coursework) | 24-48 hours |
| Concentration and Elective Requirements (varies with admission term) | 24-36 hours |
| **Total hours required** | **48-72 hours** |

Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.

MBA Core Requirements

Course Requirements for the MBA Program

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

Concentrations and Electives
In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Concentration Requirements

Course Requirements

To complete the Health Sector Management concentration, students are required to take three courses including MGT 559 and two courses from the list of courses below.

- MGT 559 HEALTH SECTOR MANAGEMENT
- Choose one course from the following:
  - ECO 798 SPECIAL TOPICS: Health Economics
  - MPS 531 FINANCING AND COSTING IN HEALTH CARE
  - NSG 425 FISCAL MANAGEMENT IN HEALTH CARE
- Choose one course from the following (4 credit hours required):
  - MGT 508 QUALITY MANAGEMENT SYSTEMS
  - MGT 545 MANAGING SERVICE OPERATIONS
  - MGT 564 STREETS OF CHICAGO: HEALTHCARE MANAGEMENT
  - MGT 566 HEALTH INSURANCE & BENEFITS
  - MGT 798 SPECIAL TOPICS: When topic pertains to health care
  - MPS 535 ISSUES IN HEALTHCARE
  - MPS 537 HEALTH CARE DELIVERY SYSTEMS
  - MPS 562 INTRODUCTION TO HEALTH LAW
  - NSG 452 ORGANIZATIONAL AND FINANCIAL MANAGEMENT IN HEALTH CARE
  - NSG 453 CASE MANAGEMENT AND THE MANAGED CARE ENVIRONMENT

Health Sector Management (MBA/MA in Health Communication)

Our Master of Business Administration/Master of Arts in Health Communication degree develops students’ managerial acumen and their expertise as communicators.

The joint degree prepares students for leadership roles in a range of areas within healthcare, including advertising, public relations, crisis communication, quality/patient safety, strategic planning/marketing, corporate
communication, and community/population health.

The Kellstadt Graduate School of Business and the College of Communication offer a unique joint degree program. This 96-credit MBA/MA in Health Communication provides you with the opportunity to earn advanced degrees in two highly complementary fields—business and health communication. Success in today's competitive, global economy requires both an in-depth understanding of the dynamics of the world of business and the ability to communicate effectively using various media under highly diverse conditions.

The Master of Business Administration/Masters of Arts in Health Communication program allows students to obtain both degrees in as little as three years of full-time course work. This rigorous program is designed for highly motivated students who work or plan to work in management, executive or consulting positions in healthcare communications, leadership, advertising, public relations, diversity management, quality/safety, and community/population health. To enter this program, prospective students must complete admissions applications and be accepted for both the M.B.A. and the M.A. in Health Communication.

The Master of Business Administration/Masters of Arts in Health Communication is offered as a joint degree, administered jointly by the Kellstadt Graduate School of Business and the College of Communication. The joint degree is designed for committed and enterprising students who want to take advantage of the growing emphasis on communication in the design and delivery of high quality, safe, and patient-centered healthcare.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>36 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration and Elective Requirements</td>
<td>24 hours</td>
</tr>
<tr>
<td>MA Requirements</td>
<td>36 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>96 hours</strong></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.

**MBA Core Requirements**

**Course Requirements for the MBA Program**

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.
Concentration Requirements

Course Requirements

To complete the Health Sector Management concentration and business course requirements, students are required to take three courses including Health Sector Management (MGT 559) and two electives from two separate course groups and three business elective courses specific below:

- MGT 559 HEALTH SECTOR MANAGEMENT
- Choose one of the following:
  - MPS 531 FINANCING AND COSTING IN HEALTH CARE
  - ECO 798 SPECIAL TOPICS: Health Economics
  - NSG 425 FISCAL MANAGEMENT IN HEALTH CARE
- Choose one of the following:
  - MGT 564 STREETS OF CHICAGO: HEALTHCARE MANAGEMENT
  - MGT 566 HEALTH INSURANCE & BENEFITS
  - MPS 535 ISSUES IN HEALTHCARE
  - MPS 562 INTRODUCTION TO HEALTH LAW
  - MGT 798 SPECIAL TOPICS: When topic pertains to health care
  - NSG 453 CASE MANAGEMENT AND THE MANAGED CARE ENVIRONMENT

Business Electives (3 courses)

- MGT 573 CREATIVITY & INNOVATION IN BUSINESS
  or MGT 545 MANAGING SERVICE OPERATIONS
- MGT 563 NEGOTIATION SKILLS
  or MGT 562 RESOLVING CONFLICT IN ORGANIZATIONS
- MGT 508 QUALITY MANAGEMENT SYSTEMS
  or MGT 545 MANAGING SERVICE OPERATIONS

MA Requirements

Course Requirements

Core Courses

Students are required to take all of the following:

- HTHC 515 INTRO TO HEALTH COMMUNICATION
- HTHC 516 RESEARCH METHODS FOR HEALTH CARE PRACTITIONERS
- HTHC 517 HEALTH CARE LITERACY

Elective Requirements

Choose five courses from the following list:

- HTHC 519 ASSESSMENT AND INTERVENTION FOR HEALTH CARE ADMINISTRATORS
- HTHC 520 HEALTH CARE CAMPAIGNS AND COMMUNITY ACTION
- HTHC 521 HEALTH AND FAMILY COMMUNICATION
- HTHC 522 MANAGERIAL COMMUNICATION IN HEALTH CARE CONTEXTS
- HTHC 523 TOPICS IN HEALTH COMMUNICATION
- HTHC 524 HEALTH CARE TEAMS & LEADERSHIP
- HTHC 525 NARRATIVES IN HEALTH CARE
- PRAD 535 PUBLIC RELATIONS IN HEALTH CARE

Capstone Requirement
History (MA)

The MA in History offers students the opportunity to explore the breadth and depth of the Historical Discipline. Students take a total of 12 courses, with all students beginning with History 421 "The Historical Discipline," in the Autumn Quarter of their first year. In Autumn Quarter of their second year, all students take History 422, “Seminar in Primary Source Analysis.” Finally, in the Spring Quarter of their last year in the program, students take History 489, "The Graduate Capstone Seminar." In between the curricular bookends of 421 and 489, students take a total of nine graduate colloquia.

The MA in History may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- History + Digital Humanities Certificate
- History + Women’s and Gender Studies Certificate

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Evaluate the breadth and complexity of the discipline of history.
- Compare and differentiate the range of topics historians explore.
- Apply and interpret the variety of methodologies historians employ.
- Identify, analyze, and evaluate historical arguments effectively.
- Communicate, in writing and orally, complex historical, historiographical, and methodological issues effectively.

Degree Requirements

Course Requirements

The Core

- HST 421 THE HISTORICAL DISCIPLINE
- HST 422 SEMINAR IN PRIMARY SOURCE ANALYSIS
- HST 489 GRADUATE CAPSTONE
History 421 is a prerequisite for all other 400-level courses in the History department. This course must be taken in the Autumn quarter of the student’s first year.

The Graduate Colloquia

In between HST 421 and 489, students take nine courses from the list of graduate colloquia. These colloquia share the programmatic emphasis of the curriculum with their emphasis on the historiographical aspects of their respective topic. Note that that every colloquium, when offered, has a subtitle which identifies the specific sub-topic to be addressed that particular quarter. (For example: HST 431 Colloquium in American History: The New Deal.) As long as the topics (as reflected in the subtitle) of any colloquium are different, students may take more than one of any of the above courses. In order to ensure that students realize the curricular goals of breadth of exposure to the historical discipline, however, in no case is a student to take more than four colloquia bearing the same number. Thus, at the minimum, students will take courses in at least three different areas (as defined by colloquia titles).

- HST 431 COLLOQUIUM IN AMERICAN HISTORY
- HST 432 COLLOQUIUM IN LATIN AMERICAN HISTORY
- HST 433 COLLOQUIUM IN AFRICAN HISTORY
- HST 434 COLLOQUIUM IN ASIAN HISTORY
- HST 435 COLLOQUIUM IN EUROPEAN HISTORY
- HST 436 COLLOQUIUM IN ISLAMIC HISTORY
- HST 437 COLLOQUIUM IN WORLD HISTORY
- HST 438 COLLOQUIUM: SPECIAL TOPICS IN HISTORY

With the permission of the Graduate Director, students may substitute up to eight quarter hours of Independent Study or Graduate Internship for two colloquia.

- HST 492 GRADUATE INTERNSHIP
- HST 497 INDEPENDENT STUDY

In addition, upon consultation with the Graduate Director and with his/her approval, students may count up to eight quarter hours from another DePaul graduate program toward their M.A.. Such courses would reduce the number of required colloquia by two.

Student Handbook

Probation and Dismissal

A graduate student goes on probation when his/her graduate GPA falls below 2.5 and remains on probation until four more courses are taken. At the end of those four courses, if the student has failed to raise his/her GPA to 2.5, the student may be dismissed and prohibited from registering for additional coursework.

Conduct

Faculty retain the right to define and enforce appropriate etiquette for the promotion of collegiality and civility. Instructors have the right to remove any offender(s) from the classroom. In cases of serious or repeated misconduct, the program director in consultation with the instructor and the chairperson may remove the student(s) from a course and/or the graduate program.

Conditional Admission

In some cases, strong candidates who have not completed the REQUIRED undergraduate credit hours in history and/or students who have not yet demonstrated their strengths in the field may be considered for conditional admission. Students admitted in this category may only take one course (HST 421) during the Autumn quarter. A student who passes 421 with a grade of B or above may then continue in the program but must receive grades of B or above in the next two graduate colloquia that he or she attempts. If the student does NOT receive a B or above in EACH of these three classes, he or she must leave the program.

Readmission
If a student is dismissed from the program, he or she may be reapply through the formal application process. All students considering applying for readmission are strongly encouraged to contact the Graduate Director.

**Transfer Credit**

Upon consultation with the Graduate Director and with his or her approval, students may request that up to 12 units (three courses) of graduate credit earned in other DePaul departments or at other graduate degree-granting institutions be counted toward the M.A. in History. The Graduate Director will handle such requests on a case-by-case basis. In no circumstances will graduate credit be given for undergraduate coursework or for courses that have been applied toward fulfillment of another degree. Transfer grades from other institutions do not count in the calculation of the DePaul grade point average.

**Undergraduate Courses**

Undergraduate courses are not applicable toward the degree, but it is sometimes possible (at the discretion of the graduate director) for students to apply foreign language courses toward requirements of the history MA. Students interested in taking foreign language courses that complement their historical studies should contact the graduate instructor prior to enrolling in any foreign language courses.

**Graduation Requirements**

In order to graduate from the program, students must complete all program requirements satisfactorily. Note that the coursework must be completed with a minimum cumulative GPA of 2.5.

**Graduation with Distinction**

Distinction is based on two criteria: (1) A record of consistent excellence in graduate coursework, generally interpreted as a cumulative GPA of 3.75 or higher; and (2) Exemplary work on the final paper produced within the capstone seminar as judged by the course instructor and the department's graduate committee, or (for thesis students), exemplary work on the thesis as judged by the thesis director and the department's graduate committee.

**Program Time Limitation**

Students in an M.A. program are expected to complete degree requirements within a six-year period from the first registration date for a course in the program. For students who do not, the department or program director may recommend, on receipt of the student's petition, in writing, an extension of time with or without additional courses, examinations, or other conditions.

---

**Hospitality Leadership (MBA)**

The Hospitality Leadership MBA concentration will help you develop skills to become a successful leader in the business of hospitality and tourism. You'll gain skills to take a leadership role within hospitality operations in the context of guest experience and quality assurance. This concentration is ideal if you are a hospitality industry professional with a strong desire to enhance your knowledge and business skills or if you are looking to change your career and want to join the business side of hospitality operations.

**Highlights**

In this concentration, you will:

- Develop advanced hospitality leadership practices within the various industry segments (lodging, food and beverage, events, private clubs, etc.).
- Understand current trends in the industry and acquire the necessary skill set involving customer relationship management and service delivery.
- Learn management, marketing and hospitality strategies to enhance the business.
- Engage with fellow hospitality students who will become important career contacts.
- Have access to a world-class metropolitan environment in Chicago, allowing you to supplement knowledge from the classroom with real-world skills gained from learning and working within a vibrant hospitality scene.
Career Outlook

The Hospitality Management MBA concentration can lead you into many different careers in the hospitality industry including executive management and revenue management, or operating your own event planning firm or restaurant. Forbes reports that travel and tourism make up 9 percent of global GDP and, as big as the industry is, it has the potential to be a lot bigger. Within the next decade, it is anticipated that this industry will create an additional 75 million jobs. It is a great time to become a part of an industry that distinguished itself as the art and science of serving and pleasing.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements (varies with admission term and prior coursework)</td>
<td>24-48 hours</td>
</tr>
<tr>
<td>Concentration and Elective Requirements (varies with admission term)</td>
<td>24-36 hours</td>
</tr>
<tr>
<td>Total hours required</td>
<td>48-72 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.

MBA Core Requirements

Course Requirements for the MBA Program

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.
While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

**Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs**

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

**Concentrations and Electives**

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

**Concentration Requirements**

**Course Requirements**

The Hospitality Leadership concentration requires four courses. Please select four courses from the following list:

- HSP 502 MANAGING THE GUEST/EMPLOYEE EXPERIENCE
- HSP 503 ADVANCED HOSPITALITY LEADERSHIP AND PERFORMANCE
- HSP 505 SERVICE TECHNOLOGY & INNOVATION IN THE HOSPITALITY ENVIRONMENT
- HSP 506 HOSPITALITY OPERATIONAL PERFORMANCE DESIGN & IMPLEMENTATION
Hospitality Leadership and Operational Performance (MS)

The Master of Science in Hospitality Leadership and Operational Performance combines critical business theories and skills with innovative hospitality leadership practices. The unique curriculum addresses current trends in the industry, providing you with a necessary skill set focusing on customer relationship management and service delivery.

This degree program is designed for:

- Career-changers seeking entry into the hospitality industry.
- Industry professionals with a strong desire to enhance their knowledge and skills.
- Students who have earned or are earning an MBA.

**Highlights**

Through the MS in Hospitality Leadership and Operational Performance program, you will be exposed to:

- Business courses and concepts that specifically apply to the hospitality industry, including finance, marketing and management strategies
- Cutting-edge hospitality technologies
- Data analysis and financial metrics concepts
- A service leadership foundation and how it relates to the guest experience

The MS in Hospitality Leadership and Operational Performance program is located in downtown Chicago, in the heart of the city's business district. You will have access to a world-class metropolitan environment, allowing you to supplement knowledge from the classroom with practical skills gained from learning and working in a vibrant hospitality scene.

**Career Outlook**

Career opportunities are growing worldwide in the hospitality industry. Forbes reports that travel and tourism make up nine percent of global GDP and, as big as the industry is, it has the potential to be a lot bigger.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Develop an understanding of key hospitality operational performance metrics found in the hospitality industry and apply them to various service delivery and financial return components.
Apply hospitality principles of service leadership and innovation in the guest experience through a conceptual understanding of operational policies/procedures, financial benchmarks, and service delivery.

- Evaluate and comprehend hospitality technology systems and articulate complex service system framework and financial data collection processes commonly used in the industry.
- Acquire business, employee relations and hospitality specific skills that are broad, deep and necessary to fulfill their professional goals.

**Degree Requirements**

**Course Requirements**

Students complete the MS in Hospitality Leadership and Operational Performance by taking the following 12 courses for a total of 48 credits:

- HSP 502 MANAGING THE GUEST/EMPLOYEE EXPERIENCE
- HSP 503 ADVANCED HOSPITALITY LEADERSHIP AND PERFORMANCE
- HSP 505 SERVICE TECHNOLOGY & INNOVATION IN THE HOSPITALITY ENVIRONMENT
- HSP 506 HOSPITALITY OPERATIONAL PERFORMANCE DESIGN & IMPLEMENTATION
- HSP 561 REVENUE MANAGEMENT
- HSP 562 HOSPITALITY DISTRIBUTION CHANNELS
- HSP 563 HOSPITALITY DATA ANALYSIS & FINANCIAL METRICS
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 555 DECISIONS IN MARKETING MANAGEMENT

Choose three electives from the list below (or by discretion of the program director):

- HSP 793 PRACTICUM IN APPLIED HOSPITALITY LEADERSHIP
- HSP 798 SPECIAL TOPICS: When related to Hospitality Leadership & Operational Performance
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MGT 573 CREATIVITY & INNOVATION IN BUSINESS
- MKT 530 CUSTOMER RELATIONSHIP MANAGEMENT
- MKT 540 STRATEGIC PLANNING: DEVELOPING SUSTAINABLE BUSINESS MODELS

**Degree Requirements**

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of the 12 required courses, or their substitutes as approved by the Director of the School of Hospitality Leadership.
- All courses for credit toward the degree must be completed within six calendar years after the candidate’s first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree.

**Human Computer Interaction (MS)**

The MS in Human Computer Interaction focuses on the design, implementation, and evaluation of computer interfaces that are accessible and easy for people to use.

<table>
<thead>
<tr>
<th>Introductory Courses</th>
<th>0-16 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements</td>
<td>52 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>52-68 hours</strong></td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will be able to:

- Conduct user studies using common HCI methods, including observation, participatory design, and interviews.
- Communicate findings through written reports and common HCI summations, including personas and scenarios.
- Design and conduct usability tests for a product or service.
- Create, justify, and critique interface designs by referencing design principles, design patterns, and theoretical frameworks.
- Create prototypes that demonstrate the interactivity of user interfaces, web applications and other interactive systems.
- Create design documents, such as wireframes, user flow models, and site maps.

Degree Requirements

Course Requirements

No Introductory course (a course numbered 400 through 419) may be substituted for any other course at any level.

Introductory Courses

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

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

- IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
- HCI 406 WEB SITE DESIGN FOR HCI
- HCI 402 FOUNDATIONS OF DIGITAL DESIGN
- IT 403 STATISTICS AND DATA ANALYSIS

Foundation Courses

The following Foundation Courses are listed in the suggested sequence for the program.

- HCI 440 INTRODUCTION TO USER-CENTERED DESIGN
  or HCI 441 INTRODUCTION TO USER-CENTERED DEVELOPMENT
- HCI 450 FOUNDATIONS OF HUMAN-COMPUTER INTERACTION
- HCI 430 PROTOTYPING AND IMPLEMENTATION

Students currently taking Foundation Courses may also register for Major Elective Courses if they have successfully completed the prerequisites for those courses.

Advanced Courses

The following Advanced Courses are listed in the suggested sequence for the program.

- HCI 445 INQUIRY METHODS AND USE ANALYSIS
- HCI 454 INTERACTION DESIGN AND INFORMATION ARCHITECTURE
- HCI 460 USABILITY EVALUATION METHODS
- HCI 470 DIGITAL DESIGN
- HCI 511 ACCESSIBILITY AND DESIGN FOR DIVERSE USERS
Major Elective Courses

Students must complete 3 elective courses from the lists below:

HCI Electives

- HCI 421 DESIGNING FOR CONTENT MANAGEMENT SYSTEMS
- HCI 422 MULTIMEDIA
- HCI 512 INFORMATION VISUALIZATION AND INFOGRAPHICS
- HCI 520 LEARNER-CENTERED DESIGN
- HCI 530 MOBILE DESIGN
- HCI 553 SOCIAL INTERACTION DESIGN
- HCI 580 USER EXPERIENCE DESIGN PRACTICUM
- HCI 590 TOPICS IN HUMAN-COMPUTER INTERACTION

Non-HCI Electives open to all HCI students

- CNS 440 INFORMATION SECURITY MANAGEMENT
- CSC 423 DATA ANALYSIS AND REGRESSION
- CSC 424 ADVANCED DATA ANALYSIS
- CSC 451 DATABASE DESIGN
- CSC 465 DATA VISUALIZATION
- CSC 587 COGNITIVE SCIENCE
- ECT 455 E-COMMERCE WEB SITE ENGINEERING
- ECT 480 INTRANETS AND PORTALS
- ECT 586 CUSTOMER RELATIONSHIP MANAGEMENT TECHNOLOGIES
- GAM 424 GAME DESIGN WORKSHOP
- IS 485 REQUIREMENTS ELICITATION, ANALYSIS, AND SPECIFICATION
- IS 511 SOCIAL ISSUES OF COMPUTING
- IS 570 ENTERPRISE SYSTEM IMPLEMENTATION
- IT 432 WEB ARCHITECTURE
- IT 590 TOPICS IN INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- PM 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT
- PM 440 COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS
- PSY 404 LEARNING AND COGNITIVE PROCESSES
- PSY 473 THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING
- PSY 680 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
- SE 430 OBJECT-ORIENTED MODELING
- SE 482 REQUIREMENTS ENGINEERING

CDM Open Electives

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

Capstone

- HCI 594 HUMAN-COMPUTER INTERACTION CAPSTONE

Degree Requirements

Students in this degree program must meet the following requirements:

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

- Students pursuing a second master's degree must complete a minimum of 52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

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

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

**Human Resource Management (MBA)**

The Human Resource Management MBA concentration will prepare you to take a strategic role in managing human resource responsibilities that advance organizational goals, workforce performance and employee satisfaction. This MBA concentration will deepen your knowledge of business operations and how to adapt human resource activities to changing business conditions. You'll add value to your organization through your understanding of financial, strategic, technological and organizational capabilities.

**Highlights**

In this concentration, you will gain knowledge and skills for:

- Maintaining legal and ethical principles that are related to human resource activities.
- Ensuring fair and accurate staffing procedures.
- Designing efficient and equitable pay and benefits that attract, retain and motivate employees.
- Creating training and development programs for personal and organizational growth.
- Developing employee relations skills that promote teamwork, empowerment and conflict resolution.

**Career Outlook**

Human resource managers with strategic business skills are in demand by organizations that value attracting and retaining the right employees in today's global business environment. This concentration will prepare you for career tracks that include human resource manager, human resource consultant, talent acquisition manager, training and development manager and employee education consultant.

<table>
<thead>
<tr>
<th>Core Requirements (varies with admission term and prior coursework)</th>
<th>24-48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Requirements (varies with admission term)</td>
<td>24-36 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>48-72 hours</strong></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.
MBA Core Requirements

Course Requirements for the MBA Program

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests.
While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

## Concentration Requirements

### Course Requirements

To complete the Human Resource Management concentration, students must take four courses.

- **Choose two of the following:**
  - MGT 523 RECRUITMENT AND SELECTION
  - MGT 525 TRAINING AND CAREER DEVELOPMENT
  - MGT 526 COMPENSATION AND BENEFITS

- **Choose two of the following:**
  - A third selection from the courses listed above
  - MGT 523 RECRUITMENT AND SELECTION (when not used above)
  - MGT 525 TRAINING AND CAREER DEVELOPMENT (when not used above)
  - MGT 526 COMPENSATION AND BENEFITS (when not used above)
  - MGT 529 LIFE AND CAREER COACHING
  - MGT 535 CHANGE MANAGEMENT AND CONSULTING
  - MGT 551 GLOBAL WORKFORCE MANAGEMENT
  - MGT 552 MANAGING CULTURAL DIFFERENCES FOR GLOBAL SUCCESS
  - MGT 556 ETHICS AND LEADERSHIP: STREETS OF CHICAGO
  - MGT 562 RESOLVING CONFLICT IN ORGANIZATIONS
  - MGT 563 NEGOTIATION SKILLS
  - MGT 565 EMPLOYMENT LAW
  - MGT 566 HEALTH INSURANCE & BENEFITS
  - MGT 584 CONSULTING SKILLS
  - MGT 589 COACHING FOR LEADERSHIP, PERSONAL SUCCESS & PEAK PERFORMANCE
  - MGT 798 SPECIAL TOPICS: Organizational Diversity

## Human Resources (MS)

The Master of Science (MS) in Human Resources degree will prepare you to manage the modern organizational workforce. You will develop skills necessary to succeed in specific areas of human resources, such as benefits, compensation, labor relations, recruitment and workforce training programs.

The MS in Human Resources program is designed for the student who has earned a bachelor's degree, or who has earned or is earning an MBA.

### Highlights
Through a wide range of courses, you will develop the skills to address many pressing issues encountered by human resource professionals, including:

- Career development
- Diversity
- Employee recruitment and retention
- Employee training
- Global economy
- Performance management
- Technology

The MS in Human Resources program also includes on-site service-learning projects where you will work directly with organizations in Chicago, allowing you to apply knowledge gained in the classroom to real-world settings.

**Career Outlook**

Organizations routinely recruit DePaul human resources students for positions in leadership development, compensation analysis, talent acquisition and labor.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Be knowledgeable about the differences among global economies, institutions, and cultures and will understand the implications these have on global management.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Exhibit sophisticated knowledge of HR/business management practices leading to applicable skills in relevant areas (e.g., selection, training, compensation, and performance management) that leads to professional HR career-related success.

**Degree Requirements**

**Course Requirements**

Students complete the MS in Human Resources by taking 12 courses across three groups: 1) five core Human Resource courses, 2) four Human Resource electives, and 3) three business electives.

**Required Core Human Resource Courses (5 courses)**

- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 523 RECRUITMENT AND SELECTION
  or PSY 442 PERSONNEL PSYCHOLOGY*
- MGT 525 TRAINING AND CAREER DEVELOPMENT
or PSY 445 ADVANCED TRAINING AND DEVELOPMENT IN ORGANIZATIONS*
- MGT 526 COMPENSATION AND BENEFITS
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES

* Psychology (PSY) courses may be taken by students who have an undergraduate degree in Psychology or with approval of the program director.

**Human Resource Electives (4 courses)**

Students choose four HR-related courses from the following areas at DePaul University.

- ECO 518 LABOR ECONOMICS AND LABOR RELATIONS
- MGT 529 LIFE AND CAREER COACHING
- One of the following:
  - MGT 530 LEADERSHIP IN ORGANIZATIONS
  - MPS 521 LEADERSHIP AND MANAGEMENT
  - PSY 441 PSYCHOLOGY OF LEADERSHIP*
- MGT 535 CHANGE MANAGEMENT AND CONSULTING
- MGT 551 GLOBAL WORKFORCE MANAGEMENT
- MGT 552 MANAGING CULTURAL DIFFERENCES FOR GLOBAL SUCCESS
- MGT 562 RESOLVING CONFLICT IN ORGANIZATIONS
- MGT 563 NEGOTIATION SKILLS
- MGT 565 EMPLOYMENT LAW
- MGT 589 COACHING FOR LEADERSHIP, PERSONAL SUCCESS & PEAK PERFORMANCE
- MGT 793 MANAGEMENT INTERNSHIP: Strongly recommended for students without HR experience
- MGT 798 SPECIAL TOPICS: When related to human resources (approval required)
- MGT 799 INDEPENDENT STUDY
- MPS 601 INTERNSHIP
- PSY 440 PSYCHOLOGY OF WORK AND MOTIVATION*
- PSY 444 PERFORMANCE APPRAISAL*
- PSY 447 ORGANIZATIONAL CONSULTATION*
- PSY 448 CONCEPTS, METHODS, AND ETHICS FOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY*
- PSY 520 PRINCIPLES OF HUMAN DIVERSITY*
- PSY 559 SEMINAR IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY: Stress and Health in Organizations*
- PSY 680 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY*
- WRD 522 WRITING IN THE PROFESSIONS

**Business Electives (3 courses)**

Students will choose three electives from a specified list of general business courses at the Kellstadt Graduate School of Business (may substitute an HR elective if an equivalent course was taken elsewhere).

- ACC 500 FINANCIAL ACCOUNTING
- ECO 500 MONEY AND FINANCIAL SYSTEMS
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING**
- FIN 555 FINANCIAL MANAGEMENT **
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- IB 500 GLOBAL ECONOMY
- MGT 502 OPERATIONS MANAGEMENT**
- MGT 598 PROJECT MANAGEMENT
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
  or MPS 516 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MPS 500 INTRODUCTION TO PUBLIC SERVICE MANAGEMENT
- MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- MPS 529 STRATEGIC MANAGEMENT AND PLANNING

**GBS 420 is a prerequisite

**Degree Requirements**

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of 12 courses (five HR core courses, four HR related electives, and three business electives).
- All courses for credit toward the degree must be completed with satisfactory grades within six calendar years after the candidate’s first term of enrollment in the Kellstadt Graduate School of Business. After a
Psychology - Industrial/Organizational (MA) - Non-terminal

The Industrial/Organizational Psychology M.A./Ph.D. program prepares students for careers in industry, government and university settings. It focuses on the theory and techniques of selecting, evaluating, and developing individuals within an organization. Topics include personnel selection, performance appraisal, training and development, employee attitudes, motivation, leadership, and organizational theory. The program also allows considerable flexibility for the advanced student to pursue related disciplines such as management, information systems and marketing. The MA in Industrial Organizational Psychology is a non-terminal degree. For a terminal Master’s in Industrial Organizational Psychology please visit our Combined BA/MS program page. Please note that the combined BA/MS degree is for current DePaul undergraduate students only.

The curriculum is based on the scientist/practitioner model of graduate education and follows two basic principles:

- The industrial/organizational psychologist must have a solid foundation in general psychological theory, research methodology and philosophy of science, in addition to knowledge in the content area of I/O psychology.
- The industrial/organizational psychologist must be aware of the contributions of other disciplines to the study of organizations and must have practical experience in working with formal organizations as a psychologist.

To develop the "practitioner" aspect of this model, the DePaul Industrial/Organizational Psychology program encourages students to work in industrial/organizational settings within the Chicago area. The Chicago metropolitan area offers a rich environment for research and practice in I/O psychology; it includes more than 34,000 retail businesses, 14,000 wholesalers, 40,000 service organizations, 13,000 manufacturers and many other types of organizations. Adjunct and part-time faculty from these organizations can provide students with unique training and experience. The "scientist" aspect is addressed by encouraging students to participate fully in the research and publication process. We do not believe that students should be trained to be either academics or practitioners, but rather to have both sets of skills.

With its great Chicago location, DePaul University offers its I/O psychology graduate students unique opportunities for their education, research and applied experiences. Our strong faculty and alumni base enables current students to connect with the I/O community and to establish new relationships.

Please note the MA degree in I/O Psychology is a non-terminal degree.

| MA Degree Requirements | 72 hours |
| PhD Degree Requirements | 24 hours |
| **Total hours required** | **96 hours** |

**Learning Outcomes**

Students will be able to:

- Identify major theoretical concepts in psychology, trace their historical development, and integrate theory, research, and domain-specific knowledge to explain and interpret how the field of psychology currently advances knowledge.
- Critique and synthesize theoretical and empirical articles from peer-reviewed scholarly journals in terms of theory, methods, data analyses, and conclusions in order to compose novel perspectives and ideas.
- Develop testable research questions, identify the strengths and limitations of research designs and data analysis techniques, conduct appropriate research and analytic strategies, and interpret the findings to situate them within the extant research literature.
Describe and discuss the ethical issues associated with human subjects/participant protection and the sequence of procedures needed for IRB approval of research projects, and apply these ethical practices in research.

Exhibit effective communication skills for presenting at professional conferences and publishing in professional journals.

Develop strategies for planning and engaging in professional development to acquire new skills and refresh and consolidate knowledge in accord with department, university and APA standards of professionalism.

Degree Requirements

Course Requirements

Minimum of 72 credit hours are required to earn the Master of Arts.

Core Courses

- PSY 404 LEARNING AND COGNITIVE PROCESSES
- PSY 430 ADVANCED SOCIAL PSYCHOLOGY

Statistics and Methodology Courses

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

Industrial Psychology Core Courses

- Six courses from the following list:
  - PSY 440 PSYCHOLOGY OF WORK AND MOTIVATION
  - PSY 441 PSYCHOLOGY OF LEADERSHIP
  - PSY 442 PERSONNEL PSYCHOLOGY
  - PSY 444 PERFORMANCE APPRAISAL
  - PSY 445 ADVANCED TRAINING AND DEVELOPMENT IN ORGANIZATIONS
  - PSY 446 PSYCHOLOGICAL THEORIES OF ORGANIZATIONS
  - PSY 447 ORGANIZATIONAL CONSULTATION
  - PSY 448 CONCEPTS, METHODS, AND ETHICS FOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
  - PSY 559 SEMINAR IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Other Required Courses

Additional courses are required to attain the minimum of 72 credit hours, including PSY 597 MASTER’S THESIS RESEARCH. These courses should be taken with the consent of the student’s faculty advisor.

Degree Candidacy

During the Winter quarter of the second year of graduate study, each student is evaluated for acceptance as a candidate for the doctoral degree. Only those students who have given evidence of satisfactory academic performance as graduate students, and have had a research proposal for the master’s thesis approved, will be advanced. The department reserves the right to require the student to take special or oral examinations to fulfill this requirement. Students denied candidacy will be required to withdraw from the program or withdraw after completion of the M.A.

Research Thesis

Complete a thesis on a topic approved by the department.
**Thesis Examination**

Either written or oral, the examination, in the field of graduate study, may be, but is not necessarily, limited to a defense of the student's thesis.

**Student Handbook**

**Minimum Grades**

1. The minimum grade considered acceptable for a graduate course is a B-. This applies to courses taken both within and outside of the department for psychology graduate students. Grades below that (i.e., C+ and below) indicate that the student has not mastered the relevant content of the course.

2. If a graduate student earns a grade lower than B- in a particular course, the student, instructor, and advisor will discuss the situation and circumstances and a remediation plan will be required. The student, his or her advisor, and the instructor, will work together to create a plan through which the student can (a) gain competence in the course material, and (b) demonstrate that competence. The remediation plan might include, for example, requiring the student to complete additional assignments, retaking the class, taking a substitute class, completing an independent study, or pursuing other options. The remediation plan must be approved by the instructor, advisor and the program director.

3. A second occurrence of a grade lower than a B- (for the same or different course) will put the student on academic probation. Once placed on academic probation, the student's record and any mitigating circumstances will be evaluated by a Psychology Department review board comprising the student’s advisor, the program director, and the department associate chair (the department chair might be included in special circumstances). Additional remediation and intervention might be suggested by the review board.

4. If there is a third occurrence of a grade below B- (for the same or different course), the student will be dismissed from the program. The student may choose to appeal this decision, in which case the Chair of the Psychology Department will appoint a committee of three tenured Psychology Department faculty outside the student's program to hear the appeal. Depending on the student's academic record and any mitigating circumstances, he/she may be allowed to complete his/her Master's degree but will not be permitted to continue onto the Ph.D. (not applicable to terminal Department of Psychology M.S. degrees) without a successful appeal.

**Probation**

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.20. If a student's cumulative GPA falls below this minimum, the student will be put on probation and will have one quarter to raise their cumulative GPA to at least a 3.20 or face dismissal from the program. If the student raises his/her cumulative GPA to at least a 3.20, but it falls below the minimum a second time, he or she will be dismissed from the program.

**Dismissal**

In addition to violations of satisfactory progress, including but not limited to, earning minimum grades, failing the comprehensive exam (including any possible retakes) or project, or maintaining a minimum cumulative GPA, students may be dismissed for breaches of academic honesty, or breaches of the code of student responsibility articulated in the DePaul University Student Handbook.

**Psychology - Industrial/ Organizational (PhD)**

The Industrial/Organizational Psychology Ph.D. program prepares students for careers in industry, government and university settings. It focuses on the theory and techniques of selecting, evaluating, and developing individuals within an organization. Topics include personnel selection, performance appraisal, training and
development, employee attitudes, motivation, leadership, and organizational theory. The program also allows considerable flexibility for the advanced student to pursue related disciplines such as management, information systems and marketing.

The curriculum is based on the scientist/practitioner model of graduate education and follows two basic principles:

- The industrial/organizational psychologist must have a solid foundation in general psychological theory, research methodology and philosophy of science, in addition to knowledge in the content area of I/O psychology.
- The industrial/organizational psychologist must be aware of the contributions of other disciplines to the study of organizations and must have practical experience in working with formal organizations as a psychologist.

To develop the "practitioner" aspect of this model, the DePaul Industrial/Organizational Psychology program encourages students to work in industrial/organizational settings within the Chicago area. The Chicago metropolitan area offers a rich environment for research and practice in I/O psychology; it includes more than 34,000 retail businesses, 14,000 wholesalers, 40,000 service organizations, 13,000 manufacturers and many other types of organizations. Adjunct and part-time faculty from these organizations can provide students with unique training and experience. The "scientist" aspect is addressed by encouraging students to participate fully in the research and publication process. We do not believe that students should be trained to be either academics or practitioners, but rather to have both sets of skills.

### PhD Degree Requirements

<table>
<thead>
<tr>
<th>Total hours required*</th>
<th>96 hours</th>
</tr>
</thead>
</table>

* 72 hours earned while in pursuit of the Ph.D. will also be applied to an M.A. from DePaul University, if eligible.

---

## Learning Outcomes

Students will be able to:

- Identify major theoretical concepts in psychology, trace their historical development, and integrate theory, research, and domain-specific knowledge to explain and interpret how the field of psychology currently advances knowledge.
- Critique and synthesize theoretical and empirical articles from peer-reviewed scholarly journals in terms of theory, methods, data analyses, and conclusions in order to compose novel perspectives and ideas.
- Develop testable research questions, identify the strengths and limitations of research designs and data analysis techniques, conduct appropriate research and analytic strategies, and interpret the findings to situate them within the extant research literature.
- Describe and discuss the ethical issues associated with human subjects/participant protection and the sequence of procedures needed for IRB approval of research projects, and apply these ethical practices in research.
- Exhibit effective communication skills for presenting at professional conferences and publishing in professional journals.
- Develop strategies for planning and engaging in professional development to acquire new skills and refresh and consolidate knowledge in accord with department, university and APA standards of professionalism.
Degree Requirements

Course Requirements

Minimum of 96 credit hours beyond the bachelor’s degree, including four credit hours of PSY 599 DISserTATION RESEARCH. In addition to those courses required for the M.A., the following courses must be completed.

Statistics Courses

- PSY 418 MULTIVARIATE STATISTICAL ANALYSIS
- PSY 419 FACTOR ANALYSIS AND PATH MODELING
- PSY 450 PSYCHOLOGICAL MEASUREMENT

Industrial Psychology Courses

- PSY 440 PSYCHOLOGY OF WORK AND MOTIVATION
- PSY 441 PSYCHOLOGY OF LEADERSHIP
- PSY 442 PERSONNEL PSYCHOLOGY
- PSY 444 PERFORMANCE APPRAISAL
- PSY 445 ADVANCED TRAINING AND DEVELOPMENT IN ORGANIZATIONS
- PSY 446 PSYCHOLOGICAL THEORIES OF ORGANIZATIONS
- PSY 447 ORGANIZATIONAL CONSULTATION
- PSY 448 CONCEPTS, METHODS, AND ETHICS FOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
- PSY 559 SEMINAR IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (taken twice)

Electives

Additional courses with consent of the student’s faculty advisor to attain the required minimum number of credit hours.

Other Program Requirements

Doctoral Candidacy Examination

Designed to assess the student’s knowledge of psychology and the student’s area of specialization. The examination is given in two sections. A section consists of an examination in the areas represented by the required courses in industrial/organizational psychology. The second section is an oral examination in the area of I/O psychology.

Admission to Doctoral Candidacy

Formally given to the student who has successfully passed the Doctoral Candidacy Examination; the student has no more than 5 years from that date to complete requirements for the doctorate.

Candidacy Continuation

Course(s) or candidacy continuation registration required each quarter between admission to candidacy and graduation.

Dissertation

Departmental committee approval and acceptance of topic and outline of dissertation given only after admission to candidacy. Research for the dissertation should normally be completed during the student’s fourth year in the program.

Oral Examination

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

Time Limitation

DePaul University Autumn 2015-2016 Page 280 of 2506
1. Between admission to the doctoral program and admission to doctoral candidacy: not more than four years
2. Between admission to candidacy and the final examination: not less than eight months and not more than five years.

Student Handbook

Minimum Grades

1. The minimum grade considered acceptable for a graduate course is a B-. This applies to courses taken both within and outside of the department for psychology graduate students. Grades below that (i.e., C+ and below) indicate that the student has not mastered the relevant content of the course.

2. If a graduate student earns a grade lower than B- in a particular course, the student, instructor, and advisor will discuss the situation and circumstances and a remediation plan will be required. The student, his or her advisor, and the instructor, will work together to create a plan through which the student can (a) gain competence in the course material, and (b) demonstrate that competence. The remediation plan might include, for example, requiring the student to complete additional assignments, retaking the class, taking a substitute class, completing an independent study, or pursuing other options. The remediation plan must be approved by the instructor, advisor and the program director.

3. A second occurrence of a grade lower than a B- (for the same or different course) will put the student on academic probation. Once placed on academic probation, the student's record and any mitigating circumstances will be evaluated by a Psychology Department review board comprising the student's advisor, the program director, and the department associate chair (the department chair might be included in special circumstances). Additional remediation and intervention might be suggested by the review board.

4. If there is a third occurrence of a grade below B- (for the same or different course), the student will be dismissed from the program. The student may choose to appeal this decision, in which case the Chair of the Psychology Department will appoint a committee of three tenured Psychology Department faculty outside the student's program to hear the appeal. Depending on the student's academic record and any mitigating circumstances, he/she may be allowed to complete his/her Master's degree but will not be permitted to continue onto the Ph.D. (not applicable to terminal Department of Psychology M.S. degrees) without a successful appeal.

Probation

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.20. If a student's cumulative GPA falls below this minimum, the student will be put on probation and will have one quarter to raise their cumulative GPA to at least a 3.20 or face dismissal from the program. If the student raises his/her cumulative GPA to at least a 3.20, but it falls below the minimum a second time, he or she will be dismissed from the program.

Dismissal

In addition to violations of satisfactory progress, including but not limited to, earning minimum grades, failing the comprehensive exam (including any possible retakes) or project, or maintaining a minimum cumulative GPA, students may be dismissed for breaches of academic honesty, or breaches of the code of student responsibility articulated in the DePaul University Student Handbook.

Information Systems (MS)

The MS in Information Systems program focuses on providing competencies and skillsets to equip our graduates with a broad solid grounding in current IT practices. From here, students are invited to focus their studies in order to develop expertise in one particular area of Information Systems. We offer several Concentrations, each designed around particular competencies and IT career paths. We also offer a "standard concentration" that permits students to either [a] acquire a broad base of IS competencies and skills, instead of the focused depth in
one area; or (b) create a customized concentration by selected coursework from two or more areas. Students desiring a customized concentration are strongly encouraged to design that plan in communication with a faculty advisor.

**Concentrations**

- Standard Concentration
- Business Analysis/Systems Analysis Concentration
- Business Intelligence Concentration
- Database Administration Concentration
- IT Enterprise Management Concentration

<table>
<thead>
<tr>
<th>Introductory Courses</th>
<th>0-8 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements</td>
<td>52 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>52-60 hours</strong></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Describe and analyze the potential impact of selected major IT trends on IS careers.
- Analyze and design a complex information system using data and process modeling.
- Develop an E-R diagram from a set of business rules, and map the diagram to a set of tables in a relational database.
- Design the architecture, components, interfaces, and data for a computerized information system.
- Create a project charter or plan for the development of an information system.
- Analyze the effectiveness of network computing and cloud computing policies in a multi-location organization.
- Construct a strategic plan for a specific IT functional unit.
Degree Requirements

Course Requirements

No course labeled as Introductory (a course numbered 400 through 419) in any other program may be substituted for any other course at any level.

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

Introductory Courses

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

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

Degree Requirements

Students in this degree program must meet the following requirements:

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

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

Concentration Requirements

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

- Business Analysis/Systems Analysis
- Business Intelligence
- Database Administration
- IT Enterprise Management
- Standard
**Standard Concentration**

**Course Requirements**

**Foundation Courses**

- IS 421 SYSTEMS ANALYSIS
- CSC 451 DATABASE DESIGN
- IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
- IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT

**Major Elective Courses**

Students must take 7 IS or PM courses as Major Electives. All Major Elective Courses must be graduate level courses in the range of 421-699. Three courses must be in the 500-level range.

**CDM Open Elective Courses**

Students must complete 1 CDM Open Elective Course chosen from either IS concentration courses from any IS concentration or other courses meeting the following rules:

- Any CNS, CSC, ECT, GAM, GPH, HCI, HIT, IS, IT, PM, SE, or TDC course in the 421-699 range qualifies.
- Credit for courses taken outside of CDM will only be given if approved by a faculty advisor.

**Capstone**

- IS 577 INFORMATION SYSTEMS POLICIES AND STRATEGIES

---

**Business Analysis/Systems Analysis Concentration**

**Course Requirements**

**Foundation Courses**

- IS 421 SYSTEMS ANALYSIS
- CSC 451 DATABASE DESIGN
- IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
- IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT

**Advanced Courses**

- CNS 440 INFORMATION SECURITY MANAGEMENT
- IS 435 ORGANIZATIONAL MODELING
- IS 485 REQUIREMENTS ELICITATION, ANALYSIS, AND SPECIFICATION
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
- IS 560 ENTERPRISE SYSTEMS

**Major Elective Courses**

- Choose 2 courses from the list below:
  - IS 431 DIGITAL PRODUCT MANAGEMENT
  - IS 440 COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS
  - IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
  - IS 540 GLOBAL INFORMATION TECHNOLOGY
  - IS 556 ENTERPRISE PROJECT MANAGEMENT
CDM Open Elective Courses

Students must complete 1 CDM Open Elective Course chosen from either IS concentration courses from any IS concentration or other courses meeting the following rules:

- Any CNS, CSC, ECT, GAM, GPH, HCI, HIT, IS, IT, PM, SE, or TDC course in the 421-699 range qualifies.
- Credit for courses taken outside of CDM will only be given if approved by a faculty advisor.

Capstone

- IS 577 INFORMATION SYSTEMS POLICIES AND STRATEGIES

Business Intelligence Concentration

Course Requirements

Introductory Courses

Introductory course requirements for this concentration should be completed before pursuing advanced courses.

- IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
  or CSC 401 INTRODUCTION TO PROGRAMMING
- IT 403 STATISTICS AND DATA ANALYSIS

Foundation Courses

- IS 421 SYSTEMS ANALYSIS
- CSC 451 DATABASE DESIGN
- IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
- IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT

Advanced Courses

- IS 574 BUSINESS INTELLIGENCE
- CSC 423 DATA ANALYSIS AND REGRESSION
- IS 467 KNOWLEDGE DISCOVERY TECHNOLOGIES
- IS 549 DATA WAREHOUSING AND DATA MINING

Major Elective Courses

- Choose 3 courses from the list below.
  - CSC 495 SOCIAL NETWORK ANALYSIS
  - IS 456 KNOWLEDGE MANAGEMENT SYSTEMS
  - IS 536 ENTERPRISE CLOUD COMPUTING
  - CSC 575 INTELLIGENT INFORMATION RETRIEVAL
  - CSC 424 ADVANCED DATA ANALYSIS
  - ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE
  - IPD 451 BIG DATA AND NOSQL PROGRAM
  - HCI 512 INFORMATION VISUALIZATION AND INFOGRAPHICS
  - GEO 441 GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT

CDM Open Elective Courses

Students must complete 1 CDM Open Elective Course chosen from either IS concentration courses from any IS concentration or other courses meeting the following rules:
• Any CNS, CSC, ECT, GAM, GPH, HCI, HIT, IS, IT, PM, SE, or TDC course in the 421-699 range qualifies.
• Credit for courses taken outside of CDM will only be given if approved by a faculty advisor.

Capstone

• IS 577 INFORMATION SYSTEMS POLICIES AND STRATEGIES

Database Administration Concentration

Course Requirements

Introductory Courses

Introductory course requirements for this concentration should be completed before pursuing advanced courses.

• IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
  or CSC 401 INTRODUCTION TO PROGRAMMING

Foundation Courses

• IS 421 SYSTEMS ANALYSIS
• CSC 451 DATABASE DESIGN
• IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
• IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT

Advanced Courses

• IS 549 DATA WAREHOUSING AND DATA MINING
• CSC 454 DATABASE ADMINISTRATION AND MANAGEMENT
• CSC 452 DATABASE PROGRAMMING
• CSC 554 ADVANCED DATABASE MANAGEMENT

Major Elective Courses

Students must take 3 courses from the list below:

• CNS 440 INFORMATION SECURITY MANAGEMENT
• IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
• IS 536 ENTERPRISE CLOUD COMPUTING
• CNS 487 INTRODUCTION TO GOVERNANCE, RISK, AND COMPLIANCE
• IPD 451 BIG DATA AND NOSQL PROGRAM

CDM Open Elective Courses

Students must complete 1 CDM Open Elective Course chosen from either IS concentration courses from any IS concentration or other courses meeting the following rules:

• Any CNS, CSC, ECT, GAM, GPH, HCI, HIT, IS, IT, PM, SE, or TDC course in the 421-699 range qualifies.
• Credit for courses taken outside of CDM will only be given if approved by a faculty advisor.

Capstone

• IS 577 INFORMATION SYSTEMS POLICIES AND STRATEGIES
IT Enterprise Management Concentration

Course Requirements

Foundation Courses

- IS 421 SYSTEMS ANALYSIS
- CSC 451 DATABASE DESIGN
- IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
- IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT

Advanced Courses

- ECT 424 ENTERPRISE INFRASTRUCTURE
- IS 556 ENTERPRISE PROJECT MANAGEMENT
- IS 570 ENTERPRISE SYSTEM IMPLEMENTATION
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS

Major Elective Courses

Students must take 3 courses from the list of courses below:

- CNS 440 INFORMATION SECURITY MANAGEMENT
- IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
- IS 500 INFORMATION TECHNOLOGY LEADERSHIP
  - or MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
- IS 536 ENTERPRISE CLOUD COMPUTING
- IS 540 GLOBAL INFORMATION TECHNOLOGY
- IS 560 ENTERPRISE SYSTEMS
- IS 565 IT OUTSOURCING
- IS 579 VIRTUAL SOFTWARE TEAMS MANAGEMENT
- IS 580 TECHNOLOGY ENTREPRENEURSHIP
- ECT 556 ENTERPRISE ARCHITECTURE AND DESIGN

CDM Open Elective Courses

Students must complete 1 CDM Open Elective Course chosen from either IS concentration courses from any IS concentration or other courses meeting the following rules:

- Any CNS, CSC, ECT, GAM, GPH, HCI, HIT, IS, IT, PM, SE, or TDC course in the 421-699 range qualifies.
- Credit for courses taken outside of CDM will only be given if approved by a faculty advisor.

Capstone

- IS 577 INFORMATION SYSTEMS POLICIES AND STRATEGIES

Information Technology Project Management (MS)

The MS in Information Technology Project Management is intended for graduate students who wish to prepare for careers leading and managing IT project teams. The program provides students with in-depth knowledge of project management skills, including risk management, procurement and contract management, time and cost estimating, IT testing, quality assurance, and control.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>52 hours</td>
</tr>
</tbody>
</table>

DePaul University  Autumn 2015-2016  Page 287 of 2506
Learning Outcomes

Students will be able to:

- Propose an effective post-project evaluation process for an IT development project.
- Analyze and construct a charter for a complex IT program.
- Analyze and construct a charter for a global IT Project Management Office.
- Compare and contrast two different IT Project Manage Office charters.
- Create the charter for a mid-sized corporation’s IT Strategic Portfolio Management function.
- Design the IT risk management plan for a large scale IT application development at three different spending levels.
- Analyze the effectiveness of Agile application development methodology for a new global IT application utilizing COTS software.

Degree Requirements

Course Requirements

No course labeled as Introductory (a course numbered 400 through 419) in any other program may be substituted for any other course at any level.

Foundation Courses

- PM 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT
- PM 440 COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS
- PM 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
- PM 556 ENTERPRISE PROJECT MANAGEMENT
- PM 570 ENTERPRISE SYSTEM IMPLEMENTATION
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
  or IS 500 INFORMATION TECHNOLOGY LEADERSHIP

Note: The PM courses listed above are offered in cross-listed sections of same-number IS courses. Students are not allowed to take both IS 500 and MGT 500 to satisfy Foundation Courses requirements.

Advanced Courses

Students must complete 24 quarter hours (generally 6 courses) from the list below. A minimum of twelve quarter hours (generally 3 courses) must be taken from CDM. These electives cover a broad range of technical, managerial, and information systems topics. Students should work closely with their advisor to identify and select courses most directly associated with their career plans.

CDM Elective Courses (all 4 quarter hours)

- CNS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
- IS 433 INFORMATION SECURITY MANAGEMENT
- IS 435 ORGANIZATIONAL MODELING
- IS 456 KNOWLEDGE MANAGEMENT SYSTEMS
- IS 483 INFORMATION SERVICES AND OPERATIONS
- IS 485 REQUIREMENTS ELICITATION, ANALYSIS, AND SPECIFICATION
- IS 500 INFORMATION TECHNOLOGY LEADERSHIP
- IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
• IS 536 ENTERPRISE CLOUD COMPUTING
• IS 540 GLOBAL INFORMATION TECHNOLOGY
• IS 560 ENTERPRISE SYSTEMS
• IS 565 IT OUTSOURCING
• IS 578 INFORMATION TECHNOLOGY CONSULTING
• IS 579 VIRTUAL SOFTWARE TEAMS MANAGEMENT
• SE 430 OBJECT ORIENTED MODELING
• SE 468 SOFTWARE MEASUREMENT/PROJECT ESTIMATION
• SE 482 REQUIREMENTS ENGINEERING
• SE 529 SOFTWARE RISK MANAGEMENT

* SE 430 requires two courses of object-oriented coding, or consent of the instructor.

Kellstadt Elective Courses (all 4 quarter hours)

• ACC 500 FINANCIAL ACCOUNTING
• ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
• MGT 530 LEADERSHIP IN ORGANIZATIONS
• MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
• MGT 562 RESOLVING CONFLICT IN ORGANIZATIONS
• MGT 563 NEGOTIATION SKILLS
• MGT 565 EMPLOYMENT LAW

Capstone

• PM 577 IT PORTFOLIO MANAGEMENT AND STRATEGIES

Degree Requirements

Students in this degree program must meet the following requirements:

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

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

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

Interdisciplinary Studies (MA)

The Interdisciplinary Studies Program (IDS) is an innovative, flexible, and highly individualized graduate program designed to meet students’ academic and professional goals. The program gives students the opportunity to design a program of study tailored to their own needs and interests. When students choose IDS, they take on the exciting challenge of creating their own curriculum and unique plan for learning. Creating an individualized program requires maturity, self-motivation, and independence. Students seeking a combination of flexible options and academic challenges are natural IDS candidates. IDS is a creative alternative to more rigid traditional, discipline-specific programs. Students can build their particular academic or professional interests and concentrate on specialized fields that are not available in traditional graduate programs.

The program offers students individualized cross-disciplinary majors, incorporating courses drawn from social
sciences, humanities, business, computer and information science, and public service. The IDS Program is jointly administered with the Master of Arts in Liberal Studies Program (MALS); IDS students are welcome to enroll in MALS Core Courses and cross-lists.

The program offers the following:

- Individual, self-designed graduate program of study that builds on specific academic and professional interests.
- Ability to combine various academic disciplines in chosen areas of study.
- Choice of courses in most colleges and schools.

The MA in Interdisciplinary Studies may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Interdisciplinary Studies + Community Development Certificate
- Interdisciplinary Studies + Digital Humanities Certificate
- Interdisciplinary Studies + Global Health Certificate
- Interdisciplinary Studies + Metro Planning and Development Certificate
- Interdisciplinary Studies + Public Health Certificate
- Interdisciplinary Studies + Social Research Certificate
- Interdisciplinary Studies + Teaching English to Speakers of Other Languages (TESOL) Certificate
- Interdisciplinary Studies + Women's and Gender Studies Certificate

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Total hours required</th>
</tr>
</thead>
<tbody>
<tr>
<td>48-52 hours</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Outcomes

Students will be able to:

- Analyze and interpret texts in a variety of academic and literary genres.
- Understand and use multi-disciplinary and inter-disciplinary approaches to knowledge.
- Demonstrate awareness of the social and historical context of cultural phenomena, and use this awareness in independent analysis.
- Demonstrate awareness of value systems in shaping cultural inquiry, and the ability to reflect this awareness in independent analysis.
- Write in a variety of academic genres, including expository essays, critical analyses, research papers, etc., culminating in an extended project.
- Make effective oral presentation of ideas, and engage in thoughtful oral exchange of ideas.
- Incorporate, analyze and properly cite a variety of resources in conducting research.
- Demonstrate knowledge of the methods and approaches of at least one particular academic discipline, and the ability to use this knowledge in academic writing projects.

### Degree Requirements

#### Portfolio

All students will keep a portfolio of significant work done for courses, such as final papers or special projects, with comments and grades from the professor. By the midpoint, there will be work from a total of at least three
courses in the portfolio. At the culminating point there will be work from a total of at least six courses in the portfolio.

**Midpoint Essay**

After completing the sixth course but before taking the ninth course, all students in both programs will write a 3-5 page essay examining their progress to that point, using as evidence work from the portfolio. The Midpoint Essay reflects on the student's intellectual growth, and suggests directions for the second half of the student's program.

**Culminating Point Essay**

All students in both programs (regardless of which final option they choose) will write an essay of 3-5 pages, reflecting on their intellectual growth in the second half of the program.

**Course Work**

- Completion of 48 or 52 quarter hours of graduate credit, depending on the completion option (thesis, practicum, enhanced portfolio or exit course) chosen by the student.
- Maximum of 8 quarter hours of credit in approved 300-level courses, and remainder of credit hours from 400/500/600-level courses.
- No more than five courses may be taken in the College of Commerce, including College of Commerce courses which are cross-listed in other programs and courses transferred from other institutions which are business courses. Registration for courses in the Kellstadt Graduate School of Business in the College of Commerce must be done through the IDS office.
- No more than six courses may be taken in any single discipline within the College of Liberal Arts and Sciences, no more than six courses may be taken in the College of Education, and no more than six courses may be taken in the College of Computing and Digital Media (CDM). Special permission must be sought for courses taken in the School for New Learning. Only non-performance courses may be taken in School of Music or the Theatre School.
- Prerequisites within Departments and Schools apply.
- Certain individual courses may be not be open to IDS students.
- To support the student's program plan, the IDS advisor may require that the student take certain courses in areas such as writing, statistics, disciplinary methodologies, foreign languages, etc., when appropriate.

**Program Completion (Capstone) Steps**

All students must apply and be approved for the particular option they wish to use for program completion (thesis, practicum, enhanced portfolio or exit course). This application will include the student's portfolio. The thesis and practicum options include a Formal Proposal. Approval of the proposal is necessary before the student undertakes this final stage of the program. Enrollment in MLS 499, the culminating project independent study course, takes place after approval of the proposal has been secured. If necessary, in lieu of an elective, students may enroll in MLS 498 INDEPENDENT STUDY: THESIS if they require an additional quarter of research and other preparation for MLS 499.

Both 498 and 499 are conducted as Independent Studies. Instructions for proposing and pursuing these are available with the Program. When the project is completed both the members of the committee and the MALS/IDS director sign a Culminating Project Completion Form.

**Program Completion (Capstone) Options**

The IDS program may be completed in one of four ways:

**Thesis Option (12 courses)**

In addition to the Culminating Point Essay and final portfolio submission, the student will write a paper of approximately 35-50 pages that includes 3-4 components or sections, one of which will be a research component and original exploration of the subject. (Other components might include a review of literature, a synthesis of earlier research, a reflection on various disciplinary and methodological approaches to the issue, suggestions for future research, etc.) The research component of the Master's Thesis involves reflection on primary research, or actual primary research combined with reflection on the primary research of others. The student is encouraged to make a public presentation about his or her thesis.

- Ordinarily taken as MLS 499 CAPSTONE the student's 12th and final course.
- Requires minimum cumulative GPA of 3.3, evaluation of "satisfactory" on the Midpoint Portfolio, formal proposal and approval of committee.

**Practicum Option (12 courses)**
In addition to the Culminating Point Essay and final portfolio submission, for the Practicum Option the student will create a project aimed at developing and executing a community-based intellectual or intellectual/creative activity. Examples are a public presentation as a lecture, in broadcast or print media, or on the web. Service learning projects are also encouraged. A 15-25 page descriptive/analytic essay documenting the project is also submitted. The student is encouraged to make a public presentation about his or her practicum in addition to the primary distribution of the project.

- Ordinarily taken as MLS 499 CAPSTONE, the student's 12th and final course.
- Requires minimum cumulative GPA of 3.3, evaluation of “satisfactory” on the Midpoint Portfolio, formal proposal, and approval of committee.

**Enhanced Portfolio Option (13 courses)**

In addition to the final portfolio submission, and a Culminating Point Essay based on portfolio pieces selected from at least three courses in the second half of the program, the distinctive feature of the Enhanced Portfolio option is the writing of a new extended expository essay of 12-15 pages. This is a paper on a topic of the student's own choosing that makes an argument. (Further information on this paper and the option is available from the program.)

- Ordinarily taken as MLS 499 CAPSTONE, the student's 13th and final course.
- Requires formal proposal and approval of committee.

**Exit Course Option (13 courses)**

In addition to the Culminating Point Essay and the final portfolio submission, the student proposes a particular course over and above the original 12 courses. This course should be chosen as an "exit course," in that it brings together a number of areas of interest that the student has pursued over the course of the program. By arrangement with the instructor, the student uses the final paper or final project to make connections with the goals of his or her overall IDS Program. The instructor will grade the paper, and another reader suggested by the IDS program will also review and comment on the paper.

- Requires formal proposal and approval of committee.

**Determination of Degree**

If the majority of courses completed for the master's degree are drawn from programs that award the Master of Arts degree, then the student will earn the M.A. (If the number is equal the student can choose the M.A. or the M.S.)

---

**Student Handbook**

**Probation**

Students are expected to maintain a minimum grade point average (GPA) of 3.0. A GPA below 3.0 will result in the student being placed on warning status. If this status persists for two quarters, the student will be requested to leave the program. If he or she decides to remain in the program, the student will be placed on academic probation and be given one quarter to raise the GPA to 3.0. If the student's GPA falls to 2.5 or below, he or she will be immediately placed on academic probation and must raise the GPA to 3.0 in the next quarter or face dismissal from the program. If the GPA falls to 2.5 or below a second time the student will be dismissed from the program.

When a student is admitted to the MALS or IDS Program under the category of "Conditional Admission" he or she is considered under academic probation until the conditions are met. The conditions are usually that a student must earn a grade of B or higher in all courses taken during the first three quarters in the program. The student may request continued registration in the second and third quarters if the grades are not adequate in the first quarter. If the conditions of admission are not met by the third quarter, the student will be dismissed from the program. Other conditions may include the requirement to take certain courses, and the student must comply within the specified time period or face dismissal.
IDS students who select courses that are not on their approved List of Courses (LOC) may face warning after one quarter and probation after two quarters if they do not seek approval for their altered programs. The procedure for altering an approved List of Courses is found on the MALS and IDS Sharepoint site.

Students whose grades fall below the minimums described above will be considered in the categories of warning or probation whether or not the program administrators are aware of the student’s grades. The program administrators may apply the categories of warning or probation retroactively if the student does not self-report his or her status. Students are required to seek advisement from program administrators when facing academic warning or probation. A student who does not contact program administrators about potential warning or probation status may face dismissal from the program.

Dismissal

In addition to the minimum GPA requirement, students may be dismissed for breaches of academic honesty or breaches of the code of student responsibility. MALS students may also face dismissal for failure to complete Core Courses with a grade of B or higher within the first half of their academic career. Students who have completed their coursework, but who are still working on their thesis, practicum or other capstone project must be enrolled in Candidacy Continuation (MLS or ISP 502) during the three quarters of the academic school year. After three consecutive terms of Candidacy Continuation, students should enroll in Active Status (MLS or ISP 501) if they still require time to complete their capstone. Failure to enroll in candidacy continuation or advanced status may result in dismissal from the program if the student has not formally withdrawn from the program.

Readmission

When a student has withdrawn from the program or has not been enrolled in classes for three or more quarters during the academic year, he or she must apply for readmission using the Readmission and Reclassification form available from the LAS Graduate website.

Transfer Credit

A student may apply to transfer up to three courses of graduate work from another accredited institution. The courses must be approved by the Program Director as part of the student’s overall course of study for both MALS and IDS students. The courses must then be approved for transfer credit by the Office of Student Records.

Undergraduate Courses

Courses at the 200-level cannot be approved for graduate credit, even when a student needs to take such a course as preparation for more advanced work. Courses at the 300-level may be approved for graduate credit under the following circumstances: (1) The course is necessary as a part of the student’s overall interdisciplinary program. (2) The department does not offer courses in the same area on the graduate level. (3) The student has arranged with the professor to enhance the course to graduate level by the addition or alteration of assignments, including the final project of the course. Unless approved by the Program Director, a student should take no more than two 300-level courses as part of his or her program.

Graduation Requirements

In order to graduate, students in the MALS and IDS Programs must complete the coursework specific to their programs (either 48 or 52 credit hours depending on capstone choice) with a minimum GPA of greater than 2.5, a midpoint and culminating point essay, the submission of an electronic portfolio of final and other projects from a minimum of six courses, and one of four capstone choices offered by the program. A full description of the requirements for the capstones, as well as further policies and procedures for both programs, are outlined in the documents found on the MALS and IDS Sharepoint site under Program Documents. Students in the program are expected to be familiar with these policies and procedures and to comply with them.

Graduation with Distinction

In order to have the degree conferred with distinction, students in MALS and IDS completing their programs with a thesis or practicum capstone (48 credit hours) must earn a minimum cumulative GPA of 3.75, plus earn a designation of “distinction” on their thesis or practicum by their thesis advisor and at least one of the two readers on their committee. Thesis and practicum writers eligible for distinction are required to present their projects at a MALS/IDS event within three academic quarters of completion. Students in MALS and IDS completing their programs with an exit course or enhanced portfolio essay capstone (52 credit hours) must earn a minimum cumulative GPA of 3.85 in order to graduate with distinction.

Time Limit

Students are normally expected to complete the MALS or IDS Program within four academic years. During quarters in which no courses are taken, students are required to maintain active status in the program by registering for Candidacy Continuation or Active Status. Students who have not taken courses for three
consecutive quarters during the regular academic year and have not registered for Candidacy Continuation or Active Status must apply for readmission using the Readmission and Reclassification form listed here.

Interdisciplinary Studies (MS)

The Interdisciplinary Studies Program (IDS) is an innovative, flexible, and highly individualized graduate program designed to meet students’ academic and professional goals. The program gives students the opportunity to design a program of study tailored to their own needs and interests. When students choose IDS, they take on the exciting challenge of creating their own curriculum and unique plan for learning. Creating an individualized program requires maturity, self-motivation, and independence. Students seeking a combination of flexible options and academic challenges are natural IDS candidates. IDS is a creative alternative to more rigid traditional, discipline-specific programs. Students can build their particular academic or professional interests and concentrate on specialized fields that are not available in traditional graduate programs.

The program offers students individualized cross-disciplinary majors, incorporating courses drawn from social sciences, humanities, business, computer and information science, and public service. The IDS Program is jointly administered with the Master of Arts in Liberal Studies Program (MALS); IDS students are welcome to enroll in MALS Core Courses and cross-lists.

The program offers the following:

- Individual, self-designed graduate program of study that builds on specific academic and professional interests.
- Ability to combine various academic disciplines in chosen areas of study.
- Choice of courses in most colleges and schools.

The MS in Interdisciplinary Studies may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MS/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Interdisciplinary Studies + Community Development Certificate
- Interdisciplinary Studies + Digital Humanities Certificate
- Interdisciplinary Studies + Global Health Certificate
- Interdisciplinary Studies + Metro Planning and Development Certificate
- Interdisciplinary Studies + Public Health Certificate
- Interdisciplinary Studies + Social Research Certificate
- Interdisciplinary Studies + Teaching English to Speakers of Other Languages (TESOL) Certificate
- Interdisciplinary Studies + Women’s and Gender Studies Certificate

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48-52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48-52 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Analyze and interpret texts in a variety of academic and literary genres.
- Understand and use multi-disciplinary and inter-disciplinary approaches to knowledge.
- Demonstrate awareness of the social and historical context of cultural phenomena, and use this awareness in independent analysis.
- Demonstrate awareness of value systems in shaping cultural inquiry, and the ability to reflect this awareness in independent analysis.
- Write in a variety of academic genres, including expository essays, critical analyses, research papers, etc.
culminating in an extended project.

- Make effective oral presentation of ideas, and engage in thoughtful oral exchange of ideas.
- Incorporate, analyze and properly cite a variety of resources in conducting research.
- Demonstrate knowledge of the methods and approaches of at least one particular academic discipline, and the ability to use this knowledge in academic writing projects.

**Degree Requirements**

**Portfolio**

All students will keep a portfolio of significant work done for courses, such as final papers or special projects, with comments and grades from the professor. By the midpoint, there will be work from a total of at least three courses in the portfolio. At the culminating point there will be work from a total of at least six courses in the portfolio.

**Midpoint Essay**

After completing the sixth course but before taking the ninth course, all students in both programs will write a 3-5 page essay examining their progress to that point, using as evidence work from the portfolio. The Midpoint Essay reflects on the student’s intellectual growth, and suggests directions for the second half of the student’s program.

**Culminating Point Essay**

All students in both programs (regardless of which final option they choose) will write an essay of 3-5 pages, reflecting on their intellectual growth in the second half of the program.

**Course Work**

- Completion of 48 or 52 quarter hours of graduate credit, depending on the completion option (thesis, practicum, enhanced portfolio or exit course) chosen by the student.
- Maximum of 8 quarter hours of credit in approved 300-level courses, and remainder of credit hours from 400/500/600-level courses.
- No more than five courses may be taken in the College of Commerce, including College of Commerce courses which are cross-listed in other programs and courses transferred from other institutions which are business courses. Registration for courses in the Kellstadt Graduate School of Business in the College of Commerce must be done through the IDS office.
- No more than six courses may be taken in any single discipline within the College of Liberal Arts and Sciences, no more than six courses may be taken in the College of Education, and no more than six courses may be taken in the College of Computing and Digital Media (CDM). Special permission must be sought for courses taken in the School for New Learning. Only non-performance courses may be taken in School of Music or the Theatre School.
- Prerequisites within Departments and Schools apply.
- Certain individual courses may be not be open to IDS students.
- To support the student’s program plan, the IDS advisor may require that the student take certain courses in areas such as writing, statistics, disciplinary methodologies, foreign languages, etc., when appropriate.

**Program Completion (Capstone) Steps**

All students must apply and be approved for the particular option they wish to use for program completion (thesis, practicum, enhanced portfolio or exit course). This application will include the student's portfolio. The thesis and practicum options include a Formal Proposal. Approval of the proposal is necessary before the student undertakes this final stage of the program. Enrollment in MLS 499, the culminating project independent study course, takes place after approval of the proposal has been secured. If necessary, in lieu of an elective, students may enroll in MLS 498 INDEPENDENT STUDY: THESIS if they require an additional quarter of research and other preparation for MLS 499.

Both 498 and 499 are conducted as Independent Studies. Instructions for proposing and pursuing these are available with the Program. When the project is completed both the members of the committee and the MALS/IDS director sign a Culminating Project Completion Form.
Program Completion (Capstone) Options

The IDS program may be completed in one of four ways:

Thesis Option (12 courses)

In addition to the Culminating Point Essay and final portfolio submission, the student will write a paper of approximately 35-50 pages that includes 3-4 components or sections, one of which will be a research component and original exploration of the subject. (Other components might include a review of literature, a synthesis of earlier research, a reflection on various disciplinary and methodological approaches to the issue, suggestions for future research, etc.) The research component of the Master's Thesis involves reflection on primary research, or actual primary research combined with reflection on the primary research of others. The student is encouraged to make a public presentation about his or her thesis.

- Ordinarily taken as MLS 499 CAPSTONE the student's 12th and final course.
- Requires minimum cumulative GPA of 3.3, evaluation of "satisfactory" on the Midpoint Portfolio, formal proposal and approval of committee.

Practicum Option (12 courses)

In addition to the Culminating Point Essay and final portfolio submission, for the Practicum Option the student will create a project aimed at developing and executing a community-based intellectual or intellectual/creative activity. Examples are a public presentation as a lecture, in broadcast or print media, or on the web. Service learning projects are also encouraged. A 15-25 page descriptive/analytic essay documenting the project is also submitted. The student is encouraged to make a public presentation about his or her practicum in addition to the primary distribution of the project.

- Ordinarily taken as MLS 499 CAPSTONE, the student's 12th and final course.
- Requires minimum cumulative GPA of 3.3, evaluation of "satisfactory" on the Midpoint Portfolio, formal proposal and approval of committee.

Enhanced Portfolio Option (13 courses)

In addition to the final portfolio submission, and a Culminating Point Essay based on portfolio pieces selected from at least three courses in the second half of the program, the distinctive feature of the Enhanced Portfolio option is the writing of a new extended expository essay of 12-15 pages. This is a paper on a topic of the student's own choosing that makes an argument. (Further information on this paper and the option is available from the program.)

- Ordinarily taken as MLS 499 CAPSTONE, the student's 13th and final course.
- Requires formal proposal and approval of committee.

Exit Course Option (13 courses)

In addition to the Culminating Point Essay and the final portfolio submission, the student proposes a particular course over and above the original 12 courses. This course should be chosen as an "exit course," in that it brings together a number of areas of interest that the student has pursued over the course of the program. By arrangement with the instructor, the student uses the final paper or final project to make connections with the goals of his or her overall IDS Program. The instructor will grade the paper, and another reader suggested by the IDS program will also review and comment on the paper.

- Requires formal proposal and approval of committee.

Determination of Degree

If the majority of courses completed for the master's degree are drawn from programs that award the Master of Science degree, then the student will earn the M.S. (ft the number is equal the student can choose the M.S. or the M.A.)
Probation

Students are expected to maintain a minimum grade point average (GPA) of 3.0. A GPA below 3.0 will result in the student being placed on warning status. If this status persists for two quarters, the student will be requested to leave the program. If he or she decides to remain in the program, the student will be placed on academic probation and be given one quarter to raise the GPA to 3.0. If the student’s GPA falls to 2.5 or below, he or she will be immediately placed on academic probation and must raise the GPA to 3.0 in the next quarter or face dismissal from the program. If the GPA falls to 2.5 or below a second time the student will be dismissed from the program.

When a student is admitted to the MALS or IDS Program under the category of “Conditional Admission” he or she is considered under academic probation until the conditions are met. The conditions are usually that a student must earn a grade of B or higher in all courses taken during the first three quarters in the program. The student may request continued registration in the second and third quarters if the grades are not adequate in the first quarter. If the conditions of admission are not met by the third quarter, the student will be dismissed from the program. Other conditions may include the requirement to take certain courses, and the student must comply within the specified time period or face dismissal.

IDS students who select courses that are not on their approved List of Courses (LOC) may face warning after one quarter and probation after two quarters if they do not seek approval for their altered programs. The procedure for altering an approved List of Courses is found on the MALS and IDS D2L site.

Students whose grades fall below the minimums described above will be considered in the categories of warning or probation whether or not the program administrators are aware of the student’s grades. The program administrators may apply the categories of warning or probation retroactively if the student does not self-report his or her status. Students are required to seek advisement from program administrators when facing academic warning or probation. A student who does not contact program administrators about potential warning or probation status may face dismissal from the program.

Dismissal

In addition to the minimum GPA requirement, students may be dismissed for breaches of academic honesty or breaches of the code of student responsibility. MALS students may also face dismissal for failure to complete Core Courses with a grade of B or higher within the first half of their academic career. Students who have completed their coursework, but who are still working on their thesis, practicum or other capstone project must be enrolled in Candidacy Continuation (MLS or ISP 502) during the three quarters of the academic school year. After three consecutive terms of Candidacy Continuation, students should enroll in Active Status (MLS or ISP 501) if they still require time to complete their capstone. Failure to enroll in candidacy continuation or advanced status may result in dismissal from the program if the student has not formally withdrawn from the program.

Readmission

When a student has withdrawn from the program or has not been enrolled in classes for three or more quarters during the academic year, he or she must apply for readmission using the Readmission and Reclassification form available from the LAS Graduate website.

Transfer Credit

A student may apply to transfer up to three courses of graduate work from another accredited institution. The courses must be approved by the Program Director as part of the student’s overall course of study for both MALS and IDS students. The courses must then be approved for transfer credit by the Office of Student Records.

Undergraduate Courses

Courses at the 200-level cannot be approved for graduate credit, even when a student needs to take such a course as preparation for more advanced work. Courses at the 300-level may be approved for graduate credit under the following circumstances: (1) The course is necessary as a part of the student’s overall interdisciplinary program. (2) The department does not offer courses in the same area on the graduate level. (3) The student has arranged with the professor to enhance the course to graduate level by the addition or alteration of assignments, including the final project of the course. Unless approved by the Program Director, a student should take no more than two 300-level courses as part of his or her program.

Graduation Requirements
In order to graduate, students in the MALS and IDS Programs must complete the coursework specific to their programs (either 48 or 52 credit hours depending on capstone choice) with a minimum GPA of greater than 2.5, a midpoint and culminating point essay, the submission of an electronic portfolio of final and other projects from a minimum of six courses, and one of four capstone choices offered by the program. Full descriptions of the requirements for the capstones, as well as further policies and procedures for both programs, are outlined in the documents found on the MALS and IDS D2L site under Program Documents. Students in the program are expected to be familiar with these policies and procedures and to comply with them.

**Graduation with Distinction**

In order to have the degree conferred with distinction, students in MALS and IDS completing their programs with a thesis or practicum capstone (48 credit hours) must earn a minimum cumulative GPA of 3.75, plus earn a designation of "distinction" on their thesis or practicum by their thesis advisor and at least one of the two readers on their committee. Thesis and practicum writers eligible for distinction are required to present their projects at a MALS/IDS event within three academic quarters of completion. Students in MALS and IDS completing their programs with an exit course or enhanced portfolio essay capstone (52 credit hours) must earn a minimum cumulative GPA of 3.85 in order to graduate with distinction.

**Time Limit**

Students are normally expected to complete the MALS or IDS Program within four academic years. During quarters in which no courses are taken, students are required to maintain active status in the program by registering for Candidacy Continuation or Active Status. Students who have not taken courses for three consecutive quarters during the regular academic year and have not registered for Candidacy Continuation or Active Status must apply for readmission using the Readmission and Reclassification form listed on the LAS Graduate website.

---

**International Business (MBA)**

The International Business concentration will prepare you to navigate effectively as a manager in a complex and ever-changing global business environment. With the increasing interdependence of national economies and the growth of global enterprises, understanding international business frameworks and issues is vital to decision-makers. Through a multidisciplinary curriculum that includes accounting, economics, finance, management and marketing courses, you will have a chance to explore how businesses can manage the development of international commerce. Students taking this concentration must fulfill a foreign language requirement and have some international exposure outside of the classroom.

**Highlights**

This program provides:

- A global approach to macroeconomics and microeconomic topics, including trade theory, international financial policy and emerging markets, as well as insight into the global business environment.
- An understanding of the international economic and socio-cultural issues vital to decision-makers.
- Basic theory and knowledge of the current issues in international economics, accounting, finance, marketing and management.
- The opportunity to gain international exposure outside of the classroom through a study abroad business seminar. This seminar provides an excellent opportunity to expand your knowledge beyond the classroom and gain exposure to other cultures. Seminars are typically one-to-three weeks long and are scheduled to coincide with breaks between quarters in the academic calendar.

**Career Outlook**

The program is designed for students with an interest in entering or advancing careers in business at the international level. An MBA with an international business focus can give you an advantage in the job market as business becomes more globalized.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements (varies with admission term and prior coursework)</td>
<td>24-48 hours</td>
</tr>
<tr>
<td>Concentration and Elective Requirements (varies with admission term)</td>
<td>24-36 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.

MBA Core Requirements

Course Requirements for the MBA Program

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.
Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Concentration Requirements

Course Requirements

To complete this concentration, students must complete four courses from the following:

- ACC 557 GLOBAL STRATEGIC FINANCIAL ANALYSIS
- ECO 503 GLOBAL ECONOMY
- ECO 557 INTERNATIONAL TRADE THEORY & POLICY
- ECO 558 INTERNATIONAL MACROECONOMICS
- FIN 557 INTERNATIONAL FINANCE
- IB 750 INTERNATIONAL BUSINESS SEMINAR I
- MGT 557 INTERNATIONAL MANAGEMENT
- MKT 557 INTERNATIONAL MARKETING
- MKT 558 MARKETING ACROSS CULTURES: A GLOBAL PERSPECTIVE
- MKT 559 EMERGING MARKETS
International Public Service (MS)

The Master of Science in International Public Service (IPS) degree educates professionals to the field of international development and global humanitarian affairs. It provides the essential competencies and skills for managing international projects and leading international nongovernmental organizations. The curriculum offers a balanced education in international leadership (ethical, theoretical and practical), project management (for organizations, sectors, institutions) and evaluation (assessment, monitoring and impact analysis). Through study abroad programs, international internships and applied research projects with nongovernmental and intergovernmental organizations, the IPS degree is required for a professional career in international development.

This degree is accredited by National Association of Schools of Public Affairs and Administration (NASPAA).

Mission Statement

The Master of Science in International Public Service educates ethical leaders to work in international organizations in the US and abroad and emphasizes understanding cross-sector relations. We believe that leaders need practical skills and first-hand experiences in solving global problems. We are committed to strengthening local communities and reducing disparities throughout the world, by building capacity through sustainable development. We promote compassion for marginalized communities and service to all people with sensitivity, professionalism, accountability, transparency and justice.

The MS in International Public Service may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MS/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- International Public Service + Community Development Certificate
- International Public Service + Global Health Certificate
- International Public Service + Metro Planning and Development Certificate
- International Public Service + Public Health Certificate
- International Public Service + Teaching English to Speakers of Other Languages (TESOL) Certificate

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>52 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Develop communication competencies within diverse, intercultural, and international organizational contexts.
- Apply ethical decision making and the values of global citizenship to professional practice.
- Demonstrate understanding of the role that NGOs play in the public, private, and civil society sectors.
- Apply managerial skills and leadership characteristics in an international and cross-cultural context in areas such as human rights, fair trade, policy advocacy, and community development.
- Apply research strategies in evaluating international initiatives relating to sustainable development.
Degree Requirements

Course Requirements

Students complete a total of 13 courses (52 credit hours).

Core Courses

- MPS 500 INTRODUCTION TO PUBLIC SERVICE MANAGEMENT
- MPS 501 CROSS-SECTOR ANALYSIS
- MPS 510 INTERNATIONAL DIMENSIONS OF PUBLIC SERVICE
- MPS 610 INTERNATIONAL PROFESSIONAL INTERNSHIP
- MPS 615 MANAGEMENT OF INTERCULTURAL DIVERSITY
- Choose one of the following two course sequences
  - Research Sequence for Policy Based Research
    - MPS 586 RESEARCH METHODS I, INTRODUCTION TO APPLIED RESEARCH AND STATISTICS
    - MPS 587 RESEARCH METHODS II, ADVANCED APPLIED RESEARCH AND STATISTICS
  - Research Sequence for Management Based Research
    - MPS 588 INTRODUCTION TO RESEARCH AND STATISTICS FOR MANAGEMENT
    - MPS 589 ADVANCED RESEARCH METHODS AND STATISTICS FOR MANAGEMENT
- MPS 593 INTEGRATIVE SEMINAR
- MPS 594 ETHICAL LEADERSHIP IN PUBLIC SERVICE

International Courses

- Choose two of the following international courses:
  - MPS 511 SUSTAINABLE INTERNATIONAL DEVELOPMENT
  - MPS 611 MANAGEMENT OF INTERNATIONAL NGOs
  - MPS 612 INTERNATIONAL POLITICAL ECONOMY
  - MPS 613 COMPARATIVE PUBLIC POLICY
    - or MPS 542 POLICY DESIGN AND ANALYSIS
  - MPS 614 INTERNATIONAL ORGANIZATIONS SEMINAR
  - MPS 616 INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT

Elective Courses

- Choose two of the following Public Service elective courses:
  - MPS 513 VOLUNTEERISM
  - MPS 514 GOVERNMENT FINANCIAL ADMINISTRATION
  - MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
  - MPS 516 MANAGEMENT OF INFORMATION TECHNOLOGY
  - MPS 519 RESOURCE DEVELOPMENT
  - MPS 521 LEADERSHIP AND MANAGEMENT
  - MPS 522 FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT
  - MPS 524 MARKETING FOR SERVICE ORGANIZATIONS
  - MPS 525 WORKING WITH NONPROFIT BOARDS
  - MPS 529 STRATEGIC MANAGEMENT AND PLANNING
  - MPS 535 ISSUES IN HEALTHCARE
  - MPS 537 HEALTH CARE DELIVERY SYSTEMS
  - MPS 543 POLICY IMPLEMENTATION
  - MPS 546 ADVOCACY AND LOBBYING
  - MPS 552 GIS FOR COMMUNITY DEVELOPMENT
  - MPS 563 LAW AND PUBLIC POLICY
  - MPS 573 URBAN AND COMMUNITY DEVELOPMENT
  - MPS 575 SEMINAR IN ADMINISTRATION/BRUSSELS
  - MPS 600 INDEPENDENT STUDY
  - MPS 604 SPECIAL TOPICS

Thesis Option

Students with a grade point average of 3.5 or above may choose the thesis option and replace MPS 593 with MPS 598. To qualify for the thesis option students must take the Policy Based research sequence.
Study Abroad Requirement

Students in the IPS program are required to take at least ONE course abroad. These unique one to two week study abroad trips allow both full-time and part-time students to participate.

International Work/Internship Requirement

Students must complete substantial professional experience in an international or intercultural setting. Students with such experience may request a waiver by submitting a letter describing the extent of their work in international or cross-cultural countries and organizations. In this case, students choose an alternative four-credit hour course with the director's approval. Students without such experience enroll in MPS 610 while completing an internship with an appropriate organization.

Foreign Language Proficiency

Students in the International Public Service (IPS) degree are not required to demonstrate proficiency in a foreign language as a graduation requirement. However, please note that a second language is critical to helping your resume stand out and for constructing an effective career in IPS. Therefore all IPS students are strongly encouraged to build and demonstrate their proficiency in at least one other language appropriate to the applicant's field or geographical interests.

International Studies (MA)

The Master of Arts in International Studies is an academically rigorous, thesis-driven, two-year program focused on social analysis and justice issues. Students today are confronted by complex world events such as the long "war on terror", global climate change, transitions to capitalism among post-communist societies, recurrent economic crises, and the exclusions effected through stigma, symbolic violence, and systematic misrecognition. Traditional economics and international relations theory has failed to offer insightful analyses or solutions for many of these developments. The interdisciplinary field of international studies is uniquely situated to analyze this increasingly complex world, challenge conventional wisdom, and train students to find creative solutions.

The curriculum allows the flexibility of integrating multiple disciplines with training in critical theory and a rigorous thesis-driven program. Students investigate the underlying assumptions and histories of contemporary issues and analyze scholarship using approaches from critical social and cultural theory, and international political economy.

Program Features

Interdisciplinary Curriculum

Our curriculum includes content from many areas, including international economics, political science, world history, geography, area studies, sociology and anthropology. While our program has full-time faculty dedicated to international studies, we also draw on faculty members from other departments to provide students with a rich, varied, and robust curriculum.

Thesis-driven

Our program has been carefully structured to provide our students with the best possible preparation for thesis research during the second year of study, an opportunity becoming increasingly rare in masters programs. As they progress through the program, students develop a tutorial relationship with an individual faculty member who will serve as the student's thesis advisor. For self-driven students with interests in a particular question, or who plan to apply to a PhD program, the thesis requirement is a major asset of the program.

Orientation Towards Social Justice

Our coursework challenges students to analyze the multiple ways in which inequality and oppression work and to strategize for social change in a way that bridges theory and practice. As the program progresses, students are expected to develop socially responsible ethical frameworks that are informed by historical consciousness of
transnational contexts; these, in turn inform their research.

**Post-graduate Opportunities**

Because the program encompasses such a broad range of disciplines, the employment opportunities associated with the program are diverse and far-reaching. Many students go on to PhD work, well-prepared for research and writing at the doctoral level. Other graduates find jobs within nonprofits, international non-governmental organizations, and a range of international diplomatic entities.

The MA in International Studies may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- International Studies + Global Health Certificate
- International Studies + Public Health Certificate
- International Studies + Social Research Certificate
- International Studies + Teaching English to Speakers of Other Languages (TESOL) Certificate
- International Studies + Women’s and Gender Studies Certificate

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Analyze the multiple ways in which inequality and oppression work and strategize for social change.
- Work with different partners in order to produce collaborative intellectual work.
- Be socially responsible ethical frameworks that are informed by historical consciousness of transnational contexts.
- Examine the linkages between theory and practice, scholarship and activism, research and public policy in the field of International Studies.

**Degree Requirements**

**Course Requirements**

**Foundation Courses**

- INT 401 CRITICAL SOCIAL THEORY
- INT 402 INTERNATIONAL POLITICAL ECONOMY
  or INT 403 ADVANCED TOPICS IN INTERNATIONAL POLITICAL ECONOMY

Students with no previous coursework in International Political Economy enroll in INT 402. Students who enter the program with some background in International Political Economy take a placement exam which will either place them in INT 402 or INT 403.

**Core Courses (16 hours)**

Choose four from the following:
Thesis Colloquia (12 hours)

- INT 590 RESEARCH METHODS: EXTENDED CASE STUDY
- INT 591 THESIS RESEARCH I
- INT 592 THESIS RESEARCH II: THESIS WRITING

Elective Courses (12 credit hours)

Students are free to select three elective courses in support of their thesis. The electives should be selected in consultation with the thesis advisor. Permission of the advisor must be obtained before taking courses outside of the International Studies Program.

Graduate Certificate Options

The MA in International Studies may also be expanded to include one of the following graduate certificate programs. The combined MA/certificate program requires careful selection of elective courses to fulfill all requirements. A separate application process is required. Students who are interested in the combined MA/certificate program should contact the program office for additional information.

- Certificate in Women and Gender Studies
- Certificate in Teaching English to Speakers of Other Languages (TESOL)
- Certificate in Global Health
- Certificate in Social Research
- Certificate in Social and Cultural Foundations in Education

Italian (MA)

DePaul's innovative new MA program in Italian provides students a customizable, flexible curriculum to develop advanced linguistic and cultural expertise in a language and to apply that expertise in the disciplinary or professional contexts of their choice. Whether in the "global village" of today's world or in multiethnic communities such as Chicago, this advanced expertise is an increasingly valuable personal and professional asset, requiring appropriate training and credentials. The MA program especially seeks to serve adult professionals (government employees, social workers, healthcare providers, businesspeople, or certified K-12 teachers) whose careers require this applied expertise.

The MA in Italian may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Italian + Digital Humanities Certificate
- Italian + Teaching English to Speakers of Other Languages (TESOL) Certificate
Learning Outcomes

Students will be able to:

- Speak and participate in most informal and some formal conversations from topics related to school, home, and leisure activities, to many related to employment, current events, and matters of public and community interest.
- Narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect, as well as combine and link sentences into connected discourse of paragraph length; although these narrations and descriptions tend to be handled separately rather than interwoven.
- Use communicative strategies such as rephrasing and circumlocution, and contribute to a conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.
- Combine and link sentences into texts of paragraph length and structure, and use minimal control of common structures and vocabulary.
- Listen and comprehend (albeit unevenly) short conventional narrative and descriptive texts with a clear underlying structure.
- Understand conventional narrative and descriptive texts with clear underlying structure (though their comprehension may be uneven).

Degree Requirements

Course Requirements

The curriculum of the M.A. in Italian will consist of twelve courses (48 quarter credit hours), divided into two parts:

1. A core curriculum of four courses (16 quarter credit hours) required of all students, and
2. Eight courses (32 quarter credit hours) in the language area, which must include an approved “cluster” of at least four courses (16 quarter credit hours) focused on a particular professional application or disciplinary interest.

Students must select these course clusters in consultation with an advisor. All courses in the language area must be courses taught in the target language of the student’s program (i.e. courses with prefixes ITA). In exceptional cases, with the approval of the student’s advisor and the director of the graduate program, a student may count one or two courses taught in English from allied fields (such as art history, economics, education, geography, health sciences, management, philosophy, political science, religion, sociology, etc.) among the eight "language area" courses in the student’s program.

Core Curriculum

The core curriculum consists of the following four courses:

- MOL 401 PROFESSIONAL FOUNDATIONS
- MOL 402 LANGUAGE, SELF AND SOCIETY
- MOL 403 COMMUNITIES OF PRACTICE
- MOL 496 MAMOL CAPSTONE

In addition, all three-hundred level courses in the respective languages are offered simultaneously as 400-level electives to complete the M.A. program. These 400-level courses carry different requirements than the lower-level courses.

Additional Requirements

Additional requirements include:
All students must attain a rating of at least "Advanced Low" from the standardized Oral Proficiency Interview (OPI) of the American Council on Teaching Foreign Languages (ACTFL).

The service learning experience will involve work within an environment where the student can apply her or his linguistic expertise, as a volunteer, contributor, intern, or employee. This environment might be a community group; a social service or agency; a professional association; or an artistic organization. This experience should ideally contribute to the student's portfolio project.

The portfolio (completed while enrolled in MOL 496) consists of a compilation and critical assessment of select work done throughout the program or a final project with written critical assessment. Final projects may include a community service experience, internship, performance and creative work, thesis, or translation.

**Graduation Grade Point Average Requirement**

In order to graduate from the program, students must complete all program requirements with a minimum GPA of 3.000.

**Thesis Option**

A thesis option will be available for students who attain a GPA of at least 3.7 in the program after completing 24 credit hours of coursework. The thesis should address the area of interest of the candidate’s course “cluster.”

---

**Japanese (MA)**

DePaul’s innovative new MA program in Japanese provides students a customizable, flexible curriculum to develop advanced linguistic and cultural expertise in a language and to apply that expertise in the disciplinary or professional contexts of their choice. Whether in the “global village” of today’s world or in multiethnic communities such as Chicago, this advanced expertise is an increasingly valuable personal and professional asset, requiring appropriate training and credentials. The MA program especially seeks to serve adult professionals (government employees, social workers, healthcare providers, businesspeople, or certified K-12 teachers) whose careers require this applied expertise.

The MA in Japanese may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Japanese + Digital Humanities Certificate
- Japanese + Teaching English to Speakers of Other Languages (TESOL) Certificate

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will be able to:

- Speak and participate in most informal and some formal conversations from topics related to school, home, and leisure activities, to many related to employment, current events, and matters of public and community interest.
- Narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect, as well as combine and link sentences into connected discourse of paragraph length; although these narrations and descriptions tend to be handled separately rather than interwoven.
- Use communicative strategies such as rephrasing and circumlocution, and contribute to a conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.
- Combine and link sentences into texts of paragraph length and structure, and use minimal control of common structures and vocabulary.
- Listen and comprehend (albeit unevenly) short conventional narrative and descriptive texts with a clear underlying structure.
- Understand conventional narrative and descriptive texts with clear underlying structure (though their comprehension may be uneven).

Degree Requirements

Course Requirements

The curriculum of the MA in Japanese will consist of twelve courses (48 quarter credit hours), divided into two parts:

1. A core curriculum of four courses (16 quarter credit hours) required of all students, and
2. Eight courses (32 quarter credit hours) in the language area, which must include an approved “cluster” of at least four courses (16 quarter credit hours) focused on a particular professional application or disciplinary interest.

Students must select these course clusters in consultation with an advisor. All courses in the language area must be courses taught in the target language of the student's program (i.e. courses with prefixes JPN). In exceptional cases, with the approval of the student's advisor and the director of the graduate program, a student may count one or two courses taught in English from allied fields (such as art history, economics, education, geography, health sciences, management, philosophy, political science, religion, sociology, etc.) among the eight “language area” courses in the student’s program.

Core Curriculum

The core curriculum consists of the following four courses:

- MOL 401 PROFESSIONAL FOUNDATIONS
- MOL 402 LANGUAGE, SELF AND SOCIETY
- MOL 403 COMMUNITIES OF PRACTICE
- MOL 496 MAMOL CAPSTONE

In addition, all three-hundred level courses in the respective languages are offered simultaneously as 400-level electives to complete the MA program. These 400-level courses carry different requirements than the lower-level courses.

Additional Requirements

Additional requirements include:

- ACTFL Oral Proficiency Interview
All students must attain a rating of at least "Advanced Low" from the standardized Oral Proficiency Interview (OPI) of the American Council on Teaching Foreign Languages (ACTFL).

The service learning experience will involve work within an environment where the student can apply her or his linguistic expertise, as a volunteer, contributor, intern, or employee. This environment might be a community group; a social service or agency; a professional association; or an artistic organization. This experience should ideally contribute to the student's portfolio project.

The portfolio (completed while enrolled in MOL 496) consists of a compilation and critical assessment of select work done throughout the program or a final project with written critical assessment. Final projects may include a community service experience, internship, performance and creative work, thesis, or translation.

**Graduation Grade Point Average Requirement**

In order to graduate from the program, students must complete all program requirements with a minimum GPA of 3.000.

**Thesis Option**

A thesis option will be available for students who attain a GPA of at least 3.7 in the program after completing 24 credit hours of coursework. The thesis should address the area of interest of the candidate’s course “cluster.”

---

**Jazz Studies (MM)**

The graduate jazz studies program provides students a comprehensive education in jazz, allowing students to specialize in either performance or composition. Drawing upon the resources of the Chicago jazz scene, faculty members are highly celebrated performers, teachers, composers, and arrangers. In addition to applied jazz lessons, jazz ensembles, and jazz combos, Master of Music students enroll in courses such as jazz theory, history, pedagogy, improvisation, composing, and/or arranging. Throughout the program, jazz students have multiple opportunities to record performances and compositions in professional recording studios. The Master of Music degree is a two-year program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

---

**Learning Outcomes**

**Program Specific Outcomes**

Students will be able to:

- Perform and improvise on an instrument as a soloist or in an ensemble, with technical proficiency, e.g., tone production, intonation, articulation, technical facility, and rhythmic conception, and musicality at the level of an advanced student or higher.
- Read and sight-read music, with correct musical interpretation.
- Demonstrate an understanding of jazz theory and harmony; possess a vocabulary of jazz figures applicable to improvisation.
- Demonstrate growing maturity in musical concepts
  - Use tools of performance to create artistic products.
- Work independently by fulfilling weekly musical assignments in applicable courses, applied lessons, and ensembles.
- Teach jazz principles and techniques on one's major instrument.
- Understand the historical context of music from significant periods of jazz history.
- Compose and arrange music for small and large jazz ensembles.
- Perform in large ensembles and jazz chamber groups
  - Collaborate, blend, and balance within an ensemble.
- Find, choose, and research repertoire.

**Concentration Specific Outcomes**

**Jazz Performance**
- Plan and perform a graduate recital, and be able to collaborate with other musicians.

**Jazz Composition**
- Create a final composition/arranging project.

**Degree Requirements**

**Course Requirements**

A minimum of 48 quarter hours of graduate credit is required for the Master of Music degree. This total is divided between the basic studies required of all master's degree students, and courses in the specialization. Prior to the conclusion of each degree program, graduate students must pass a written comprehensive examination, administered by each department/program.

**Jazz Studies Core (16 credits)**
- JZZ 406 JAZZ STYLE AND ANALYSIS
- Music History: Two courses from the following list
  - JZZ 405 JAZZ HISTORY
  - MUS 420 HISTORY OF THE ORATORIO
  - MUS 435 18th & 19th WIND HISTORY AND LITERATURE
  - MUS 436 20th CENTURY WIND HISTORY AND LITERATURE
  - MUS 475 MEDIEVAL MUSIC
  - MUS 478 RENAISSANCE MUSIC
  - MUS 479 BAROQUE MUSIC
  - MUS 481 HISTORY OF OPERA
  - MUS 482 WORLD MUSIC CULTURES
  - MUS 484 CLASSICAL MUSIC
  - MUS 485 ROMANTIC MUSIC
  - MUS 486 MUSIC SINCE WORLD WAR II
  - MUS 487 20TH CENTURY MUSIC BEFORE WWII
  - MUS 400 MUSIC RESEARCH

**Specializations**

Students must choose one of the following specializations:

**Performance Specialization**
- Applied Jazz Lessons (12 credits required)
  - JZZ 412 APPLIED JAZZ IMPROVISATION
  - JZZ 413 JAZZ GUITAR
  - JZZ 414 JAZZ PERCUSSION
  - JZZ 415 JAZZ PIANO
  - JZZ 416 JAZZ SAXOPHONE
Composition Specialization

- Advanced Jazz Composition Sequence
  - JZZ 402 ADVANCED JAZZ COMPOSITION I
  - JZZ 404 ADVANCED JAZZ COMPOSITION II
- Applied Jazz Lessons (6 credits)
  - JZZ 413 JAZZ GUITAR
  - JZZ 414 JAZZ PERCUSSION
  - JZZ 415 JAZZ PIANO
  - JZZ 416 JAZZ SAXOPHONE
  - JZZ 417 JAZZ STRING BASS
  - JZZ 418 JAZZ TROMBONE
  - JZZ 419 JAZZ TRUMPET
- JZZ 403 ADVANCED JAZZ ARRANGING AND ORCHESTRATION
- JZZ 411 JAZZ PEDAGOGY
- JZZ 425 JAZZ RHYTHM SECTION TECHNIQUES
- Electives (4 credits)
- Ensemble Participation (6 credits)
  - JZZ 400 JAZZ ENSEMBLE
  - JZZ 401 JAZZ CHAMBER ENSEMBLE
- JZZ 407 JAZZ GRADUATE RECITAL (0 credits)

Terminal Requirements

Two terminal requirements are required of all students:

- A written comprehensive examination, in which the students must demonstrate a satisfactory knowledge of their major field of study. The comprehensive examination may be taken at any time after 32 quarter hours of graduate credit have been earned.
- Performance track, the presentation of a public recital; composition track, the completion of a final writing project.

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

Residency Requirements

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

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

The MA in Journalism Program at DePaul prepares graduates for careers as multimedia news producers and visual storytellers in journalism's new digital landscape. Our graduates are now content producers at more than 400 sites in the webbed universe. Concentrations in Multimedia Reporting; Reporting Metro Chicago; and Sports Journalism helped establish their brands as socially responsible reporters, editor, and producers.

DePaul's program brings Chicago into the classroom and moves the classroom out into the third largest media market in the country. Internships and experiential learning opportunities enable students to develop the networks and e-portfolios that advance their careers. Our award-winning team of journalism professionals partners with students in producing first rate news stories across platforms, aided by DePaul's downtown Media Center and Green Screen Studio.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

## Learning Outcomes

Students will be able to:

- Understand the social responsibility of journalists to serve citizens with news worth knowing.
- Use digital story-telling techniques to be competitive in the new journalism marketplace.
- Experiment in how to best handle and present the news of the day.

## Degree Requirements

### Course Requirements

The Master of Arts in Journalism requires 12 courses (48-credit hours) — three core courses, a minimum of six elective courses in Journalism, and a maximum of three outside electives.

### Core Courses

Students are required to take all of the following:

- JOUR 501 THE SOCIAL RESPONSIBILITY OF JOURNALISM
- JOUR 502 NEWS NOW: JOURNALISM IN THE INFORMATION AGE
- JOUR 503 REPORTING FOR CONVERGED NEWSROOMS

### Journalism Electives

Students select a minimum of six courses from the following list (students who wish to earn one of the three concentrations should see “Concentration Requirements” page to help guide their elective course choices):

- JOUR 504 MULTIMEDIA NEWS PRODUCTION (formerly Backpack Reporting)
- JOUR 505 TELEVISION NEWS REPORTING
- JOUR 506 NEWSCAST PRODUCTION
Outside Electives

With approval from the graduate program director, students can take up to three relevant elective courses from other Communication graduate programs, or relevant graduate elective courses from outside of Communication. Examples of courses students have taken previously are:

- CMNS 545 COMMUNICATION AND TECHNOLOGY
- CMNS 552 STRATEGIC COMMUNICATION
- CMNS 561 INTERNATIONAL MEDIA
- CMNS 563 MULTICULTURAL MEDIA REPRESENTATIONS
- DC 415 POST-PRODUCTION SOUND DESIGN
- DC 420 EDITING
- DC 430 VISUAL EFFECTS
- DC 471 DOCUMENTARY PRODUCTION
- MCS 530 NEW MEDIA AND CULTURE
- MCS 534 DOCUMENTARY STUDIES
- MCS 541 AUDIO DOCUMENTARY
- NMS 502 NEW MEDIA, OLD MEDIA
- NMS 520 WEB DESIGN I
- NMS 521 WEB DESIGN II
- PRAD 535 PUBLIC RELATIONS IN HEALTH CARE
- PRAD 562 MEDIA RELATIONS
- PRAD 575 COMMUNICATION LAW AND ETHICS

Grade Requirements

Students must maintain a minimum cumulative GPA of 3.00 in their graduate courses to remain in good academic standing. Students who do not meet this minimum cumulative requirement will be placed on academic probation.
probation and will be expected to attain the minimum cumulative requirement within two quarters. Failure to do so may result in dismissal from the program.

**Concentration Requirements**

Students pursuing a graduate Journalism degree can select specific elective classes to earn a concentration.

- Data Journalism
- Multimedia Journalism
- Reporting Metro Chicago
- Sports Journalism

**Data Journalism Concentration**

The concentration in Data Journalism at DePaul focuses on reporting stories through data and non-linear storytelling. It enables students to cover many of our major social problems—crime, poverty, access to health care, homelessness, and various forms of abuse—through social science reporting, data mining and visualization. The concentration’s objectives are to find and report important stories by integrating classic journalistic values of fairness, balance and impartiality with the values of digitalization and open-source culture. Graduates will be prepared to find jobs in the rapidly growing marketplace of publications that combine journalism and cutting-edge technology.

**Core Courses**

Students are required to take both of the following:

- JOUR 520 DATA JOURNALISM
- JOUR 531 JOURNALISM BY NUMBERS

**Elective Courses**

Choose two from the following list:

- JOUR 504 MULTIMEDIA NEWS PRODUCTION
- JOUR 522 MULTI-PLATFORM NEWS EDITING
- JOUR 529 ONLINE NEWS BUREAU
- JOUR 533 JOURNALISM & FREEDOM OF INFORMATION
- JOUR 542 SOCIAL MEDIA AND THE NEWS
- CSC 401 INTRODUCTION TO PROGRAMMING
- CSC 423 DATA ANALYSIS AND REGRESSION
- CSC 455 DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS
- CSC 465 DATA VISUALIZATION
- CSC 495 SOCIAL NETWORK ANALYSIS
- IT 403 STATISTICS AND DATA ANALYSIS
Multimedia Journalism

Multimedia Journalism is a concentration that focuses on the multimedia storytelling and narrative strategies used to engage a wide readership. Course work shows students how to combine text, photographs, video clips, audio, and graphics that encourage interactivity. Students will learn the strategies for multimedia storyboarding, planning, and delivery systems that successfully integrate mobile, tablet and desktop platforms. The concentration guides students into a better understanding of the evolving media landscape and its digital communities in helping students produce professional-grade multimedia stories.

Core Courses

Students are required to take both of the following:

- JOUR 502 NEWS NOW: JOURNALISM IN THE INFORMATION AGE
- JOUR 503 REPORTING FOR CONVERGED NEWSROOMS

Elective Courses

Choose two from the following list:

- JOUR 504 MULTIMEDIA NEWS PRODUCTION
- JOUR 508 BRAND JOURNALISM
- JOUR 517 EXPERIENTIAL LEARNING IN JOURNALISM
- JOUR 522 MULTI-PLATFORM NEWS EDITING
- JOUR 523 ONLINE SPORTS REPORTING
- JOUR 529 ONLINE NEWS BUREAU
- JOUR 533 JOURNALISM & FREEDOM OF INFORMATION
- JOUR 539 THE FUTURE OF AD-SUPPORTED MEDIA

Reporting Metro Chicago Concentration

Course Requirements

The graduate concentration in Reporting Metro Chicago prepares students for work in urban reporting by introducing them to the communities, institutions, and decision-makers that impact citizens across the metro area. Students will learn how to cover critical urban issues through a variety of print and online platforms that serve citizens with fascinating stories drawn from across the city.

Core Courses

Students are required to take one of the following:

- JOUR 513 CHICAGO AND PUBLIC AFFAIRS REPORTING
- JOUR 525 URBAN AFFAIRS REPORTING

Elective Courses

Choose three courses from the following list:

- JOUR 508 BRAND JOURNALISM (formerly Niche Journalism)
- JOUR 509 JOURNALISM LAW AND ETHICS
Sports Journalism Concentration

Course Requirements

The graduate concentration in Sports Journalism trains students to write, report, and produce multimedia sports packages while giving them an understanding of the unique role of sports in American life. Experiential learning opportunities are emphasized in game coverage, sports blogging, and building sports communities through print, broadcast, and social media. Students will learn the perspective and context that makes for truly exceptional work in sports journalism.

Core Courses

Students are required to take one of the following:

- JOUR 510 SPORTS REPORTING
- JOUR 523 ONLINE SPORTS REPORTING

Elective Courses

Choose three courses from the following list:

- JOUR 508 BRAND JOURNALISM (formerly Niche Journalism)
- JOUR 514 OPINION AND COLUMN WRITING
- JOUR 515 SPECIAL TOPICS IN JOURNALISM
- JOUR 517 EXPERIENTIAL LEARNING IN JOURNALISM
- JOUR 521 SPORTS PRODUCING
- JOUR 524 WRITING FOR THE DEPAULIA
- JOUR 528 REPORTING FOR GOOD DAY DEPAUL
- JOUR 529 ONLINE NEWS BUREAU
- JOUR 535 RADIO DEPAUL
- JOUR 536 SPORTS BLOGGING
- CMN 591 INTERNSHIP
Literacy and Specialized Instruction (MA)

The program in Literacy and Specialized Instruction fosters leadership in three areas of specialized instruction:

- Special and Elementary Education (Licensure) - Special Education combined with Elementary Education
- Reading Specialist
- Special Education for Teachers

The Special and Elementary Education (Licensure) concentration in Special Education (Special K-12) and Elementary Education (K-9) prepares candidates to teach both special and regular education and leads to initial teacher licensure in two areas. Coursework focuses on a theoretical understanding of both regular education and special education as well as on strategies for working with children in a wide variety of classroom settings.

The Reading Specialist program combines developmental and remedial reading content with course work in understanding individuals who exhibit learning challenges and those with identified disabilities. It provides candidates with a well-rounded and in-depth understanding of issues related to teaching literacy to a wide variety of students, with a particular focus on students in urban environments. The program also prepares candidates to assume leadership roles within schools, including the coordination of school-wide assessment, instructional coaching, and professional development.

The Special Education for Teachers (Learning & Behavior Specialist 1) program prepares currently certified general education teachers to work in special education, and results in a LBS1 license (either K-12 or grade levels of existing licensure). Students in the Special Education for Teachers program may work with individuals with special needs in a variety of settings.

Licensure

Students are eligible for licensure with an Elementary (K-9) teaching endorsement and a LBS1 endorsement (pre-K-21) upon completion of the Special and Elementary Education (Licensure) Master's program and the required licensure tests.

Students are eligible for a LBS1 license (pre-K-21) upon completion of the Special Education for Teachers (Learning Behavior Specialist 1) Master's program and the required licensure tests. Endorsement only options are available. Note: Courses in the Special Education for Teachers concentration are designed for practicing educators and are not open to students seeking a first teaching license (Teaching and Learning).

Students are eligible for a Reading Specialist endorsement (K-12) upon completion of the Reading Specialist Master's program, the required licensure tests, and the required employment experience (2-years of full-time teaching experience on an Illinois license in the State of Illinois). Endorsement only options are available for individuals who already hold a Master's degree. Note: Courses in the Reading Specialist program are designed for practicing educators and are not open to students seeking a first teaching license (Teaching and Learning).

<table>
<thead>
<tr>
<th>Degree Requirements (Reading Specialist)</th>
<th>Total hours required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>56 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Requirements (Special Education for Teachers: LBS1)</th>
<th>Total hours required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>56 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introductory Core Requirements (SEE concentration)</th>
<th>Total hours required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements</td>
<td>64 hours</td>
</tr>
</tbody>
</table>

| Total hours required | 84 hours |
Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Admission Information

Admission Requirements

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of reference, one of which must be from persons familiar with your academic work
- One official transcript from each college or university attended
- Personal statement (see application for details)
- Resume
- Interview

Additional Requirements for Reading Specialist Program

- Valid Illinois professional educator License
- While teaching experiences prior to program entry is preferred, candidates may enter the program without prior experience. However, in order to be eligible to receive the Reading Specialist K-12 Endorsement, candidates must have at least two years of teaching experience on an Illinois professional educator license in an Illinois school.

Additional Requirements for Special and Elementary Education Licensure Concentration

- Writing sample (e.g., a term paper, seminar paper, or senior thesis or portion thereof)

Additional Requirements for the Special Education for Teachers Concentration

- Valid Illinois professional educator License
- Evidence of adequate background for the program
College Requirements

Dispositions

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

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Degree Conferral and Graduation

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

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

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

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

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

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

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

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

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

Concentrations are available in Special Education of Teachers (Learning Behavior Specialist 1), Reading Specialist, and Special & Elementary Education (Licensure).

Specific degree requirements are determined according to the Concentration chosen by the student. Please review the concentration requirements pages for more information.

Concentration Requirements

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

- Reading Specialist
- Special and Elementary Education (SEE)
- Special Education for Teachers

Special and Elementary Education (SEE) Concentration

Course Requirements

Content Area Prerequisites

A transcript evaluation will be completed upon admission to the program. If deficiencies exist, they must be completed prior to student teaching.

- College coursework in Writing
- College coursework in Fine Arts or Literature
- College coursework in Mathematics
- College coursework in Science
- College coursework in American Government or U.S. History
- College coursework in Social Science

Pre-Education Introductory Core: 20 quarter hours required, grade of C or better required

- LSI 442 SURVEY AND CHARACTERISTICS OF THE EXCEPTIONAL LEARNER
- SCG 401 ADVANCED LIFESPAN DEVELOPMENT
- SCG 408 EDUCATION AND SOCIETY
- T&L 409 PROFESSIONAL PRACTICE IN ELEMENTARY SCHOOLS
- T&L 418 LEARNING THROUGH THE ARTS

Advanced Standing

All Education students have a two stage admission process. Upon being admitted to the College of Education
students begin as a Pre-Education Teacher Candidate. Requirements must be met to progress in the major and take courses in the Advanced Standing category:

- All students must complete specific requirements in order to take the Advanced Standing courses. Requirements include:
  - Pass the Illinois Licensure Test of Academic Proficiency (TAP)
  - Cumulative GPA of 3.00
  - A minimum of 8 quarter hours completed at DePaul
  - Petition for Advanced Standing form

You can apply for advanced standing once you have completed the above requirements by submitting the Petition for Advanced Standing form.

**Advanced Standing Courses: 48 quarter hours required, grade of C or better required**

- LSI 443 PSYCHOLOGICAL TESTS AND METHODS IN DIAGNOSIS
- LSI 458 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES I (BD)
- LSI 461 COLLABORATIVE PRACTICE AND SPECIAL EDUCATION
- LSI 462 INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES I: ACCESSING GENERAL EDUCATION CURRICULUM
- LSI 467 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES II (Reading/LD)
- LSI 468 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES I (MR/Autism)
- LSI 469 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES II (PH/Multiple)
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
- T&L 413 READING/LANGUAGE ARTS IN THE MIDDLE GRADES
- T&L 415 TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE
- T&L 416 TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements**

- Completion of all Content Area Prerequisites, Pre-Education, and Advanced Standing courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area tests (see below)

**Clinical Requirements**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education.

**Student Teaching Timeline and Deadlines**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

**Student Teaching: 12 quarter hours required, grade of B- or better required**
- LSI 585 STUDENT TEACHING AND SEMINAR IN SPECIAL EDUCATION-ELEMENTARY EDUCATION (4 hours Winter Quarter)
- LSI 585 STUDENT TEACHING AND SEMINAR IN SPECIAL EDUCATION-ELEMENTARY EDUCATION (4 hours Spring Quarter)
- LSI 465 INDUCTION INTO THE FIELD OF EDUCATION (4 hours)
- LSI 96 FIELD EXPERIENCE FOR DUAL CERTIFICATION (indicates to ISBE that required field experience hours are complete) (non-credit, non-tuition)

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

- LSI 549 THESIS RESEARCH IN SPECIALIZED INSTRUCTION (4 quarter hours)

The Master’s Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

### Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Special and Elementary Education (Licensure) students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.*
- Elementary Content Area Test (test #110) – assesses knowledge of the content of what is taught at the elementary level. Test is required before Student Teaching (deadlines apply).
- LBS1 Content Area Test (test #155) – assesses knowledge of working with students with disabilities and special needs. Test is required before Student Teaching (deadlines apply).
- Special Education General Curriculum Test (test #163) – assesses knowledge of reading & literacy, mathematics, natural science, and social science. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed, recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

### Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. 200 hours of non-paid pre-student teaching field experience are required. Special requirements include: regular and special education settings, experiences in inclusive settings, special education experiences at the high school level. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

### Reading Specialist Concentration

**Course Requirements**

**Social and Cultural Studies Courses: 12 quarter hours required, grade of C or better required**
• SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
  • Choose one of the following:
    o SCG 401 ADVANCED LIFESPAN DEVELOPMENT
    o SCG 402 PSYCHOLOGY OF LEARNING
    o SCG 403 HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
    o SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
    o SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
  • Choose one of the following:
    o SCG 408 EDUCATION AND SOCIETY
    o SCG 409 SOCIOLOGY OF EDUCATION
    o SCG 411 PHILOSOPHY OF EDUCATION

**Reading Specialist Core Courses: 20 quarter hours required, grade of C or better required**

• LSI 430 INTRODUCTION TO READING ASSESSMENT
• LSI 431 FOUNDATIONS OF LITERACY: ASSESSMENT AND INSTRUCTION I
• LSI 432 DEVELOPING LITERACY: ASSESSMENT AND INSTRUCTION II
• LSI 433 ASSESSMENT AND DIAGNOSTIC TEACHING OF READING
• LSI 438 LITERATURE-BASED AND CONTENT AREA LITERACY INSTRUCTION

**Leadership Courses: 8 quarter hours required, grade of C or better required**

• LSI 435 LITERACY PROGRAMS: CURRICULUM AND COLLABORATION
• LSI 437 LEADERSHIP AND PROFESSIONAL DEVELOPMENT IN LITERACY

**Practicum Courses: 12 quarter hours required, grade of C or better**

• LSI 542 PRACTICUM IN LITERACY ASSESSMENT
• LSI 543 PRACTICUM IN LITERACY INSTRUCTION AND ASSESSMENT
• LSI 544 PRACTICUM IN LITERACY INSTRUCTION, ASSESSMENT, AND COLLABORATION

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

• LSI 549 THESIS RESEARCH IN SPECIALIZED INSTRUCTION (4 quarter hours)

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

**Clinical Experience:**

The practicum courses provide an opportunity to apply knowledge from course work to teaching struggling learners and those with disabilities. In these courses, students provide diagnostic and remedial services to children and adolescents from the Chicago area under the supervision of program faculty. Theses courses are offered in an on-campus facility.

**Reading Specialist plus LBS1 option**

Candidates may also have the option of pursuing an endorsement in special education while enrolled in or immediately following the Reading Specialist program. Interested candidates can discuss this option with a faculty advisor.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Reading Specialist students must complete the following tests:

• Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.*
• Reading Specialist Content Area Test (test #176) – assesses knowledge of language, reading, and literacy.
• Assessment of Professional Teaching K-12 (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology.
Special Education for Teachers

Course Requirements

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

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- Choose one of the following:
  - SCG 401 ADVANCED LIFESPAN DEVELOPMENT
  - SCG 402 PSYCHOLOGY OF LEARNING
  - SCG 403 HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
  - SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
  - SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
- Choose one of the following:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Special Education Core Courses: 32 hours required, grade of B+ or better required

- LSI 440 SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION
- LSI 443 PSYCHOLOGICAL TESTS AND METHODS IN DIAGNOSIS
- LSI 458 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES I
- LSI 462 INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES I: ACCESSING GENERAL EDUCATION CURRICULUM
- LSI 467 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES II
- LSI 468 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES I
- LSI 469 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES II
- LSI 457 SEMINAR AND RESEARCH IN SPECIAL EDUCATION

Practicum Courses: 8 hours required, grade of B+ or better required

- LSI 552 PRACTICUM EXPERIENCE WITH HIGH INCIDENCE DISABILITIES
- LSI 553 PRACTICUM EXPERIENCE WITH LOW INCIDENCE DISABILITIES

The program requires two summer practicum experiences. Each practicum involves six full weeks of intensive supervised field experience in a cooperating school that operates an extended school year program. Candidates must apply for each practicum, and upon approval they are placed in appropriate summer practicum sites by the program. Practicum sites may also screen candidates prior to accepting them for placement. Candidates will assume full teaching responsibility and will have weekly opportunities for feedback and discussion of issues and problems encountered. A grade of B+ or better is required to participate in each summer practicum.

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

- LSI 549 THESIS RESEARCH IN SPECIALIZED INSTRUCTION (4 quarter hours)

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

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

LBS1 Master's students must complete the following tests:
- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- LBS1 Content Area Test (test #155) – assesses knowledge of working with students with disabilities and special needs.
- Special Education General Curriculum Test (test #163) – assesses knowledge of reading & literacy, mathematics, natural science, and social science.
- Assessment of Professional Teaching (APT) (#188) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed, recommended to be taken before Student Teaching.

**Literacy and Specialized Instruction (MED)**

The program in Literacy and Specialized Instruction fosters leadership in three areas of specialized instruction:

- Special and Elementary Education (Licensure) - Special Education combined with Elementary Education
- Reading Specialist
- Special Education for Teachers

The Special and Elementary Education (Licensure) concentration in Special Education (Special K-12) and Elementary Education (K-9) prepares candidates to teach both special and regular education and leads to initial teacher licensure in two areas. Coursework focuses on a theoretical understanding of both regular education and special education as well as on strategies for working with children in a wide variety of classroom settings.

The Reading Specialist program combines developmental and remedial reading content with course work in understanding individuals who exhibit learning challenges and those with identified disabilities. It provides candidates with a well-rounded and in-depth understanding of issues related to teaching literacy to a wide variety of students, with a particular focus on students in urban environments. The program also prepares candidates to assume leadership roles within schools, including the coordination of school-wide assessment, instructional coaching, and professional development.

The Special Education for Teachers (Learning & Behavior Specialist 1) program prepares currently licensed general education teachers to work in special education, and results in a LBS1 license (either K-12 or grade levels of existing licensure). Students in the Special Education for Teachers program may work with individuals with special needs in a variety of settings.

**Licensure**

Students are eligible for licensure with an Elementary (K-9) teaching endorsement and a LBS1 endorsement (pre-K-21) upon completion of the Special and Elementary Education (Licensure) Master's program and the required licensure tests.

Students are eligible for a LBS1 license (pre-K-21) upon completion of the Special Education for Teachers (Learning Behavior Specialist 1) Master's program and the required licensure tests. Endorsement only options are available. Note: Courses in the Special Education for Teachers concentration are designed for practicing educators and are not open to students seeking a first teaching license (Teaching and Learning).

Students are eligible for a Reading Specialist endorsement (K-12) upon completion of the Reading Specialist Master's program, the required licensure tests, and the required employment experience (2-years of full-time teaching experience on an Illinois license in the State of Illinois). Endorsement only options are available for individuals who already hold a Master's degree. Note: Courses in the Reading Specialist program are designed for practicing educators and are not open to students seeking a first teaching license (Teaching and Learning).

<table>
<thead>
<tr>
<th>Degree Requirements (Reading Specialist)</th>
<th>52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>52 hours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Requirements (Special Education for Teachers: LBS1)</th>
<th>52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>52 hours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introductory Core Requirements (SEE concentration)</th>
<th>20 hours</th>
</tr>
</thead>
</table>

DePaul University Autumn 2015-2016 Page 325 of 2506
Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Admission Information

Admission Requirements

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of reference, one of which must be from persons familiar with your academic work
- One official transcript from each college or university attended
- Personal statement (see application for details)
- Resume
- Interview

Additional Requirements for Reading Specialist Program

- Valid Illinois professional educator License
- While teaching experiences prior to program entry is preferred, candidates may enter the program without prior experience. However, in order to be eligible to receive the Reading Specialist K-12 Endorsement, candidates must have at least two years of teaching experience on an Illinois professional educator license in an Illinois school.

Additional Requirements for Special and Elementary Education Licensure Concentration

- Writing sample (e.g., a term paper, seminar paper, or senior thesis or portion thereof)

Additional Requirements for the Special Education for Teachers Concentration

- Valid Illinois professional educator License
- Evidence of adequate background for the program
College Requirements

Dispositions

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

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students’ learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students’ learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Degree Conferral and Graduation

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

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

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

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

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

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

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

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

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

---

Degree Requirements

Concentrations are available in Special Education of Teachers (Learning Behavior Specialist 1), Reading Specialist, and Special & Elementary Education (Licensure).

Specific degree requirements are determined according to the Concentration chosen by the student. Please review the concentration requirements pages for more information.

---

Concentration Requirements

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

- Reading Specialist
- Special and Elementary Education (SEE)
- Special Education for Teachers

---

Special and Elementary Education (SEE) Concentration

Course Requirements

Content Area Prerequisites

A transcript evaluation will be completed upon admission to the program. If deficiencies exist, they must be completed prior to student teaching.

- College coursework in Writing
- College coursework in Fine Arts or Literature
- College coursework in Mathematics
- College coursework in Science
- College coursework in American Government or U.S. History
- College coursework in Social Science

Pre-Education Introductory Core: 20 quarter hours required, grade of C or better required

- LSI 442 SURVEY AND CHARACTERISTICS OF THE EXCEPTIONAL LEARNER
- SCG 401 ADVANCED LIFESPAN DEVELOPMENT
- SCG 408 EDUCATION AND SOCIETY
Advanced Standing

All Education students have a two-stage admission process. Upon being admitted to the College of Education, students begin as a Pre-Education Teacher Candidate. Requirements must be met to progress in the major and take courses in the Advanced Standing category:

- All students must complete specific requirements in order to take the Advanced Standing courses. Requirements include:
  - Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
  - Cumulative GPA of 3.00
  - A minimum of 8 quarter hours completed at DePaul
  - Petition for Advanced Standing form

You can apply for advanced standing once you have completed the above requirements by submitting the Petition for Advanced Standing form.

Advanced Standing Courses: 48 quarter hours required, grade of C or better required

- LSI 443 PSYCHOLOGICAL TESTS AND METHODS IN DIAGNOSIS
- LSI 458 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES I (BD)
- LSI 461 COLLABORATIVE PRACTICE AND SPECIAL EDUCATION
- LSI 462 INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES I: ACCESSING GENERAL EDUCATION CURRICULUM
- LSI 467 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES II (Reading/LD)
- LSI 468 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES I (MR/Autism)
- LSI 469 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES II (PH/Multiple)
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
- T&L 413 READING/LANGUAGE ARTS IN THE MIDDLE GRADES
- T&L 415 TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE
- T&L 416 TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Content Area Prerequisites, Pre-Education, and Advanced Standing courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area tests (see below)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education.

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one
month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

**Student Teaching: 12 quarter hours required, grade of B- or better required**

- LSI 585 STUDENT TEACHING AND SEMINAR IN SPECIAL EDUCATION-ELEMENTARY EDUCATION (4 hours Winter Quarter)
- LSI 585 STUDENT TEACHING AND SEMINAR IN SPECIAL EDUCATION-ELEMENTARY EDUCATION (4 hours Spring Quarter)
- LSI 465 INDUCTION INTO THE FIELD OF EDUCATION (4 hours)
- LSI 96 FIELD EXPERIENCE FOR DUAL CERTIFICATION (indicates to ISBE that required field experience hours are complete) (non-credit, non-tuition)

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Special and Elementary Education (Licensure) students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Elementary Content Area Test (test #110) – assesses knowledge of the content of what is taught at the elementary level. Test is required before Student Teaching (deadlines apply).
- LBS1 Content Area Test (test #155) – assesses knowledge of working with students with disabilities and special needs. Test is required before Student Teaching (deadlines apply).
- Special Education General Curriculum Test (test #163) – assesses knowledge of reading & literacy, mathematics, natural science, and social science. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed, recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

**Field Experiences**

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. 200 hours of non-paid pre-student teaching field experience are required. Special requirements include: regular and special education settings, experiences in inclusive settings, special education experiences at the high school level. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Reading Specialist Concentration**

**Course Requirements**

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

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- Choose one of the following:
  - SCG 401 ADVANCED LIFESPAN DEVELOPMENT
  - SCG 402 PSYCHOLOGY OF LEARNING
  - SCG 403 HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
Choose one of the following:
- SCG 408 EDUCATION AND SOCIETY
- SCG 409 SOCIOLOGY OF EDUCATION
- SCG 411 PHILOSOPHY OF EDUCATION

Reading Specialist Core Courses: 20 quarter hours required, grade of C or better required

- LSI 430 INTRODUCTION TO READING ASSESSMENT
- LSI 431 FOUNDATIONS OF LITERACY: ASSESSMENT AND INSTRUCTION I
- LSI 432 DEVELOPING LITERACY: ASSESSMENT AND INSTRUCTION II
- LSI 433 ASSESSMENT AND DIAGNOSTIC TEACHING OF READING
- LSI 438 LITERATURE-BASED AND CONTENT AREA LITERACY INSTRUCTION

Leadership Courses: 8 quarter hours required, grade of C or better required

- LSI 435 LITERACY PROGRAMS: CURRICULUM AND COLLABORATION
- LSI 437 LEADERSHIP AND PROFESSIONAL DEVELOPMENT IN LITERACY

Practicum Courses: 12 quarter hours required, grade of C or better required

- LSI 542 PRACTICUM IN LITERACY ASSESSMENT
- LSI 543 PRACTICUM IN LITERACY INSTRUCTION AND ASSESSMENT
- LSI 544 PRACTICUM IN LITERACY INSTRUCTION, ASSESSMENT, AND COLLABORATION

Master's of Education (M.Ed.) Degree Requirement:

- LSI 608 CAPSTONE IN LANGUAGE, LITERACY, AND SPECIALIZED INSTRUCTION (non-credit, non-tuition, PA grade required)

Clinical Experience:

The practicum courses provide an opportunity to apply knowledge from course work to teaching struggling learners and those with disabilities. In these courses, students provide diagnostic and remedial services to children and adolescents from the Chicago area under the supervision of program faculty. These courses are offered in an on-campus facility.

Reading Specialist plus LBS1 option

Candidates may also have the option of pursuing an endorsement in special education while enrolled in or immediately following the Reading Specialist program. Interested candidates can discuss this option with a faculty advisor.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Reading Specialist students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Reading Specialist Content Area Test (test #176) – assesses knowledge of language, reading, and literacy.
- Assessment of Professional Teaching K-12 (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology.
Special Education for Teachers Concentration

Course Requirements

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

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- Choose one of the following:
  - SCG 401 ADVANCED LIFESPAN DEVELOPMENT
  - SCG 402 PSYCHOLOGY OF LEARNING
  - SCG 403 HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
  - SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
  - SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
- Choose one of the following:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Special Education Core Courses: 32 hours required, grade of B+ or better required

- LSI 440 SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION
- LSI 443 PSYCHOLOGICAL TESTS AND METHODS IN DIAGNOSIS
- LSI 458 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES I (prerequisite LSI 440)
- LSI 462 INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES I: ACCESSING GENERAL EDUCATION CURRICULUM
- LSI 467 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES II (prerequisite LSI 440)
- LSI 468 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES I (prerequisite LSI 440)
- LSI 469 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES II (prerequisite LSI 440)
- LSI 457 SEMINAR AND RESEARCH IN SPECIAL EDUCATION

Practicum Courses: 8 hours required, grade of B+ or better required

- LSI 552 PRACTICUM EXPERIENCE WITH HIGH INCIDENCE DISABILITIES
- LSI 553 PRACTICUM EXPERIENCE WITH LOW INCIDENCE DISABILITIES

The program requires two summer practicum experiences. Each practicum involves six full weeks of intensive supervised field experience in a cooperating school that operates an extended school year program. Candidates must apply for each practicum, and upon approval they are placed in appropriate summer practicum sites by the program. Practicum sites may also screen candidates prior to accepting them for placement. Candidates will assume full teaching responsibility and will have weekly opportunities for feedback and discussion of issues and problems encountered. A grade of B+ or better is required to participate in each summer practicum.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

LBS1 Master's students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- LBS1 Content Area Test (test #155) – assesses knowledge of working with students with disabilities and special needs.
- Special Education General Curriculum Test (test #163) – assesses knowledge of reading & literacy, mathematics, natural science, and social science.
- Assessment of Professional Teaching (APT) (#188) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed, recommended to be taken before Student Teaching.
Leadership and Change Management (MBA)

The Leadership and Change Management MBA concentration will teach you to develop and execute creative strategies for effectively managing change in today’s fast-paced business world. It is designed to help you transcend compartmentalized, functional decision-making approaches so that you can capitalize on innovative opportunities and address multidisciplinary problems that are inevitable in all businesses. The program is also useful for those seeking a career in management consulting.

Highlights

In this concentration, you will develop skills to:

- Diagnose problem areas and identify opportunities within your organization.
- Apply creative principles to solve problems and capitalize on opportunities.
- Create a vision for change and implement change models to increase organizational effectiveness.
- Assess yourself as a leader.
- Set an innovative climate for performance.
- Implement successful quality management programs.
- Negotiate effectively in situations at all levels.
- Manage technology in competitive global environments.

Career Outlook

This program is a fast-track career development option for managers who want the skills and abilities to address contemporary issues in today’s changing business environment. Graduates are prepared for career tracks that include executive roles, change management analyst, change management specialist, marketing manager, consultant and human resource manager.

<table>
<thead>
<tr>
<th>Core Requirements (varies with admission term and prior coursework)</th>
<th>24-48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Requirements (varies with admission term)</td>
<td>24-36 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>48-72 hours</strong></td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.
MBA Core Requirements

Course Requirements for the MBA Program

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.
Concentration Requirements

Course Requirements

To complete the Leadership and Change Management concentration, students must take three courses.

Students must choose one of the following:

- MGT 530 LEADERSHIP IN ORGANIZATIONS
  or MGT 535 CHANGE MANAGEMENT AND CONSULTING

Students must take any two of the following:

- MGT 524 LEADERSHIP IN SPORTS: LESSONS FOR COACHING IN THE WORKPLACE
- MGT 530 LEADERSHIP IN ORGANIZATIONS (when not used above)
- MGT 535 CHANGE MANAGEMENT AND CONSULTING (when not used above)
- MGT 556 ETHICS AND LEADERSHIP: STREETS OF CHICAGO
- MGT 562 RESOLVING CONFLICT IN ORGANIZATIONS
  or MGT 563 NEGOTIATION SKILLS
- MGT 573 CREATIVITY & INNOVATION IN BUSINESS
- MGT 589 COACHING FOR LEADERSHIP, PERSONAL SUCCESS & PEAK PERFORMANCE
- MGT 590 MANAGEMENT OF INNOVATION AND TECHNOLOGICAL CHANGE

Leadership and Policy Studies (MS)

The Master of Science in Leadership and Policy Studies (LPS) emphasizes field-based learning in public service to develop effective leaders in nonprofit and government professions. Students will develop public policy and leadership skills in the community through the School of Public Service curriculum—every course in the degree program integrates field study. LPS stresses ethics, problem-solving and research skills, and the ability to implement public policy. Electives give students the option of comparing policy issues in other cities and internationally in SPS one-week intensive courses.

The MS in Leadership and Policy Studies may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MS/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Leadership and Policy Studies + Community Development Certificate
- Leadership and Policy Studies + Metro Planning and Development Certificate

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>52 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will be able to:

- Explain relevant public policies issues to target audiences in the appropriate written and oral formats.
- Apply an ethical framework in making an organizational decision on a current moral dilemma.
- Develop skills in creative problem solving and capacity building within their communities of interest that involves the public, private, and nonprofit sectors.
- Demonstrate their leadership abilities in developing a significant community change agenda.
- Effectively evaluate the economic, political, psychological, and social/cultural contexts in the design and analysis of policy alternatives.

Degree Requirements

Course Requirements

Students complete a total of 13 courses (52 credit hours). Eleven course (44 credit hours) of core coursework and two courses (8 credit hours) of electives are required.

Core Courses

- MPS 500 INTRODUCTION TO PUBLIC SERVICE MANAGEMENT
- MPS 501 CROSS-SECTOR ANALYSIS
- MPS 541 ECONOMIC FOUNDATIONS OF PUBLIC SERVICE
- MPS 542 POLICY DESIGN AND ANALYSIS
- MPS 543 POLICY IMPLEMENTATION
- MPS 546 ADVOCACY AND LOBBYING
- MPS 563 LAW AND PUBLIC POLICY
- MPS 586 RESEARCH METHODS I, INTRODUCTION TO APPLIED RESEARCH AND STATISTICS
- MPS 587 RESEARCH METHODS II, ADVANCED APPLIED RESEARCH AND STATISTICS
- MPS 593 INTEGRATIVE SEMINAR
- MPS 594 ETHICAL LEADERSHIP IN PUBLIC SERVICE

Elective Courses

Choose one from each of the following two groups:

Urban Analysis Group

- MPS 572 URBAN POVERTY SEMINAR
- MPS 573 URBAN AND COMMUNITY DEVELOPMENT

Comparative Policy Group (Study Abroad)

- MPS 511 SUSTAINABLE INTERNATIONAL DEVELOPMENT
- MPS 552 GIS FOR COMMUNITY DEVELOPMENT
- MPS 575 SEMINAR IN ADMINISTRATION/BRUSSELS
- MPS 604 SPECIAL TOPICS : Comparative Field Study

Electronic Portfolio Requirement

Students are required to assemble an electronic portfolio that features notable papers and projects prepared in
both required and elective courses. These portfolios, reviewed by a member of the faculty, provide an opportunity for the student to demonstrate expertise in a particular area of study while also supporting career goals.

**Study Abroad Requirement**

Students in the LPS program are required to take at least ONE course abroad. These unique one to two week study abroad trips allow both full-time and part-time students to participate.

**Thesis Option**

Students with a grade point average of 3.5 or above may choose the thesis option and replace MPS 593 (Integrative Seminar) with MPS 598 (Thesis).

---

**Liberal Studies (MA)**

The Master of Arts in Liberal Studies (MALS) program is a multidisciplinary approach to graduate education which emphasizes liberal education and enhanced intellectual skills that are valuable in a wide variety of careers. It is particularly designed for serious learners, or those who wish to become serious learners, from recent college graduates to men and women in later life.

The MALS program is grounded in a set of team-designed core courses. These courses establish the aims and themes of the program, orient the student to a multidisciplinary approach to graduate education, and develop in the student advanced learning skills. These are designed to foster academic rigor, intellectual adventure, and cultural breadth.

The other components of the program are electives and a variety of options for a culminating project. Electives are usually graduate and upper-level courses chosen from departmental offerings in the College of Liberal Arts and Sciences. Students select these courses with the aid of an advisor to build a program of study tailored to individual goals and interests. Included under electives are MALS special topics courses, which are especially well-suited to the needs of MALS students.

By about the midpoint of their studies (24-32 credit hours earned), students should begin discussing possible culminating project ideas with the director, associate director, or faculty advisor. The culminating project gives MALS students the opportunity to demonstrate the intellectual and creative powers that they have developed over the course of graduate study. MALS students may choose from four options for program completion, allowing greater flexibility for students to pursue their studies. These four options may take the form of a thesis, a community-based or media project, an enhanced portfolio, or a specially selected exit course and paper.

The MALS program offers a number of concentrations, including: Standard, Executive/Leadership, and Women's Studies. The Standard Concentration is based on a four-course core requirement, and may be tailored to the student's interests. The Executive/Leadership and Women's Studies Concentrations are based on a five-course core requirement and stipulate policies for elective selection. Program advising is available to help students choose a concentration. Each of the concentrations may be pursued with any of the four program completion options. The MALS program is jointly administered with the Master of Arts/Master of Science in Interdisciplinary Studies program.

The MA in Liberal Studies may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- MALS + Digital Humanities Certificate
- MALS + Social Research Certificate
- MALS + Women's and Gender Studies Certificate

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48-52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48-52 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will be able to:

- Analyze and interpret texts in a variety of academic and literary genres.
- Demonstrate understanding of and ability to use multi-disciplinary and inter-disciplinary approaches to knowledge.
- Demonstrate awareness of the social and historical context of cultural phenomena in independent analysis.
- Demonstrate awareness of value systems in shaping cultural inquiry in independent analysis.
- Write in a variety of academic genres, including expository essays, critical analysis, research papers, etc., culminating in an extended project.
- Make effective oral presentation of ideas, and engage in thoughtful oral exchange of ideas.
- Incorporate, analyze and properly cite a variety of resources in conducting research.
- Demonstrate knowledge of the methods and approaches of at least one particular academic discipline in academic writing projects.

Degree Requirements

Portfolio

All students will keep a portfolio of significant work done for courses, such as final papers or special projects, with comments and grades from the professor. By the midpoint, there will be work from a total of at least three courses in the portfolio. At least two of the three pieces in the midpoint portfolio will be from the core courses. The third will be from an elective representing the student's best work. At the culminating point there will be work from at least six courses represented in the portfolio, two pieces from the Core Courses and four from the electives, representing the student's best work.

Midpoint Essay

After completing the sixth course but before taking the ninth course, all students in both programs will write a 3-5 page essay examining their progress to that point, using as evidence work from the portfolio. The Midpoint Essay reflects on the student's intellectual growth, and suggests directions for the second half of the student's program.

Culminating Point Essay

All students in both programs (regardless of which final option they choose) will write an essay of 3-5 pages, reflecting on their intellectual growth in the second half of the program.

Course Work

- Completion of 48 or 52 quarter hours of graduate credit, depending on the concentration and completion option (thesis, practicum, enhanced portfolio or exit course) chosen by the student.
- Cumulative grade-point average of 2.5 in the core courses: Students who have not achieved a 2.5 in the core will be warned that they will probably have serious difficulties in the elective portion of the program, and may be advised to withdraw.
- Elective courses must be selected from at least two different departments in order to preserve the multidisciplinary character of the program.
- MALS students ordinarily take no more than two approved 300-level courses for MALS degree credit unless they have sought the approval of a MALS program advisor.

Program Completion (Capstone) Steps

All students must apply and be approved for the particular option they wish to use for program completion.
(thesis, practicum, enhanced portfolio, or exit course). This application will include the student's portfolio. The thesis and practicum options include a Formal Proposal. Approval of the proposal is necessary before the student undertakes this final stage of the program. Enrollment in MLS 499, the culminating project independent study course, takes place after approval of the proposal has been secured. If necessary, in lieu of an elective, students may enroll in MLS 498 INDEPENDENT STUDY: THESIS if they require an additional quarter of research and other preparation for MLS 499.

Both 498 and 499 are conducted as Independent Studies. Instructions for proposing and pursuing these are available with the Program. When the project is completed both the members of the committee and the MALS director sign a Culminating Project Completion Form, which can be found on the program's D2L site.

Program Completion (Capstone) Options

Thesis Option

In addition to the Culminating Point Essay and final portfolio submission, the student will write a paper of approximately 35-50 pages that includes 3-4 components or sections, one of which will be a research component and original exploration of the subject. (Other components might include a review of literature, a synthesis of earlier research, a reflection on various disciplinary and methodological approaches to the issue, suggestions for future research, etc.) The research component of the Master's Thesis involves reflection on primary research, or actual primary research combined with reflection on the primary research of others. The student is encouraged to make a public presentation about his or her thesis.

- Ordinarily taken as MLS 499 CAPSTONE, the student's 12th and final course.
- Requires minimum cumulative GPA of 3.3, evaluation of "satisfactory" on the Midpoint Portfolio, formal proposal, and approval of committee.

Practicum Option

In addition to the Culminating Point Essay and final portfolio submission, for the Practicum Option the student will create a project aimed at developing and executing a community-based intellectual or intellectual/creative activity. Examples are a public presentation as a lecture, in broadcast or print media, or on the web. Service learning projects are also encouraged. A 15-25 page descriptive/analytic essay documenting the project is also submitted. The student is encouraged to make a public presentation about his or her practicum in addition to the primary distribution of the project.

- Ordinarily taken as MLS 499 CAPSTONE, the student's 12th and final course.
- Requires minimum cumulative GPA of 3.3, evaluation of "satisfactory" on the Midpoint Portfolio, formal proposal, and approval of committee.

Enhanced Portfolio Option

In addition to the final portfolio submission, and a Culminating Point Essay based on portfolio pieces selected from at least three courses in the second half of the program, the distinctive feature of the Enhanced Portfolio option is the writing of a new extended expository essay of 12-15 pages. This is a paper on a topic of the student's own choosing that makes an argument. (Further information on this paper and the option is available from the program.)

- Ordinarily taken as MLS 499 CAPSTONE, the student's 13th and final course.
- Requires formal proposal and approval of committee.

Exit Course Option

In addition to the Culminating Point Essay and the final portfolio submission, the student proposes a particular course over and above the original 12 courses. This course should be chosen as an "exit course," in that it brings together a number of areas of interest that the student has pursued over the course of the program. By arrangement with the instructor, the student uses the final paper or final project to make connections with the goals of his or her overall MALS or IDS Program. The instructor will grade the paper, and another reader suggested by the MALS or IDS program will also review and comment on the paper.

- Requires formal proposal and approval of committee.

International Summer Programs at the University of Cambridge

DePaul’s Master of Arts in Liberal Studies program has established an arrangement with the University of Cambridge, England, for students who wish to include study abroad in their programs of study. Summer programs vary in length from three to six weeks. Variable graduate credit is offered up to a maximum of eight hours. Students make their own arrangements with the University of Cambridge and apply for transfer of credit after completing the courses. Students must make sure to follow the Cambridge procedures for "Evaluation and
Credit* if they wish to transfer credit to the DePaul MALS Program.

**Program Time Limitation**

The MALS program is essentially self-paced. However, the university has set a four year limit for the completion of degree requirements. Extensions may be granted by the Dean in unusual circumstances upon the recommendation of the program’s director. Students must petition for such an extension in writing.

**Concentration Requirements**

**Standard Concentration**

- MLS 401 VISIONS OF THE SELF
- One course from the following list:
  - MLS 402 PERCEPTIONS OF REALITY
  - MLS 405 REPRESENTATIONS OF THE BODY
  - MLS 409 ENVIRONMENT AND SOCIETY
- MLS 403 THE AMERICAN EXPERIENCE
  - or MLS 404 THE CITY
- MLS 406 EXPLORING OTHER CULTURES
  - or another graduate-level course dealing with a single non-Western culture
- Seven or eight elective courses, depending on program completion option. Choose from MALS special topics or graduate and upper-level courses with the aid of the student’s advisor.
- MLS 499 CAPSTONE (or a designated exit course, if the Exit Course Option is chosen).

**Executive/Leadership Concentration**

- MLS 401 VISIONS OF THE SELF
- One course from the following list:
  - MLS 402 PERCEPTIONS OF REALITY
  - MLS 405 REPRESENTATIONS OF THE BODY
  - MLS 409 ENVIRONMENT AND SOCIETY
- MLS 403 THE AMERICAN EXPERIENCE
  - or MLS 404 THE CITY
- MLS 406 EXPLORING OTHER CULTURES
  - or another graduate-level course dealing with a single non-Western culture
- MLS 442 ETHICS AND THE ECONOMY
- MLS 452 GREAT IDEAS, BUSINESS AND SOCIETY
- Six or seven elective courses, depending on program completion option. Choose from MALS special topics courses or graduate or upper-level courses with the aid of the student’s advisor. At least two electives should relate to business, the economy, or leadership in the non-profit sector.
- MLS 499 CAPSTONE (or a designated exit course, if the Exit Course Option is chosen). The topic and content of the culminating project must deal with some aspect of leadership or an issue relating to business, government, or the non-profit sector.

In lieu of 442 and 452 students may select, with the permission of the director, two other graduate-level courses dealing with leadership issues.

**Women’s and Gender Studies Concentration**

- MLS 401 VISIONS OF THE SELF
- MLS 405 REPRESENTATIONS OF THE BODY
- MLS 403 THE AMERICAN EXPERIENCE
  - or MLS 404 THE CITY
- MLS 440 FEMINIST THEORIES
- MLS 441 WOMEN ACROSS CULTURES
- Six or seven elective courses, depending on program completion option. Choose from MALS special topics or graduate or upper-level courses with the aid of the student’s advisor. Three of the six courses must meet the criteria of the Women’s and Gender Studies concentration; that is, the topic, content, and approach to
the course must be focused upon the study of women or gender relations. For example, MLS 445, MLS 467, MLS 474, MLS 477 and MLS 478 meet these criteria.

- MLS 499 CAPSTONE (or a designated exit course, if the Exit Course Option is chosen). The topic, content, and approach of the integrating project must be focused on the study of women or gender. A Women's Studies faculty member must advise the student throughout the project's development.

Student Handbook

Probation

Students are expected to maintain a minimum grade point average (GPA) of 3.0. A GPA below 3.0 will result in the student being placed on warning status. If this status persists for two quarters, the student will be requested to leave the program. If he or she decides to remain in the program, the student will be placed on academic probation and be given one quarter to raise the GPA to 3.0. If the student's GPA falls to 2.5 or below, he or she will be immediately placed on academic probation and must raise the GPA to 3.0 in the next quarter or face dismissal from the program. If the GPA falls to 2.5 or below a second time the student will be dismissed from the program.

When a student is admitted to the MALS or IDS Program under the category of "Conditional Admission" he or she is considered under academic probation until the conditions are met. The conditions are usually that a student must earn a grade of B or higher in all courses taken during the first three quarters in the program. The student may request continued registration in the second and third quarters if the grades are not adequate in the first quarter. If the conditions of admission are not met by the third quarter, the student will be dismissed from the program. Other conditions may include the requirement to take certain courses, and the student must comply within the specified time period or face dismissal.

IDS students who select courses that are not on their approved List of Courses (LOC) may face warning after one quarter and probation after two quarters if they do not seek approval for their altered programs. The procedure for altering an approved List of Courses is found on the MALS and IDS D2L site.

Students whose grades fall below the minimums described above will be considered in the categories of warning or probation whether or not the program administrators are aware of the student's grades. The program administrators may apply the categories of warning or probation retroactively if the student does not self-report his or her status. Students are required to seek advisement from program administrators when facing academic warning or probation. A student who does not contact program administrators about potential warning or probation status may face dismissal from the program.

Dismissal

In addition to the minimum GPA requirement, students may be dismissed for breaches of academic honesty or breaches of the code of student responsibility. MALS students may also face dismissal for failure to complete Core Courses with a grade of B or higher within the first half of their academic career. Students who have completed their coursework, but who are still working on their thesis, practicum or other capstone project must be enrolled in Candidacy Continuation (MLS 502) during the three quarters of the academic school year. After three consecutive terms of candidacy continuation, students should enroll in Active Status (MLS 501) if they still require time to complete their capstone. Failure to enroll in candidacy continuation or advanced status may result in dismissal from the program if the student has not formally withdrawn from the program.

Readmission

When a student has withdrawn from the program or has not been enrolled in classes for three or more quarters during the academic year, he or she must apply for readmission using the Readmission and Reclassification form available from the LAS Graduate website.

Transfer Credit

A student may apply to transfer up to three courses of graduate work from another accredited institution. The courses must be approved by the Program Director as part of the student's overall course of study for both MALS and IDS students. The courses must then be approved for transfer credit by the Office of Student Records.
**Undergraduate Courses**

Courses at the 200-level cannot be approved for graduate credit, even when a student needs to take such a course as preparation for more advanced work. Courses at the 300-level may be approved for graduate credit under the following circumstances: (1) The course is necessary as a part of the student's overall interdisciplinary program. (2) The department does not offer courses in the same area on the graduate level. (3) The student has arranged with the professor to enhance the course to graduate level by the addition or alteration of assignments, including the final project of the course. Unless approved by the Program Director, a student should take no more than two 300-level courses as part of his or her program.

**Graduation Requirements**

In order to graduate, students in the MALS and IDS Programs must complete the coursework specific to their programs (either 48 or 52 credit hours depending on capstone choice) with a minimum GPA of greater than 2.5, a midpoint and culminating point essay, the submission of an electronic portfolio of final and other projects from a minimum of six courses, and one of four capstone choices offered by the program. Full descriptions of the requirements for the capstones, as well as further policies and procedures for both programs, are outlined in the documents found on the MALS and IDS D2L site under Program Documents. Students in the program are expected to be familiar with these policies and procedures and to comply with them.

**Graduation with Distinction**

In order to have the degree conferred with distinction, students in MALS and IDS completing their programs with a thesis or practicum capstone (48 credit hours) must earn a minimum cumulative GPA of 3.75, plus earn a designation of “distinction” on their thesis or practicum by their thesis advisor and at least one of the two readers on their committee. Thesis and practicum writers eligible for distinction are required to present their projects at a MALS/IDS event within three academic quarters of completion. Students in MALS and IDS completing their programs with an exit course or enhanced portfolio essay capstone (52 credit hours) must earn a minimum cumulative GPA of 3.85 in order to graduate with distinction.

**Time Limit**

Students are normally expected to complete the MALS or IDS Program within four academic years. During quarters in which no courses are taken, students are required to maintain active status in the program by registering for Candidacy Continuation or Active Status. Students who have not taken courses for three consecutive quarters during the regular academic year and have not registered for Candidacy Continuation or Active Status must apply for readmission using the Readmission and Reclassification form listed on the LAS Graduate website.

**Management (MS)**

In the Master of Science in Management program, you will gain the fundamental knowledge necessary to develop managerial skills. This degree is designed for early career professionals from non-business backgrounds in liberal arts, engineering, mathematics, technology and other fields.

Most MS degrees can be completed in four quarters of full-time study or eight quarters of part-time study. The MS in Management degree offers the added benefit of providing 24 credits toward an MBA should you decide to pursue one in the future.

**Highlights**

In this program, you will acquire leadership skills, methods and tools to:

- Manage projects, strategy, innovation and people effectively in a variety of organizational settings.
- Think critically, analyze a wide range of information and initiate creative solutions to business challenges.
- Use current sustainable management and ethical decision-making frameworks in your role as a manager.
- Understand business fundamentals, including operations management, financial accounting and economic conditions analysis.
Students in the program have the opportunity to pursue focus areas such as project management, human resources, marketing and sales.

**Career Outlook**

Corporate demand is growing for graduates with MS in Management degrees, according to national recruiter surveys conducted by The Graduate Management Admission Council. For individuals with non-business undergraduate degrees and modest professional experience, and/or career changers, an MS in Management provides a well-respected credential for pursuing entry- to mid-level management positions.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

**Degree Requirements**

Students in the MS-Management program complete 13 courses (48 credit hours).

- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 credit hours)
- MGT 515 SUSTAINABLE MANAGEMENT
- MGT 530 LEADERSHIP IN ORGANIZATIONS
- MGT 554 MANAGING HUMAN CAPITAL (2 credit hours)
- MGT 583 TEAM FIELD IMMERSION PROGRAM
- MGT 584 CONSULTING SKILLS
- MGT 598 PROJECT MANAGEMENT
- ACC 500 FINANCIAL ACCOUNTING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- 3 Kellstadt electives

**Management Information Systems (MBA)**

The Management Information Systems concentration teaches you how to analyze and define information systems requirements in various business situations and, much like an architect, guide others to build to these requirements. You will learn how to evaluate emerging disruptive technologies, how to align information technology with business strategy and how to address information systems needs from a business perspective. This degree will prepare you for professional roles involving IT planning and strategy. The program is ideal for business-minded, technically proficient students who may not have previous coursework or experience with information systems.

**Highlights**

- Project management experience involving a variety of information technologies and their utilization applicable to private and governmental organizations.
- Knowledge of the information systems life cycle and the nature of related phases and tasks, from initial study through post-implementation support.
- A thorough understanding of system requirements elicitation, analysis, documentation, validation and management.
- Techniques for working with users and builders of information systems.
- Tools for developing prototypes that use visual programming technology.
- Experience with identifying organizational data to design and manipulate databases.
Career Outlook

This concentration covers essential information systems concepts and methods to prepare you for positions such as business systems analyst or management information technology manager. DePaul's ties to the Chicago business community help connect students with prominent corporate executives and top-performing companies in various industries.

<table>
<thead>
<tr>
<th>Core Requirements (varies with admission term and prior coursework)</th>
<th>24-48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Requirements (varies with admission term)</td>
<td>24-36 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>48-72 hours</strong></td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.

MBA Core Requirements

Course Requirements for the MBA Program

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in
selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Concentration Requirements

To complete the Management Information Systems concentration, students must complete four courses from the following list.

- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MIS 673 DATA MANAGEMENT
- MIS 674 SYSTEMS ANALYSIS AND DESIGN
- MIS 683 INFORMATION TECHNOLOGY STRATEGY AND ARCHITECTURE
- ACC 637 DATA MINING AND ANALYTICS
- MGT 598 PROJECT MANAGEMENT
Marketing (MBA)

The Marketing MBA will help you sharpen your skills in four key areas: market research, category management, business development and digital marketing. You can specialize in one area or combine areas to further enhance your skill set. The program will provide you with the knowledge and skills necessary to identify and develop programs and products that meet customer needs, and it will prepare you for assuming and successfully discharging managerial responsibilities in marketing or marketing-related positions.

Highlights

In this program you can choose to focus on a variety of practical advanced marketing skills, including the ability to:

- Develop and conduct targeted market research, which will boost your interviewing and survey creation skills while you use advanced statistics to analyzing small data sets.
- Coordinate syndicated data from various sources and use it to develop marketing plans for your business or industry.
- Translate research data into real-world business decisions.
- Thoroughly understand category management and how it helps to make better purchasing and pricing decisions.
- Develop marketing plans that work in a multicultural market to support global new business development and expansion.
- Advance key skills in digital marketing and online consumer research.

Career Outlook

The Marketing MBA concentration offers you a path to various positions within the expansive field of marketing, such as category marketing manager, account manager, digital marketing manager, director of research or senior research analyst. Students with this concentration have gone on to leadership roles at firms such as Leo Burnett, DDB Needham, Deloitte, Grainger, Walgreens and Wrigley, among many others.

<table>
<thead>
<tr>
<th>Core Requirements (varies with admission term and prior course work)</th>
<th>24-48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Requirements (varies with admission term)</td>
<td>24-36 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>48-72 hours</strong></td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.
MBA Core Requirements

Course Requirements for the MBA Program

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.
If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Concentration Requirements

Course Requirements

The concentration in Marketing requires the following four courses:

- MKT 535 MARKETING STRATEGIES AND PLANNING
- A minimum of three additional graduate-level marketing courses not including MKT 555.

Students may take 5 additional graduate-level marketing courses as electives and are encouraged to consult with department faculty for course recommendations.

You can focus on one area of interest or take a broad array of classes to enhance your skills.

Here are some suggested courses for specific areas of interest. If you have some other topics in mind, a faculty member or advisor can help you choose the best courses to match your interests.

Brand Management

- MKT 541 BRAND MANAGEMENT
- MKT 542 BRAND CULTURE
- MKT 545 CONSUMER BEHAVIOR
- MKT 575 ADVERTISING AND SALES PROMOTION MANAGEMENT
- MKT 582 CATEGORY MANAGEMENT
- MKT 583 MONETIZING MARKETING STRATEGY

Business Development

- MKT 550 BUSINESS TO BUSINESS MARKETING
- MKT 577 LEADING BUSINESS DEVELOPMENT
- MKT 578 SALES STRATEGY & TECHNOLOGY
- MKT 582 CATEGORY MANAGEMENT
- MKT 583 MONETIZING MARKETING STRATEGY

Consumer Insights

- MKT 525 MARKET RESEARCH
- MKT 526 ADVANCED MARKET RESEARCH
- MKT 529 PRECISION MARKETING
- MKT 534 ANALYTICAL TOOLS FOR MARKETERS
- MKT 545 CONSUMER BEHAVIOR
- MKT 798 SPECIAL TOPICS: Predicting Choice Behavior

Digital Marketing

- MKT 595 INTERNET AND INTERACTIVE MARKETING
- MKT 798 SPECIAL TOPICS: Social Media Marketing
- MKT 798 SPECIAL TOPICS: Multi-Channel Marketing
Global Marketing

- MKT 557 INTERNATIONAL MARKETING
- MKT 558 MARKETING ACROSS CULTURES: A GLOBAL PERSPECTIVE
- MKT 559 EMERGING MARKETS
- IB 750 INTERNATIONAL BUSINESS SEMINAR I

Marketing (MS)

The Master of Science in Marketing prepares students with the knowledge and skills required to identify and develop products and services that meet customer needs. Taught by scholars and business leaders who bring the real world of marketing into the classroom, course work emphasizes proficiency in analysis, conceptual ability, planning and control of market activity. Upon graduating, students will be prepared for the challenges of a marketing career in an ever-changing and fast paced business environment.

Students who have earned or are currently pursuing an MBA may have up to six of their MBA courses count toward the requirements of the MS in Marketing degree depending upon the specific content of the course work and how recently it was completed. Students without demonstrated competency in statistics at admission may be required to complete additional course work for the degree.

Highlights

The MS in Marketing program curriculum includes a wide range of courses that will provide you with a solid foundation in market analysis, evaluating market activity and management strategies, including:

- Analytical tools for marketing
- Business conditions analysis
- Decisions in marketing management
- Effective business communication
- Ethics
- Financial accounting
- Market research
- Marketing strategies and planning

Career Outlook

Employment of marketing managers and related occupations is projected to grow 12 percent through 2022, according to the U.S. Bureau of Labor statistics.

<table>
<thead>
<tr>
<th>KGSB Core Course Requirements</th>
<th>16 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing Required Course Requirements</td>
<td>32 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>48 hours</strong></td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Appropriately apply relevant concepts and knowledge to applied business problems.
- Use analytical and reflective skills in making decisions.
- Communicate effectively in writing and in oral presentations.
- Recognize and analyze ethical problems within applied business situations, choose a resolution, and justify that ethical choice.
Degree Requirements

Course Requirements

The MS in Marketing program involves two stages: KGSB Core Courses and Marketing Required Courses. Please note that this program assumes that students are admitted with prior coursework in statistics. Students without prior coursework in statistics must complete GSB 420 prior to registering for MKT 525.

KGSB Core Courses (4 courses)

- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ACC 500 FINANCIAL ACCOUNTING
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR

Marketing Required Courses (8 courses)

- MKT 525 MARKET RESEARCH
- MKT 534 ANALYTICAL TOOLS FOR MARKETERS
- MKT 535 MARKETING STRATEGIES AND PLANNING
- MKT 545 CONSUMER BEHAVIOR
- MKT 576 EFFECTIVE BUSINESS COMMUNICATION
- MKT 583 MONETIZING MARKETING STRATEGY
- 2 Marketing electives

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of the four KGSB Core Courses and eight Marketing Required Courses.
- All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree.

Marketing Analysis (MS)

The Master of Science (MS) in Marketing Analysis program focuses on the quantitative approaches and aspects to marketing, specifically:

- Analytical tools
- Analyzing, interpreting and applying data
- Market research
- Marketing strategies and planning
- Statistics

This program is designed for the student with a bachelor’s degree, or who has earned or is earning an MBA.
Highlights

The MS in Marketing Analysis program will provide you with the skills and knowledge to make you a highly sought after candidate for many companies and organizations. Through the program, you will develop an in-depth understanding of:

- The role of data in customer and market analysis
- Data analysis to detect trends, exceptions and business opportunities
- The latest marketing analytic tools
- Decision-making strategies
- How to create marketing strategies based on data collection and interpretation

In addition, you will have access to extensive networking opportunities through DePaul’s strong alumni association in Chicago.

Career Outlook

A wide range of organizations routinely recruit marketing analysis graduates for positions in consulting, research, digital marketing, analytics and strategic insight.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Recognize and analyze ethical problems within applied business situations, choose a resolution, and justify that ethical choice.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.

Degree Requirements

Course Requirements

Students should have sufficient knowledge in calculus, statistics, and mathematical sciences to enter the program. If students need to acquire these skills one or more of the following courses will be required: GSB 420; MAT 135; MAT 137.

Students complete the MS in Marketing Analysis by taking seven required courses and five elective courses for a total of 12 courses.

Core Courses (7 courses)

- MKT 525 MARKET RESEARCH
- MKT 526 ADVANCED MARKET RESEARCH
- MKT 534 ANALYTICAL TOOLS FOR MARKETERS
- MKT 535 MARKETING STRATEGIES AND PLANNING
Elective Courses (5 courses)

Students are to select two additional courses from marketing electives and three courses from the Analytical Group for a total of five courses from the following list of approved electives. Please note that approved electives may have prerequisites that are not part of the MSMA curriculum and will not be waived.

Marketing Electives

- Choose two from the following:
  - MKT 529 PRECISION MARKETING
  - MKT 530 CUSTOMER RELATIONSHIP MANAGEMENT
  - MKT 578 SALES STRATEGY & TECHNOLOGY
  - MKT 595 INTERNET AND INTERACTIVE MARKETING
  - MKT 793 MARKETING INTERNSHIP
  - MKT 798 SPECIAL TOPICS (as approved by the Department Chair)

The Analytical Group

- Choose three from the following:
  - CSC 423 DATA ANALYSIS AND REGRESSION
  - CSC 424 ADVANCED DATA ANALYSIS
  - CSC 425 TIME SERIES ANALYSIS AND FORECASTING
  - ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE
  - IS 549 DATA WAREHOUSING AND DATA MINING
  - IS 567 KNOWLEDGE DISCOVERY TECHNOLOGIES
  - MKT 798 SPECIAL TOPICS: Predicting Choice Behavior

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of 12 courses (seven required courses and five elective courses: two from marketing electives and three are from the analytical group).
- All courses for credit toward the degree must be completed within six calendar years after the candidate’s first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree.

Marketing Strategy and Planning (MBA)

The Marketing Strategy and Planning MBA concentration puts you on track for upper-level management positions as it prepares you to master the art and science of business development and marketing. The program prepares you to find and evaluate new market opportunities, build strong customer relationships and design sustainable market strategies, as well as to understand organizational structure, competitive pricing and advantage, and external factors that affect marketing.

Highlights

In this concentration, you will gain knowledge and abilities to:

- Manage customers, product lines and new product development.
- Understand the design and sustainability of innovative business models.
- Develop plans and systematic strategies to achieve firm objectives.
- Analyze consumer behavior and translate your findings into sound business decisions.

Career Outlook
The Marketing Strategy and Planning MBA concentration will put you on a career track for senior marketing positions, including chief marketing officer, creative director, senior brand manager and senior product manager. Graduates of the program have advanced to senior and executive marketing positions in both retail and media industries.

<table>
<thead>
<tr>
<th>Core Requirements (varies with admission term and prior course work)</th>
<th>24-48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Requirements (varies with admission term)</td>
<td>24-36 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>48-72 hours</strong></td>
</tr>
</tbody>
</table>

### Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.

### MBA Core Requirements

#### Course Requirements for the MBA Program

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

### Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.
If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Concentration Requirements

Course Requirements

The concentration in Marketing Strategy and Planning requires the following four courses:

- MKT 535 MARKETING STRATEGIES AND PLANNING
- MKT 536 PRICING STRATEGY
- MKT 540 STRATEGIC PLANNING: DEVELOPING SUSTAINABLE BUSINESS MODELS
- MKT 583 MONETIZING MARKETING STRATEGY

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

The purpose of the program leading to the degree of Master of Arts in Mathematics Education is to improve the quality of mathematics instruction in schools within the greater-Chicago area and to offer a response to the shortage of secondary school mathematics teachers. This six-quarter degree program is offered on an accelerated basis during intensive weekend sessions and may be taken while in-service at the rate of two courses per quarter. However, students may proceed through the program at a slower pace depending upon their individual needs. The emphasis in the program is on mathematical content, but significant amounts of time are spent on methods of incorporating new teaching strategies and technologies in the classroom. The program is directly tied to secondary curriculum needs and is directed toward previously or currently certified teachers with degrees in non-mathematics fields, to teachers with bachelor's degrees in mathematics who wish to upgrade their command of the field, and to bachelor's degree holders in other fields who wish to enter teaching.

Admissions Information

This program is administered by the Department of Mathematical Sciences through the College of Science and Health. Details regarding admission requirements, course schedules, and so forth, can be found by contacting the Program Director in the Department of Mathematical Sciences. Registration for Master of Arts in Mathematics Education courses is open only to students formally admitted in the program or to those students who have the written authorization from the Program Director.

Degree Requirements

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Solve problems using algebraic, quantitative, and graphical approaches.
- Recognize incorrect mathematical arguments and then use multiple approaches to explain, in both verbal and written form, how to correct these arguments.
- Apply mathematics to solve problems in the real world and in other academic areas.
- Use ideas and techniques from different areas of mathematics (such as algebra, geometry, trigonometry, calculus, abstract and linear algebra, probability, statistics, and logic) to solve problems and explain the solutions.
- Use proper mathematical terminology, notation, and reasoning to clearly communicate mathematical ideas both in verbal and written form.
- Use technology to not only solve problems but also to explore and explain mathematical ideas.

Degree Requirements

Course Requirements

All twelve courses from the following list:
Students may substitute some of these courses with courses in the M.S.M.T. program or make other modifications with and subject to the approval of the Program Director.

**Undergraduate Courses**

No undergraduate courses shall count towards the M.A.M.Ed. degree.

**Graduation Requirements**

Requirements include, but are not limited to, twelve graduate courses (48 credit hours) with a cumulative GPA of at least 2.50.

---

**Program Graduate Academic Student Handbook**

**Probation**

A student will be placed on academic probation if his/her cumulative GPA falls below 2.50.

**Dismissal**

A graduate student may be academically dismissed under one or more of the following violations of satisfactory progress: his/her cumulative GPA remains below 2.50 after completing six additional courses while on probation, and/or lack of progress toward degree completion.

**Readmission**

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

**Transfer Credit**

No more than two graduate courses (8 quarter credit hours or its semester equivalent) may be transferred from another DePaul program or institution provided that they are equivalent to courses offered in DePaul's graduate program, and they did not count toward another degree either at DePaul or another institution. Written approval must come from graduate program director and associate dean for graduate studies.

**Undergraduate Courses**

No undergraduate courses shall count toward the graduate degree.

**Graduation Requirements**

Requirements include, but are not limited to, twelve graduate courses (48 credit hours) at a minimum cumulative GPA of 2.50.

**Graduation with Distinction**
A minimum GPA of 3.75 for coursework applied toward the MAMEd degree is required for graduation with distinction.

**Time Limitation**

The degree is expected to be completed in a maximum of five years.

---

**Mathematics for Teaching (MS)**

The purpose of the program leading to the degree of Master of Science in Mathematics for Teaching is to improve the quality of mathematics instruction and to offer a response to the shortage of community college mathematics teachers. This degree program is offered on an accelerated basis primarily during intensive weekend sessions and may be taken at the rate of two courses per quarter. However, students may proceed through the program at a slower pace depending upon their individual needs. The emphasis in the program is on mathematical content, but significant amounts of time are spent on methods of incorporating new teaching strategies and technologies in the classroom. The program is directly tied to community college curriculum needs and is directed toward bachelor's degree holders in other fields who wish to enter teaching.

**Admissions Information**

This program is administered by the Department of Mathematical Sciences through the College of Science and Health. Details regarding admission requirements, course schedules, and so forth, can be found by contacting the Program Director in the Department of Mathematical Sciences. Registration for M.S. in Mathematics for Teaching program courses is open only to students formally admitted in the program or to those students who have the written authorization from the Program Director.

---

**Degree Requirements**

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>68 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>68 hours</td>
</tr>
</tbody>
</table>

---

**Learning Outcomes**

Students will be able to:

- Solve problems using algebraic, quantitative, and graphical approaches.
- Recognize incorrect mathematical arguments and then use multiple approaches to explain, in both verbal and written form, how to correct these arguments.
- Apply mathematics to solve problems in the real world and in other academic areas.
- Use ideas and techniques from different areas of mathematics (such as algebra, geometry, trigonometry, calculus, abstract and linear algebra, probability, statistics, and logic) to solve problems and explain the solutions.
- Use proper mathematical terminology, notation, and reasoning to clearly communicate mathematical ideas both in verbal and written form.
- Use technology to not only solve problems but also to explore and explain mathematical ideas.
Degree Requirements

Course Requirements

All eighteen courses from the following list.

- MAT 470 ADVANCED LINEAR ALGEBRA
- MAT 610 CALCULUS FOR MATHEMATICS TEACHERS I
- MAT 611 CALCULUS FOR MATHEMATICS TEACHERS II
- MAT 612 CALCULUS FOR MATHEMATICS TEACHERS III
- MAT 618 TOPICS IN CALCULUS AND DIFFERENTIAL EQUATIONS
- MAT 620 GEOMETRY FOR MATHEMATICS TEACHERS
- MAT 631 HISTORY OF MATHEMATICS THROUGH PROBLEM SOLVING FOR MATHEMATICS TEACHERS
- MAT 640 MULTIVARIABLE CALCULUS FOR MATHEMATICS TEACHERS
- MAT 642 MULTIVAR CALC FOR TEACHERS II (2 CREDIT HOURS)
- MAT 644 DIFFERENTIAL EQUATIONS FOR MATHEMATICS TEACHERS
- MAT 650 PROBABILITY & STATISTICS FOR MATHEMATICS TEACHERS I
- MAT 651 PROBABILITY & STATISTICS FOR MATHEMATICS TEACHERS II
- MAT 660 DISCRETE STRUCTURES FOR MATHEMATICS TEACHERS
- MAT 670 ABSTRACT ALGEBRA FOR MATHEMATICS TEACHERS
- MAT 671 ABSTRACT AND LINEAR ALGEBRA FOR MATHEMATICS TEACHERS
- MAT 672 LINEAR ALGEBRA FOR MATHEMATICS TEACHERS (2 CREDIT HOURS)
- MAT 680 REAL ANALYSIS FOR CALCULUS TEACHERS
- TCH 473 TEACHING MATHEMATICS IN THE HIGH SCHOOL I

Certain modifications may be made in consultation with and subject to the approval of the Program Director.

Undergraduate Courses

No undergraduate courses shall count towards the M.S.M.T. degree.

Graduation Requirements

Requirements include, but are not limited to, eighteen graduate courses (68 credit hours) with a cumulative GPA of at least 2.50.

Program Graduate Academic Student Handbook

Probation

A student will be placed on academic probation at the time when his/her cumulative GPA falls below 2.50.

Dismissal

A graduate student may be academically dismissed under one or more of the following violations of satisfactory progress: his/her cumulative GPA remains below 2.50 after completing six additional courses while on academic probation, and/or lack of progress toward degree completion.

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

**Transfer Credit**

No more than two graduate courses (8 quarter credit hours or the semester equivalent) may be transferred from another DePaul program or institution provided that they are equivalent to courses offered in DePaul's graduate program, and they did not count toward another degree from DePaul or another institution. Written approval must come from graduate program director and associate dean for graduate studies.

**Undergraduate Courses**

No undergraduate courses shall count toward the graduate degree.

**Graduation with Distinction**

A minimum cumulative GPA of 3.75 for coursework applied toward the MSMT is required for graduation with distinction.

**Graduation Requirements**

Requirements include, but are not limited to, 18 graduate courses (68 credit hours) with a cumulative GPA of at least 2.50.

**Time Limitation**

The degree is expected to be completed in a maximum of five years.

---

**Media and Cinema Studies (MA)**

The M.A. in Media and Cinema Studies provides students with the critical skills, historical grounding, and research methodologies for understanding the cultural and social impact of film, television and digital media in our globalized world.

Our graduate seminar classes investigate current media-related topics through interdisciplinary perspectives. Questions concerning national and transnational media, film and media histories, the impact and potential of new technologies, the power of audiovisual media in society, the role of media in the formation of identities, aesthetics and popular culture, are examined.

The program is designed for those seeking to prepare for a Ph.D. program or to further careers in the film, television and digital media fields.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Critically analyze the media in different contexts—namely, historical, economic, industrial, and/or transnational.
- Analyze the use of media products by distinct communities through the lens of reception or audience studies.
Critically analyze media texts through aesthetic, ideological, media literacy, and/or narrative analytic frameworks.
Create independent media scholarship by using frameworks such as class, race and ethnicity, gender and/or sexuality, nationality, cross-cultural relations, and globalization.
Produce media products and analyze them for style, structure, and ideology.

Degree Requirements

Course Requirements

The Master of Arts in Media and Cinema Studies (MCS) requires 12 courses (48-credit hours): three core courses, six MCS electives, one production elective, and two graduate electives inside or outside of the program.

Core Courses

Students are required to take all of the following:

- MCS 501 FILM AND MEDIA THEORY
- MCS 502 MEDIA AND CULTURAL STUDIES
- MCS 504 HISTORIOGRAPHY AND RESEARCH

Elective Courses

Choose nine from the list below, one of which needs to be a production course*:

- MCS 520 TOPICS IN MEDIA STUDIES
- MCS 521 TOPICS IN CINEMA STUDIES
- MCS 522 TOPICS IN CINEMA/MEDIA HISTORY
- MCS 523 TOPICS IN GLOBAL FILM & MEDIA
- MCS 530 NEW MEDIA AND CULTURE
- MCS 533 LATIN AMERICAN CINEMA/MEDIA
- MCS 534 DOCUMENTARY STUDIES
- MCS 550 FANDOM AND ACTIVE AUDIENCES
- MCS 575 DIGITAL MEDIA ETHICS
- MCS 592 INDEPENDENT STUDY
- MCS 599 RESEARCH THESIS
- CMN 591 INTERNSHIP
- CMN 598 STUDY ABROAD

Media Production Electives**

- MCS 541 AUDIO DOCUMENTARY
- MCS 542 TOPICS IN PRODUCTION
- JOUR 504 MULTIMEDIA NEWS PRODUCTION (formerly Backpack Reporting)

* With approval of the graduate program director, students can take up to two relevant elective courses from other College of Communication graduate programs or relevant elective courses from other graduate departments/programs outside of the College of Communication.

**With approval of the graduate program director, students can take their production course in a related topic from outside of the program. If a student takes a production course outside of the program, it will be counted as one of the two out-of-program courses.

Comprehensive Final Examination or Project/Thesis

Students in the Master of Arts in Media and Cinema Studies complete their degree requirements by passing a comprehensive final examination. Students who attain a 3.7 GPA or higher and obtain prior approval from the graduate program director have the option to complete a culminating project or thesis instead of the comprehensive exam. Students completing a project or thesis will enroll in MCS 599 as their 12th and final course in the quarter they defend their project/thesis.
Grade Requirements

Students must maintain a minimum cumulative GPA of 3.00 in their graduate courses to remain in good academic standing. Students who do not meet this minimum cumulative requirement will be placed on academic probation and will be expected to attain the minimum cumulative requirement within two quarters. Failure to do so may result in dismissal from the program.

Middle Grades Education (MED)

The Master in Education program in Middle Grades Education prepares teachers for eligibility for a teaching license and two IL endorsements in grades 5-8 (ie., Math & Science; Language Arts and Social Science).

The mission of the DePaul University College of Education’s Middle Grades Teacher Education Program is to prepare educators who have passion for, understanding of, and commitment to working with young adolescents. We prepare educators who foster equitable, intellectually rich, socially just, and compassionate learning environments for diverse middle level youth. To accomplish this goal, our program is designed to cultivate in teacher candidates the pedagogical skills, subject area understandings, and social conscience necessary to enact thoughtful teaching practice. We aim to prepare critical, creative educators who continually reflect on and inquire into their practices in order to further their own and their students’ learning. Our teacher candidates develop a broad understanding of the contextual factors that impact the teaching, learning and growth of middle grade learners, including the ways in which society shapes our views of middle grades learners and the social, emotional, cognitive, spiritual, and physical dimensions of healthy adolescence. Through the integration of course work and field experiences, candidates learn about and apply interdisciplinary theories and practices that enable them to promote the intellectual curiosity, personal and academic excellence, and social and self-awareness of diverse middle level youth.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

Licensure

Illinois Professional Educator License with endorsement in Middle Grades Education (grades 5 - 8), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>56 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>56 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 3.0 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field
Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher
preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**
- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**
- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

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

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

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

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

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

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

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

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

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment (“edTPA”), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University’s College of Education.

Degree Requirements

Content Area Prerequisites

Middle Grades Education teachers need to have a deep understanding of the two content areas they will teach in the middle grades. DePaul’s program requires that students in the Middle Grades program have a minimum of 24 hours in each of their two designated content areas. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for First Content Area: 24 hours required, grade of C or better required

A content area is a single area of study in language arts, math, science, or social science (cannot include coursework in Education).

- Six content courses:
  - Any level language arts, math, science, or social science course 1
  - Any level language arts, math, science, or social science course 2
  - Any level language arts, math, science, or social science course 3
  - Upper level language arts, math, science, or social science course 4
  - Upper level language arts, math, science, or social science course 5
  - Upper level language arts, math, science, or social science course 6

Requirements for Second Content Area: 24 hours required, grade of C or better required
A content area is a single area of study in language arts, math, science, or social science. The second content area must be a different area than the one chosen as the primary content area (cannot include coursework in Education).

- Six content courses:
  - Any level language arts, math, science, or social science course 1
  - Any level language arts, math, science, or social science course 2
  - Any level language arts, math, science, or social science course 3
  - Upper level language arts, math, science, or social science course 4
  - Upper level language arts, math, science, or social science course 5
  - Upper level language arts, math, science, or social science course 6

Pre-Education Core: 26 quarter hours required, grade of C or better required

- MGE 400 INTRODUCTION TO MIDDLE GRADES EDUCATION
- SCG 435 YOUNG ADOLESCENT DEVELOPMENT IN CONTEXT
- MGE 401 LITERACY IN THE MIDDLE GRADES CONTENT AREAS I
- BBE 450 ENGLISH LANGUAGE LEARNERS IN THE MIDDLE GRADES
- MGE 411 SUPERVISED FIELD EXPERIENCE (1qh)
- MGE 421 THE WHOLE CHILD: CONCEPTIONS OF HEALTHY YOUNG ADOLESCENCE
- MGE 431 SUPERVISED FIELD EXPERIENCE (1qh)
- LSI 487 FOUNDATIONS OF LITERACY AND SPECIAL EDUCATION FOR THE MIDDLE GRADES

Advanced Standing Education Courses: 22 quarter hours required, grade of C or better required

- MGE 441 CURRICULAR LITERACY IN THE MIDDLE GRADES CONTENT AREAS II
- CSL 477 SOCIAL EMOTIONAL LEARNING IN THE MIDDLE GRADES
- MGE 451 ASSESSMENT PRACTICES IN THE MIDDLE GRADES
- MGE 461 SUPERVISED FIELD EXPERIENCE (1qh)
- Choose two of the following courses (based on content concentrations):
  - MGE 471 THE TEACHING OF MATHEMATICS IN THE MIDDLE GRADES
  - MGE 472 THE TEACHING OF LANGUAGE ARTS IN THE MIDDLE GRADES
  - MGE 473 THE TEACHING OF SOCIAL STUDIES IN THE MIDDLE GRADES
  - MGE 474 THE TEACHING OF SCIENCE IN THE MIDDLE GRADES
- MGE 481 SUPERVISED FIELD EXPERIENCE (1qh)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section EDU 95indicates to the Illinois State Board of Education that all field experience hours are complete.

- MGE 590 STUDENT TEACHING (6 credit hours, grade of B- or better required)
- MGE 591 STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Middle Grades Education majors must complete the following tests:

- Basic Skills (test #096) or TAP (test #300, or #400) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Content Area Test: Two tests are required before Student Teaching (deadlines apply). Test details will be forthcoming.
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified; recommended that it be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. All field experiences
must be completed prior to final approval for student teaching. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Middle School Mathematics Education (MS)

The Middle School Mathematics Education (MSME) program strengthens teachers’ knowledge, understanding, skills, and judgment in order to increase student access to high quality mathematics instruction. The program will provide teachers with the deep knowledge and tools necessary to implement the Common Core State Standards in Mathematics in their teaching. The Department of Mathematical Sciences in the College of Science and Health and the College of Education offer the program jointly.

This program was designed collaboratively with practicing K - 8 teachers, mathematicians, and mathematics educators and therefore addresses fundamental questions in both math content and pedagogy. The courses are taught by faculty with extensive experience in teacher preparation as well the implementation of the CCSS-M. The goal of the program is that students taught by the program’s graduates will be successful learners of mathematics, will value mathematics as a subject, and will achieve the learning goals of the CCSS-M. The program includes the courses required for the Algebra Initiative Program of CPS.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Deliver rigorous mathematics education in the middle school.
- Articulately communicate ideas, both in writing and in oral presentations.
- Work toward accomplishing goals both independently and cooperatively.
- Identify and recognize the value of different approaches and perspectives.
- Implement an ethical framework for mathematics teaching and learning.
- Apply critical and creative thinking.
- Use visual, analytical, numerical, and verbal perspectives in the different content areas of mathematics.
- Appreciate the role of reflection in the learning of mathematics.
Admission Information

Admission Requirements

- Copy of valid teaching license with endorsements in elementary or secondary education
- Two letters of recommendation: one from a colleague speaking to your ability to work with others, your work ethic, and your commitment to the goals of the program and one from a school or district administrator attesting to your ability as an educator.
- Statement of purpose that describes yourself as a mathematics learner and your long-term career goals. This statement should also describe two scenarios: one from your most and the other of your least effective mathematics teaching experiences. Discuss what happened to students in both cases.
- Resume showing evidence of adequate background for the program
- MSME Supplemental Application Form

College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
Degree Conferral and Graduation

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

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

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

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

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

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

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

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

Additional information about degree conferral and graduation can be found on the College of Education website at: http://education.depaul.edu/.

Degree Requirements

Our twelve-course (48 quarter-hour) program is designed for teachers licensed in grades K-8. The program will allow participants to meet the requirements for an endorsement in middle school mathematics. This is a cohort program with groups of teachers taking the same courses together in the same order. All courses are 4 credit hours and twelve courses are required.

Course Requirements

Required Courses: 48 quarter hours, grade of C or better required

- MAT 600 EXPERIMENTATION, CONJECTURE, AND REASONING WITH NUMBERS
- MMT 401 FOUNDATIONS OF MATHEMATICAL THINKING AND LEARNING IN THE MIDDLE SCHOOL
- MAT 605 GEOMETRY FOR MIDDLE SCHOOL TEACHERS
Music Education (MM)

The graduate music education program offers certified music teachers the opportunity to earn a master's degree in a little over two years with courses in the evenings and summers. Educational theory and practice merge throughout course work, and students have the flexibility to select elective areas of study. The program culminates with a final paper or project, allowing students to research an area of special interest.

### Degree Requirements

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

### Learning Outcomes

#### Core Outcomes

Students will be able to:

- Identify and analyze the elements of music in a given piece, and demonstrate an understanding of its compositional processes, aesthetic properties, and artistic, social, and historical context.
- Demonstrate basic music research techniques and knowledge of standard reference tools and bibliographic sources, including the use of online databases.
- Develop effective writing skills for use in program notes, liner notes, abstracts, essays, or research papers.
- Develop an expanded global awareness and cultural understanding through musical study.
- Describe basic information about health and safety within the contexts of practice, performing, teaching, and listening; topics will include hearing, vocal, and musculoskeletal health and injury prevention.

#### Concentration Specific Outcomes

Students will be able to:

- Understand current music education issues and their impact on music teaching and learning grades K-12.
- Understand historical perspectives and contexts of music education practice.
- Demonstrate acceptable musicianship knowledge and skills, including performance, music history and theory.
- Teach instrumental music, vocal/choral music, and general music, with more specialized knowledge in one or more of these areas.
Know research procedures and practices, and be able to express her or his ideas in writing.
Reflect on individual practice as a teacher and articulate a philosophy of music education.
Apply pedagogical knowledge and skills appropriate to the teaching of music addressing the needs of diverse, special needs, and urban populations.
Synthesize various types of knowledge related to music, such as a variety of cultures and historical periods and their impact on society.

Degree Requirements

Course Requirements

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

Music Education Core (16 credits)

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

Music Education Specialization (20 credits)

- Music Education Seminars (Three courses)
  - MED 401 SEMINAR IN MUSIC EDUCATION I: PHILOSOPHY OF MUSIC EDUCATION
  - MED 402 SEMINAR IN MUSIC EDUCATION II: PSYCHOLOGY OF MUSIC TEACHING & LEARNING
  - MED 403 SEMINAR IN MUSIC EDUCATION III: CURRICULUM DEVELOPMENT IN MUSIC EDUCATION
- MED 404 HISTORY OF MUSIC EDUCATION IN THE UNITED STATES
- MED 498 MASTERS CANDIDATE RESEARCH
- MED 492 TECHNIQUES OF RESEARCH IN MUSIC EDUCATION

Music Education Electives (12 credits)

- Students may take any 400 level courses within the School of Music, selected in consultation with their advisors.

Terminal Requirements

Two terminal requirements are required of all students:

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

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

The music education graduate program is designed to accommodate the schedule of working teachers, and students typically enroll part time for three summers and two intervening academic years. To earn full-time status, graduate students must be registered for a minimum of six quarter hours in any term. All requirements for the degree must be completed within six calendar years from the time a student is first enrolled. For students removing deficiencies, this period will begin when all deficiencies are removed and admission to the master’s degree program has been granted.

Music Performance (MM)

The Master of Music in performance degree prepares students for professional music careers in a supportive, collegial environment. Graduate students study with highly celebrated performers, who are committed to teaching excellence. The graduate performance program consists of applied lessons, ensembles, core studies in music theory/history and research, and related studies. The Master of Music degree is a two year program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Identify and analyze the elements of music in a given piece, and demonstrate an understanding of its compositional processes, aesthetic properties, and artistic, social, and historical context.
- Demonstrate basic music research techniques and knowledge of standard reference tools and bibliographic sources, including the use of online databases.
- Develop effective writing skills for use in program notes, liner notes, abstracts, essays, or research papers.
- Develop an expanded global awareness and cultural understanding through musical study.
- Describe basic information about health and safety within the contexts of practice, performing, teaching, and listening; topics will include hearing, vocal, and musculoskeletal health and injury prevention.

Concentration Specific Outcomes

String and Percussion Performance

Students will be able to:

- Perform at the level of an advanced student, young professional or higher, demonstrating competence in technical aspects of performance, i.e., tone quality, articulation, pitch consistency, dynamic control, technical agility, and accurate rhythmic concepts.
- Demonstrate growing maturity in musical concepts—using tools of performance to create artistic products.
- Demonstrate increasing competence as an ensemble performer through participation in orchestras, wind ensemble, wind symphony, contemporary music ensemble, and/or chamber music groups.
- Work independently and with peers through unsupervised rehearsals.
- Use pedagogical methods and materials to teach one's major instrument.
- Demonstrate competence in performance and knowledge of the orchestral repertoire through successful fulfillment of orchestral repertoire courses.
- Plan and perform a graduate recital, and provide well-written program notes; collaborate with an accompanist or other musicians.

**Vocal Performance**

Students will be able to:

- Demonstrate a sound vocal technique and an understanding of the vocal mechanism and vocal pedagogy.
- Demonstrate proficiency in Italian, German, and French diction, and use language in an expressive manner.
  - Demonstrate competency in the International Phonetic Alphabet (IPA)
- Demonstrate integration of emotional and physical movement into artistic performance of operatic scenes and arias, including character development and subtext.
- Demonstrate the ability to find, research, and choose appropriate repertoire.
- Plan and perform at least one full recital with well-written program notes.
- Perform at least two chamber works.
- Demonstrate the ability to collaborate with a pianist and other instrumentalists, as well as participate in a professional manner in choral ensembles and other groups.
- Possess a basic knowledge of song repertoire and performance practice (style)
- In periods from the Baroque to 21st century
- Demonstrate a basic knowledge of opera repertoire, history, and style.

**Piano Performance**

Students will be able to:

- Possess a strong mastery of the technique and musicianship necessary to perform as both soloist and within an ensemble at an advanced, pre-professional level.
- Possess a fundamental knowledge of piano repertoire and history, including its most important exponents and performers of the last two centuries.
- Demonstrate a strong grasp of musical and professional skills necessary to function and succeed as a chamber/orchestral musician and vocal/instrumental accompanist.
- Demonstrate a high level of professionalism, maturity, and respect for themselves and fellow colleagues essential for continued success as a working musician.
- Possess a basic understanding of the essentials of piano pedagogy.
- Perform a full recital that demonstrates their command of large-scale repertoire from all styles ranging from the Baroque period through the 21st century, provide well-written program notes.
  - Demonstrate the organizational skills necessary to plan a successful and compelling program, both individually and with collaborators.

**Degree Requirements**

**Course Requirements**

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

**Music Performance Core (16 credits)**

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

Specializations

Brass Specialization (30 credits)

- Applied Brass Lessons
- APM 471 BRASS CONCEPTS
- APM 414 THE BUSINESS OF MUSIC FROM THE PERFORMER'S PERSPECTIVE
- APM 474 BRASS INSTRUMENT PERFORMANCE STYLE
- APM 472 ORCHESTRAL REPERTOIRE FOR BRASS
- Brass Electives
- Brass Ensemble Requirement
  - 6 Quarters of Large Ensemble
  - 6 Quarters of Chamber Music
- APM 405 GRADUATE RECITAL

Guitar Specialization (28 credits)

- Applied Guitar Lessons
- APM 486 STRING PEDAGOGY
- Guitar History and Literature
- APM 477 GUITAR HISTORY AND LITERATURE I
  - OR APM 478 GUITAR HISTORY AND LITERATURE II
  - OR APM 479 GUITAR HISTORY AND LITERATURE III
- Guitar Electives
- Guitar Ensemble Requirement
  - 6 Quarters of Guitar Ensemble
- APM 405 GRADUATE RECITAL

Percussion Specialization (26 credits)

- Applied Percussion Lessons
- APM 446 PERCUSSION PEDAGOGY
- Percussion Electives
- Percussion Ensemble Requirement
  - 3 Quarters of Large Ensemble
  - 3 Quarters of Percussion Ensemble
- APM 405 GRADUATE RECITAL

Piano Specialization (28 credits)

- Applied Piano Lessons
- APM 461 PIANO LITERATURE
- APM 442 ACCOMPANYING CLASS
- Piano Electives
- Piano Ensemble Requirement
  - 6 Quarters of Large Ensemble or Chamber Music
- APM 405 GRADUATE RECITAL

Strings Specialization (28 credits)

- Applied Strings Lessons
- APM 429 ORCHESTRAL REPERTOIRE FOR STRINGS
- APM 486 STRING PEDAGOGY
- Strings Electives
- Strings Ensemble Requirement
  - 6 Quarters of Large Ensemble
  - 6 Quarters of Chamber Music
• APM 405 GRADUATE RECITAL

**String Bass Specialization (28 credits)**

• Applied String Bass Lessons
• APM 429 ORCHESTRAL REPERTOIRE FOR STRINGS
• APM 486 STRING PEDAGOGY
• Strings Electives
• Strings Ensemble Requirement
  • 6 Quarters of Large Ensemble
• APM 405 GRADUATE RECITAL

**Voice Specialization (30 credits)**

• Applied Voice Lessons
• APM 400 OPERA WORKSHOP
• APM 453 ADVANCED TECHNIQUES OF THE MUSIC STAGE
• APM 496 VOICE PEDAGOGY
• Diction Proficiencies/Language Lab
  • APM 415 ITALIAN DICTION/LANGUAGE LAB
  • APM 416 GERMAN DICTION/LANGUAGE LAB FOR GRADUATE STUDENTS
  • APM 417 FRENCH DICTION/LANGUAGE LAB FOR GRADUATE STUDENTS
• Voice Electives
• Voice Ensemble Requirement
  • 3 Quarters of Large Ensemble
  • 2 Quarters of Chamber Music
• APM 405 GRADUATE RECITAL

**Woodwinds Specialization (30 credits)**

• Applied Woodwinds Lessons
• APM 428 ORCHESTRAL REPERTOIRE FOR WOODWINDS I: LITERATURE PERFORMANCE
• APM 433 WOODWIND ORCHESTRAL REPERTOIRE II: AUDITION PREPARATION
• APM 411 WOODWIND PEDAGOGY
• Woodwinds Electives
• Woodwinds Ensemble Requirement
  • 6 Quarters of Large Ensemble
  • 3 Quarters of Chamber Music
• APM 405 GRADUATE RECITAL

**Terminal Requirements**

Two terminal requirements are required of all students:

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

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

**Residency Requirements**

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

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

The MS in Network Engineering and Security trains professionals who meet current industry demands for innovative network designs, and the development of new network applications and services for business enterprises and the network providers that serve them. This program offers theoretical and applied study of the design, configuration and management of converged communication networks.

<table>
<thead>
<tr>
<th>Introductory Courses</th>
<th>0-12 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements</td>
<td>52 hours</td>
</tr>
<tr>
<td>Total hours required</td>
<td>52-64 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- List all TCP and IP header fields and describe the purpose of each including their use in packet reception, IP prefix lookup, packet forwarding including layer 2 header generation, flow control, error control and congestion control.
- Write clear definitions of ARP, ICMP, DNS, RIP, OSPF, BGP and MPLS protocols and illustrate their use in protocol diagrams, including packet flows for each protocol.
- Connect devices (given a set of network devices, a network design and packet forwarding specification), configure IPv4 or IPv6 addressing and configure packet switching routing using appropriate commands in Windows, MacOS, Linux and Cisco IOS operating systems.
- Write a clear definition of Quality-of-Service routing, including a clear description of the technologies (IP precedence, MPLS, RSVP) used to provide differentiated quality of service in IP networks.
- Clearly define and address network security threats and methods for ensuring confidentiality, integrity and availability, including security policies, encryption, authentication, access control, risk management, common defense methods.

Degree Requirements

Course Requirements

No Introductory course (a course numbered 400 through 419) may be substituted for any other course at any level.

Introductory Courses

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

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

- TDC 405 VOICE AND DATA NETWORK FUNDAMENTALS
- TDC 411 INTRODUCTION TO COMPUTER AND NETWORK SYSTEMS
- TDC 413 INTRODUCTION TO LAN AND WAN
**Foundation Courses**

- TDC 460 FOUNDATIONS OF NETWORK TECHNOLOGIES
- TDC 463 COMPUTER NETWORKS AND DATA SYSTEMS
- TDC 464 CONVERGED MULTIMEDIA NETWORKS
- TDC 477 NETWORK SECURITY
- TDC 511 TELECOMMUNICATIONS PRACTICUM

Students must achieve an average GPA of 3.0 or better in the five Foundation Courses. Students who do not meet the Foundation Courses' GPA requirement must retake the course with the lowest grade. If a number of such courses exist, it is up to the student to choose which class to retake. Only the higher grade will count toward the average grade for the purpose of completing the GPA Requirement.

Students who have not completed the Foundation Course and grade requirements can register for a maximum of 4 Advanced Courses.

**Advanced Courses**

- TDC 560 ADVANCED NETWORK TECHNOLOGIES AND DESIGN
- TDC 563 PROTOCOLS AND TECHNIQUES FOR DATA NETWORKS
- TDC 577 NETWORK SECURITY II

**Major Elective Courses**

Students must complete 3 Major Elective Courses. Major Elective Courses must be in the range of 420-599 and must be chosen from TDC or CNS courses. A minimum of 2 courses must be 500-level.

**CDM Open Elective Courses**

Students must complete 1 CDM Open Elective Course. This Open Elective Course must be in the range of 420-699 and must be chosen from CSC, CNS, TDC, SE, IS, ECT, IT, PM, IPD, HIT, HCI, or GAM courses. Open Elective Courses must not have been otherwise used to satisfy degree requirements. Credit for courses taken outside of the school will only be given if approved by a faculty advisor. Any course required for the student's concentration but taken as part of the requirements of another degree earned by the student may be waived, but cannot be used for Open Elective credit.

**Capstone**

- TDC 594 NETWORK CAPSTONE

**Degree Requirements**

Students in this degree program must meet the following requirements:

- Complete a minimum of 52 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn an average GPA of 3.0 or better in the five Foundation Courses.
- Earn a grade of C- or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same courses but offered under different subjects.
- Students pursuing a second master's degree must complete a minimum of 52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

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

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

New Media Studies is an interdisciplinary field that studies the processes and platforms through which digitally-encoded media (photographs, text, audio, video) operate and circulate. New media studies is also the study of how digitally-encoded media products are combined into "new" media forms, such as web sites, webcasts, interactive games, graphic designs, and sales and technical information. The Master of Arts in New Media Studies combines critical interpretation and hands-on practice in coursework to prepare its graduates to function as productive and responsible individuals in the evolving social contexts created by digital media.

The Master of Arts in New Media Studies will prepare students to engage new media by building:

- The ability to gather, process, and communicate information on the Internet
- An understanding of the historic role of new media in shaping contemporary consciousness
- An ability to identify appropriate technologies to accomplish a specific communication need using the Web and other online delivery systems
- An ability to edit and manage content for web sites and social media platforms
- An ability to apply rhetorically sophisticated strategies for writing, editing, and producing new media content
- A capacity to work well as part of a team charged with solving a communication problem using new media technologies
- An understanding of the relationship between "new" and "old" media
- An understanding of rhetoric and visual design—how visual, image-based communication differs from and interrelates with text- or language-based communication
- An understanding of the technical and practical logistics (planning, budgeting, scripting) of moving a project from idea to completion

The MA in New Media Studies is interdisciplinary in focus; although NMS is housed in Writing, Rhetoric, & Discourse, students are able to take courses from a wide variety of other units across the university.

The MA in New Media Studies may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

<table>
<thead>
<tr>
<th>New Media Studies + Digital Humanities Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Demonstrate an understanding of key concepts, theories, ethical considerations, and disciplinary conversations in the study of new media studies.
- Demonstrate a conception of the historical context of new media and its relationships to previous communication media.
- Demonstrate sophisticated reflection on how new media shape rhetorical strategy, writing, and the use of images.
- Produce strategically conceived content - including text and images - for new media.
- Produce a variety of new media objects (web, video, audio) using industry-standard development tools and practices.
- Demonstrate effective strategies for collaboration on new media projects.
Degree Requirements

Course Requirements

Students complete 12 courses (48 credits) to graduate from the MA in NMS program. This program consists of five courses and seven electives, which may be taken in NMS or a range of programs across the university.

Core Courses

- NMS 501 PROSEMINAR IN NEW MEDIA STUDIES
- NMS 502 NEW MEDIA, OLD MEDIA
- NMS 505 WORKSHOP/PORTFOLIO SEMINAR
- NMS 508 DESIGN RHETORICS
- NMS 510 WRITING DIGITAL CONTENT

The core provides the program with its unique identity. The Proseminar in New Media Studies, the program's gateway course, introduces students to theories of new media and the particular way the field of new media studies is framed by the program. NMS 502, 508, and 510 introduce students to three literacies that are crucial to the study and production of new media. In New Media, Old Media, extensive reading in the history of media studies foregrounds the necessity of historical/critical literacy and introduces students to the invariable relationship between technology and human communication. The production and interpretation of symbols on two-dimensional surfaces—computer screens, for example—is the focus of Design Rhetorics. Writing Digital Content explores the dynamics of meaning in environments where static, moving, and live images interact with text and audio. The core is completed with a "capstone" experience; students may choose to develop a group-based project or individual portfolio in the Workshop/Portfolio Seminar.

Electives

Seven courses are chosen by MA students from a wide range of courses offered by programs across the University. The electives provide an opportunity for students to focus on areas that best suit their professional and educational goals for the program. Some elective courses (for example, in Human Computer Interaction) have prerequisites that students must fulfill before taking those electives.

Internships

Internship opportunities may be pursued by students who wish to acquire significant on-the-job experience in the fields of publishing, professional writing, and related areas. A maximum of four quarter hours of NMS 506 INTERNSHIP may be applied to the forty-eight quarter hours required for the degree. The Department of Writing, Rhetoric, and Discourse supports NMS students with a dedicated internship coordinator.

Student Handbook

Probation

To maintain good standing, students must complete at least two NMS courses within twelve months of their admission to the program. Students must also maintain an overall grade-point average of at least 3.0 in their course work. Students whose cumulative GPA falls below 3.0 will be placed on probation and given two quarters to raise their average to the minimum 3.0 level. Students on probation are required to consult with the program director before registering for classes. Failure to meet these requirements constitutes grounds for dismissal.

Dismissal

A student may be dismissed from the program in any of the following cases: (1) failure to maintain a GPA above...
3.0 for three consecutive quarters; (2) failure to meet with the program director before registering for classes while on academic probation; or (3) failure to complete at least two courses within sixteen months of admission to the program.

Readmission

If a student is dismissed from the program (as outlined in the dismissal policy), he or she may reapply through the formal application process.

Transfer Credit

Students may transfer up to 12 credits (or three courses) of coursework taken in another program. The exact number of credits and courses that transfer will be determined by the program director. Grades transferred from other institutions do not calculate into the DePaul grade point average.

Undergraduate Courses

Students may not count undergraduate courses for credit toward their graduate degree program.

Graduation Requirements

In order to graduate from the program, students must complete all program requirements with a total of 48 credit hours (12 courses) and a minimum GPA of 2.8.

Graduation with Distinction

NMS students who complete their courses with a GPA of 3.85 or above will be awarded the designation of "Distinction." This honor will be announced at the graduation ceremony and recognized on the degree.

Time Limit

Students must complete the program within six years of their start date. Students who fail to complete the program within this timeframe must re-apply to the program.

Non-Degree-Seeking Students

All NMS courses, with permission of the Program Director, are open to non-degree-seeking students, with the exception of the following: NMS 501 and NMS 505.

Nonprofit Management (MNM)

The Master of Nonprofit Management (MNM) at DePaul University builds competencies in leadership, management, ethics and advocacy, reflecting the areas of study important to today's nonprofit professional.

Integrating best practices in nonprofit management with DePaul's rich, globally focused curriculum, the NMN degree was designed specifically to correspond with the curriculum goals of the Nonprofit Academic Centers Council.

The Master of Nonprofit Management may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined NMN/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- NMN + Community Development Certificate
- NMN + Metro Planning and Development Certificate

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>52 hours</td>
</tr>
</tbody>
</table>

DePaul University Autumn 2015-2016 Page 380 of 2506
Learning Outcomes

Students will be able to:

- Support orally or in writing the characteristics of a well-functioning nonprofit organization.
- Critique a choice a decision maker actually made or, if the student is the decision maker, evaluate his/her decision options and justify the decision on ethical grounds.
- Analyze each of the three sectors and show how the strengths of one compensate for the weaknesses of the others.
- Apply theories of nonprofit leadership in solving a real problem in a specific nonprofit organization.
- Frame a research question and collect appropriate qualitative and quantitative data to answer it.

Degree Requirements

Course Requirements

Students complete 13 courses (52 credit hours). Eleven courses (44 credit hours) of core course work and two courses (8 credit hours) of electives are required.

Required Courses

- MPS 500 INTRODUCTION TO PUBLIC SERVICE MANAGEMENT
- MPS 501 CROSS-SECTOR ANALYSIS
- MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- MPS 519 RESOURCE DEVELOPMENT
- MPS 522 FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT
- MPS 524 MARKETING FOR SERVICE ORGANIZATIONS
- MPS 546 ADVOCACY AND LOBBYING
- MPS 588 INTRODUCTION TO RESEARCH AND STATISTICS FOR MANAGEMENT
- MPS 589 ADVANCED RESEARCH METHODS AND STATISTICS FOR MANAGEMENT
- MPS 593 INTEGRATIVE SEMINAR
- MPS 594 ETHICAL LEADERSHIP IN PUBLIC SERVICE

Electives

- Choose two from the following list:
  - MPS 513 VOLUNTEERISM
  - MPS 516 MANAGEMENT OF INFORMATION TECHNOLOGY
  - MPS 520 VALUES-CENTERED LEADERSHIP
  - MPS 521 LEADERSHIP AND MANAGEMENT
  - MPS 523 GROUP DYNAMICS FOR LEADERS
  - MPS 525 WORKING WITH NONPROFIT BOARDS
  - MPS 528 FOUNDATION MANAGEMENT
  - MPS 529 STRATEGIC MANAGEMENT AND PLANNING
  - MPS 530 ANALYSIS OF NONPROFIT ORGANIZATIONS
  - MPS 561 LAW AND NONPROFIT ORGANIZATIONS
  - MPS 600 INDEPENDENT STUDY
  - MPS 601 INTERNSHIP
  - MPS 610 INTERNATIONAL PROFESSIONAL INTERNSHIP
  - MPS 611 MANAGEMENT OF INTERNATIONAL NGOs
Nursing Practice (DNP)

The Doctor of Nursing Practice (DNP) is a program of doctoral study for the professional nurse seeking specialty preparation in advanced practice nursing. The DNP program prepares nurse anesthetists, nurse practitioners, clinical nurse specialists, and nurse midwives to be advanced practice nurse leaders who work to improve systems of care, patient outcomes, quality, and safety for vulnerable populations in the Vincentian tradition.

Program Goals

The purposes of the graduate tracks in the doctor of nursing practice program are to prepare advanced practice nurses for leadership roles in the practice setting:

1. Integrate nursing science and knowledge with the knowledge of other disciplines and implement this knowledge in order to improve healthcare.
2. Evaluate and translate evidence-based practices to improve health and healthcare outcomes at the patient, family, population, clinical unit, system, and/or community level.
3. Demonstrate collaborative and leadership skills on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex healthcare delivery systems.
4. Contribute to the specialty of advanced practice nursing through participation in systemic inquiry and other scholarly endeavors.
5. Use information systems and technology to improve patient care outcomes in advanced practice nursing.
6. Incorporate a philosophy of social caring based upon respect for the whole person, embodied in professional practice and service activities within a multicultural society.
7. Assume a leadership role in influencing the direction of health care at the local and national level.
8. Advanced nursing practice within a defined specialty.

Expected Competencies

1. Demonstrate safe, effective, and efficient professional practice, in a defined area of advanced nursing practice.
2. Develop the ability to work independently, accepting responsibility and accountability for one’s own advance practice as an Advanced Practice Nurse.
3. Demonstrate responsibility to society by establishing an Advanced Practice Nurse practice that is based upon professional standards as well as ethical and moral principles.
4. Demonstrate the ability to develop public speaking skills through the use of presentations and dissemination of personal research findings.
5. Demonstrate collaborative and leadership skills on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex healthcare delivery systems.
6. Assume a leadership role in influencing the direction of healthcare at the local and national level.
7. Evaluate and translate evidence-based practices to improve health and healthcare outcomes at the patient, family, population, clinical unit, system and/or community level.
8. Contribute to the specialty of advanced practice nursing through participation in systemic inquiry and other scholarly endeavors.
10. Using existing and new databases, analyze data to critically appraise the literature and develop best practices in healthcare.
11. Use information systems and technology to improve patient care outcomes in advanced practice nursing.
12. Use an analytical framework to evaluate information systems and technology in healthcare.
13. Incorporate a philosophy of social caring based on respect for the whole person, embodied in professional practice and service activities within a multicultural society.
14. Analyze major factors and policy triggers that influence health policy-making in order to influence policy, educate others about health disparities, cultural sensitivity and access to quality care, and advocate for social justice, equity, and ethical issues in all healthcare arenas.
15. Reflect on educational experiences and life lessons to gain insight into the development of a personal philosophy of healthcare, and to align their own nursing practice and personal decisions with ethical choices.
Learning Outcomes

Students will be able to:

- Practice as an advanced practice clinician who demonstrates knowledge of population health issues, prevention strategies, and culturally relevant approaches to improve health.
- Design, implement, and promote evidence-based care in complex situations through continuous quality improvement and clinical scholarship.
- Provide organizational leadership through systems of care that utilize interdisciplinary collaboration and consultation to deliver safe, effective, and efficient patient-centered care, which influences policy.
- Design, implement, evaluate, and promote evidence-based care in complex situations through continuous quality improvement and clinical scholarship.
- Develop, implement, and evaluate transformational patient care technologies and analytical methods focused on safety and quality standards.
- Demonstrate an awareness of global health disparities, and in the Vincentian mission of the university, advocate for social justice, equity, and ethical policies that impact the overall health of individuals and communities.

Degree Requirements

Course Requirements

Doctoral Core (38 credit hours)

- NSG 481 BIOSTATISTICS AND EPIDEMIOLOGY (4)
- NSG 522 FINANCE AND COSTING IN HEALTH CARE (4)
- NSG 540 CULTURE, ETHICS, AND POLICY ANALYSIS (4)
- NSG 550 HEALTHCARE ECONOMICS (4)
- NSG 551 LEADERSHIP AND ORGANIZATIONAL BEHAVIOR (4)
- NSG 552 PROGRAM EVALUATION (4)
- NSG 554 INFORMATICS AND TECHNOLOGY APPLICATIONS (4)
- NSG 600 EVIDENCE-BASED PRACTICE RESEARCH (4)
- NSG 601 EVIDENCE-BASED PRACTICE RESEARCH II (4)
- NSG 602 SCHOLARLY LEADERSHIP PROJECT PRACTICUM (2)
- NSG 603 SCHOLARLY LEADERSHIP PROJECT PRACTICUM CONTINUATION (0)

Concentration Requirements

In addition to the Doctoral Core requirements, students must complete the track requirements for their one designated concentration track.

Other Requirements
Scholarly Leadership Project

Students will also be required to complete a Scholarly Leadership Project which represents the cumulating work for their DNP program. The project is expected to be a tangible academic product that reflects the student’s educational experiences and should be evaluated by an academic committee. The Scholarly Leadership Project for the DePaul DNP students (NSG 600, NSG 601, and NSG 602) will include: 1) a needs assessment of an aggregate population, APN practice setting, healthcare institution policies, or healthcare delivery models using an Evidence Based Practice approach; 2) development, and implementation of a program to improve the health of a population, change practice, influence health policy, or revise healthcare delivery models; 3) evaluation of the program; and 4) presentation of outcomes and submission of publishable manuscript. A poster representing the SLP will be produced by the student for presentation at the Grace Peterson Research Colloquium.

Concentration Requirements

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

- Adult-Gerontological Nurse Practitioner
- DNP Completion - Nurse Anesthetist
- DNP Completion - Nurse Practitioner, Clinical Nurse Specialist, Nurse Midwife
- Family Nurse Practitioner
- Nurse Anesthetist

Nurse Anesthetist Track

Track Requirements

Advanced Practice Core (64 credit hours)

- NSG 400 THEORETICAL COMPONENTS OF NURSING (4)
- NSG 500 CHEMISTRY AND PHYSICS OF ANESTHESIA (6)
- NSG 501 ANATOMY AND PHYSIOLOGY I (6)
- NSG 502 ANATOMY AND PHYSIOLOGY II (6)
- NSG 503 PATHOPHYSIOLOGY (6)
- NSG 504 PRINCIPLES OF ANESTHESIA PRACTICE I (4)
- NSG 507 ANESTHETIC PHARMACOLOGY (6)
- NSG 508 ADJUNCTIVE ANESTHETIC (4)
- NSG 509 ADVANCED PHYSICAL ASSESSMENT FOR NURSE ANESTHETISTS (2)
- NSG 610 ANESTHESIA PRACTICUM I (4)
- NSG 611 ANESTHESIA PRACTICUM II (4)
- NSG 612 ANESTHESIA PRACTICUM III (4)
- NSG 613 ADVANCED ANESTHESIA PRACTICUM I (4)
- NSG 614 ADVANCED ANESTHESIA PRACTICUM II (4)

Doctoral Specialty (8 credit hours)

- NSG 615 ADVANCED ANESTHESIA PRACTICUM III (4)
- NSG 616 ADVANCED ANESTHESIA PRACTICUM IV (4)
Family Nurse Practitioner Track

Track Requirements

Advanced Practice Core (54 credit hours)

- NSG 400 THEORETICAL COMPONENTS OF NURSING (4)
- NSG 422 APPLIED PATHOPHYSIOLOGY (4)
- NSG 428 PATHOPHYSIOLOGY FOR ADVANCED PRACTICE (4)
- NSG 464 HEALTH ASSESSMENT FOR ADVANCED PRACTICE (6)
- NSG 473 PRIMARY CARE OF THE INFANT, CHILD, AND THE ADOLESCENT (4)
- NSG 474 PRIMARY CARE OF THE ADULT AND OLDER ADULT (4)
- NSG 475 CLINICAL MANAGEMENT OF PREGNANCY AND CHILDBIRTH (4)
- NSG 478 CLINICAL MANAGEMENT OF ACUTE AND CHRONIC ILLNESSES IN PRIMARY CARE (4)
- NSG 483 PRACTICUM IN POPULATION-BASED NURSING PRACTICE I (4)
- NSG 484 PHARMACOLOGY FOR ADVANCED PRACTICE (4)
- NSG 487 PRACTICUM IN POPULATION-BASED NURSING PRACTICE II (4)
- NSG 488 PROFESSIONAL ISSUES & RESEARCH IN POPULATION-BASED ADVANCED PRACTICE NURSING (4)
- NSG 490 PRACTICUM IN POPULATION-BASED NURSING PRACTICE III (4)

Doctoral Specialty (8 credit hours)

- NSG 700 ADVANCED PRACTICUM FOR NURSE PRACTITIONERS I (4)
- NSG 701 ADVANCED PRACTICUM FOR NURSE PRACTITIONERS II (4)

DNP Completion - Nurse Practitioner, Clinical Nurse Specialist, Nurse Midwife

Track Requirements

Doctoral Specialty (8 credit hours)

- NSG 700 ADVANCED PRACTICUM FOR NURSE PRACTITIONERS I (4)
- NSG 701 ADVANCED PRACTICUM FOR NURSE PRACTITIONERS II (4)
DNP Completion - Nurse Anesthetist Track

Track Requirements

Doctoral Specialty (8 credit hours)

- NSG 615 ADVANCED ANESTHESIA PRACTICUM III (4)
- NSG 616 ADVANCED ANESTHESIA PRACTICUM IV (4)

Adult-Gerontological Nurse Practitioner Track

Track Requirements

Advanced Practice Core (52 quarter hours)

- NSG 400 THEORETICAL COMPONENTS OF NURSING (4)
- NSG 422 APPLIED PATHOPHYSIOLOGY (4)
- NSG 428 PATHOPHYSIOLOGY FOR ADVANCED PRACTICE (4)
- NSG 464 HEALTH ASSESSMENT FOR ADVANCED PRACTICE (6)
- NSG 474 PRIMARY CARE OF THE ADULT AND OLDER ADULT (4)
- NSG 478 CLINICAL MANAGEMENT OF ACUTE AND CHRONIC ILLNESSES IN PRIMARY CARE (4)
- NSG 479 ADVANCED GERONTOLOGICAL NURSING (4)
- NSG 483 PRACTICUM IN POPULATION-BASED NURSING PRACTICE I (4)
- NSG 484 PHARMACOLOGY FOR ADVANCED PRACTICE (4)
- NSG 487 PRACTICUM IN POPULATION-BASED NURSING PRACTICE II (4)
- NSG 488 PROFESSIONAL ISSUES & RESEARCH IN POPULATION-BASED ADVANCED PRACTICE NURSING (4)
- NSG 490 PRACTICUM IN POPULATION-BASED NURSING PRACTICE III (4)
- NSG 555 PHARMACOTHERAPEUTIC IMPLICATIONS FOR THE OLDER ADULT (2)

Doctoral Specialty (8 quarter hours)

- NSG 700 ADVANCED PRACTICUM FOR NURSE PRACTITIONERS I (4)
- NSG 701 ADVANCED PRACTICUM FOR NURSE PRACTITIONERS II (4)

Program Graduate Academic Student Handbook

Retention Policies

1. To be retained in the nursing program, students must maintain a cumulative grade point average of 3.0 in all academic work at the University.
2. Graduate students must maintain a cumulative grade point average of at least 3.0 in all academic work at the University.
3. Students must earn a grade of B- or better to receive graduate credit for any 400-600 level courses.
4. Graduate students who receive < B - grade in any required nursing course will be dismissed from the program.
5. Clinical courses may not be re-taken to raise an unsatisfactory grade.
6. Students who drop below the required cumulative GPA of 3.0 will be placed on probationary status. Students who have less than the required GPA for two quarters will be dismissed from the program.
7. In accordance with the nursing licensing regulations, students found to be convicted of serious crimes (felonies, substance abuse) will be reviewed by the Admissions, Progression, and Retention Committee and may be suspended or dismissed from the program.
8. The School of Nursing expects a respectful environment conducive to teaching and learning from all students, faculty, and staff. Inappropriate conduct is defined as any action that interferes with the creation and maintenance of an effective learning environment. Students are expected to display civility in all aspects of their educational experience at DePaul University.
9. Appropriate student conduct is outlined in detail in the School of Nursing Professional Development Guidelines (Appendix B). Appropriate student conduct includes but is not limited to: being punctual for all classes; displaying courtesy; maintaining professional standards and safe practice in the clinical areas; maintaining academic integrity; avoiding leaving the classroom/clinical area other than during designated breaks and only with the permission of the responsible faculty member; fostering a positive learning environment by respecting the ideas and opinions of others; not talking during class or engaging in activities that distract the attention of others, including keeping cell phones and pagers set on silent mode; respecting others, including not making sarcastic or disrespectful remarks, using foul language or swearing; not threatening others; and remaining emotionally calm without inappropriate outbursts.
10. Students displaying inappropriate conduct may be asked to leave the classroom, clinical area, or meeting. Inappropriate conduct will be documented with a written copy of the incident being placed in the student's file. Such incidents of inappropriate conduct will then be reported to the Director of the School of Nursing, with copies sent to the Associate Director of the Program, and the Admissions, Progression, and Retention Committee. Additional sanctions for inappropriate conduct may be imposed, including dismissal from the nursing program. (For additional information, please see both the University Student Handbook-available online, as well as the "Student Misconduct Process "outlined below.)
11. Students are required to immediately notify the School of Nursing (SON) of any arrests or convictions during the program of study. The SON may elect to suspend the student until the criminal charge has been resolved. The SON may elect to dismiss the student for a criminal conviction.

**Progression Policies**

1. All students must attend an orientation session before beginning the nursing program of studies.
2. All students must meet with their assigned academic advisor during the first quarter of the program to review their official program of studies for the current academic year. The student is responsible to sign the coversheet of the Student Handbook and give this to his/her advisor at the time of their initial meeting.
3. Students must meet with their academic advisor at the end of the first academic year and at least once during each subsequent academic year to review progress in the program and plan for the following year. Advisors may not be available during the months of July and August.
4. A student may not register for any course that has a prerequisite if that student has an incomplete in the prerequisite course.
5. Students may not attend classes in a course for which enrollment is blocked. No credit will be awarded for assignments completed when not officially enrolled in a course. This includes assignments previously completed and turned-in for courses taken in the past.
6. All required health records, evidence of CPR certification, criminal background checks, licensure, personal health insurance, and professional liability insurance must be kept on file in the SON. It is each individual student's responsibility to keep all of their records up-to-date. Drug screens are required for clinical placements. See Clinical Guidelines for further information. Failure to have all records present and up-to-date before the start of each course will result in inability to attend the clinical component of the course.
7. Leave of Absence:
   1. Students who need to interrupt their studies for personal, health or other reasons may request a leave of absence for up to one full year from the date of approval. The request should be made to the faculty adviser, Associate Director of the program and the Admission, Progression and Retention Committee should be notified.
   2. Students who wish to return to the program following a leave of absence will need to submit a written request for resuming coursework to the Admissions, Progression, and Retention Committee. It is the student's responsibility to send a copy of such request to the Director of the School of Nursing, the student's faculty advisor and the Associate Director of the Program. This written request should demonstrate the resolution of the extenuating circumstances contributing to the original need to leave the DePaul Nursing Program. This request for reinstatement must be made no less than 6 weeks prior to resuming the nursing course sequence. Students will be notified in writing regarding the decision concerning their re-entry to the program. Individual assessment of current knowledge and clinical skills will be made prior to placement of the student back into the nursing program. Students who become “out of sequence students” due to dismissal, withdrawal, or military/medical/family leave of absence will resume course work based upon roster space availability in required courses offered at that time.
8. Students who have taken a leave of absence from the program for greater than 12 calendar months must re-apply to the university. Their re-application will then be considered with all other qualified applicants applying for admission to DNP program.

9. A student who withdraws from a core nursing course while in good standing cannot progress in the sequenced nursing curriculum until that course has been successfully completed. In courses that contain both a clinical practicum and a lecture component, both course segments must be completed simultaneously. Exceptions may be identified and defined by the Admissions, Progressions and Retention Committee (APR) in consultation with either the Director of the School of Nursing or Associate Director of the Program and the course faculty.

10. A student who withdraws from a core nursing course who is 'not in good standing' (with a grade of "C" or lower or on probation) at the time of withdrawal, will be referred to the Admissions, Progressions, and Retention Committee (APR). The APR will meet to review the student's past and current performance and to elicit recommendations from the course faculty. A representative of the APR committee may then meet with the course faculty and the Associate Director of the Program and student to counsel the student and to establish a contract for academic improvement. Such students may not progress in the sequenced nursing curriculum until the course has been retaken and successfully completed. In courses that contain both a clinical practicum and a didactic theory portion, both course segments must be completed simultaneously.

11. A student may withdraw from any nursing courses ‘in good standing’ (with a grade of "B-" or higher) only twice during their program of study. A third such withdrawal will result in dismissal from the program.

12. All out of sequence students will be placed in courses on a space/faculty available basis. Priority will be given to students who are out of sequence for military service, severe illness, or family leave rather than for failure or withdrawal 'not in good standing'.

13. A student who has a grade of B- (86% or less) at mid-quarter will be notified by the instructor. The student must satisfactorily fulfill all course requirements by the end of the quarter in order to receive a course grade.

**Academic Integrity Policy**

Violations of academic integrity in any form are detrimental to the values of DePaul, to the students' own development as responsible members of society and to the pursuit of knowledge and the transmission of ideas. Violations of academic integrity include but are not limited to: cheating, plagiarism, fabrications, falsification or sabotage of research data, falsification of clinical data, destruction or misuse of the university's academic resources, academic misconduct, and complicity. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor’s discretion. An instructor may choose to file an academic integrity violation with the university. Actions taken by the instructor do not preclude the college or the university from taking further action, including dismissal from the university. Conduct that is punishable under the Academic Integrity Policy could result in criminal or civil prosecution. The full Academic Integrity Policy can be found at: [http://offices.depaul.edu/oaa/faculty-resources/teaching/academic-integrity/for-students/Pages/default.aspx](http://offices.depaul.edu/oaa/faculty-resources/teaching/academic-integrity/for-students/Pages/default.aspx)

**Academic Integrity Policy Extension for Clinical and Service Settings**

DePaul University is committed to education that engages its students, faculty and staff in work within Chicago's institutions and communities. As DePaul representatives to our partner institutions and community organizations, we ask that you take seriously your responsibilities to these institutions during service and clinical experiences and internships. The community and its institutions are extensions of the DePaul classroom. The University's Academic Integrity Policy and Code of Responsibility apply to professional interactions as well.

**Clinical Guidelines**

The student acknowledges that all DePaul University and School of Nursing academic and conduct policies remain in place during clinical experiences. The student also agrees to comply with all of the policies set forth by the clinical site. The student understands that failure to comply with university or School of Nursing policies or the policies of the clinical site may result in sanctions, including removal from the clinical site and/or the course. The student understands that it is his/her responsibility to immediately notify his/her clinical instructor in the event that the student encounters problems with his/her mentor, preceptor, or staff at the site or at the site generally. DNP students are expected to find clinical preceptors and/or mentors at clinical sites in which DePaul University has an affiliation contract with.

If none exits then a request for a clinical affiliation contract must be secured and signed by both institutions. Once an affiliation contract is in place, a student can start clinical. Additionally a request for a clinical preceptor agreement must be submitted using a Request for Letter of Agreement form along with the preceptor’s CV or Preceptor Profile and copy of verification of licensure in the state.

Students are required to:

1. Attend ALL scheduled learning activities including orientation, lectures, exams, seminars, laboratories, simulation activities, observations, clinical practicums, evaluation conferences, and other comparable activities. If any scheduled learning activities are missed, the student will need to make-up these learning
Examples of unsafe clinical behavior in clinical practice include, but are not limited to:

1. Administering treatments/medications in any form via any route without consent and/or supervision from the clinical preceptor.
2. Failing to use universal precautions.
3. Advising patients about diagnosis or prognosis or referring patients to treatments, agencies, medications, without first discussing such with the clinical preceptor.
4. Performing any procedure without previous knowledge or training on a patient without preceptor guidance and supervision.
5. Inability to correctly calculate math/medication problems.
6. Knowingly exposing patients, colleagues, and others to actual or potential life threatening communicable diseases.
7. Stealing drugs, supplies, or belongings from an agency or patient.
8. Removing copies of patient care documents from healthcare agencies.
9. Removing copies of patient care documents from healthcare agencies.
10. Stealing drugs, supplies, or belongings from an agency or patient.
11. Removing copies of patient care documents from healthcare agencies.
12. Stealing drugs, supplies, or belongings from an agency or patient.
13. Removing copies of patient care documents from healthcare agencies.
14. Removing copies of patient care documents from healthcare agencies.
15. Removing copies of patient care documents from healthcare agencies.

Unsafe Clinical Performance

A student is responsible for implementation of safe patient care during the supervised clinical practicum. Unsafe behavior can result in suspension from the clinical site, student remediation, failure of the course, and/or dismissal from the program. Unsafe practice is defined as behavior that has the potential to cause serious harm to a patient.

Examples of unsafe clinical behavior in clinical practice include, but are not limited to:

1. Violating HIPAA requirements.
2. Violating OSHA requirements.
3. Performing a procedure outside the domain of nursing.
4. Performing a procedure in which he/she has not been prepared.
5. Failing to use universal precautions.
6. Administering treatments/medications in any form via any route without consent and/or supervision from the clinical preceptor.
7. Advising patients about diagnosis or prognosis or referring patients to treatments, agencies, medications, without first discussing such with the clinical preceptor.
8. Performing any procedure without previous knowledge or training on a patient without preceptor guidance and supervision.
10. Knowingly exposing patients, colleagues, and others to actual or potential life threatening communicable diseases.
11. Stealing drugs, supplies, or belongings from an agency or patient.
12. Removing copies of patient care documents from healthcare agencies.
14. Failing to adhere to DePaul School of Nursing and/or clinical agency policies.
15. Falsifying patient records or fabricating patient experiences.
16. Neglecting to give appropriate care.
17. Providing patient care in a harmful manner or exhibiting careless or negligent behavior in the process of providing care to a patient.
18. Refusing to assume the assigned care of a patient, or failing to inform the instructor of an inability to care for a patient.
19. Willfully or intentionally causing physical or emotional harm to a patient.
20. Failing to report an error in assessment, treatment, or medication or failure to report an unusual occurrence or an adverse reaction.
21. Failing to comply with DePaul’s Drug Free Campus policy.
22. Performance not in compliance with stated student expectations as outlined in lecture or course syllabi.

Any student whose pattern of behavior demonstrates unsafe clinical practice that endangers a patient, colleague, or self in the clinical area will be suspended immediately from the clinical experience. The faculty of record will meet with the student to discuss how the unsafe behavior came about and potential complications from said behavior and prepare written documentation of the event. This will be forwarded within 24 hours to the course coordinator. A copy of this document will be placed in the student file and forwarded to the Director of the School of Nursing, Associate Director of the program, and Admissions, Progression and Retention Committee. If appropriate, an incident report will be filed at the clinical site.

If, in the clinical preceptor's clinical judgment, a student is unsafe to continue in the clinical practicum, the clinical preceptor will take the following steps:

1. Dismiss the student for the remainder of the clinical day. The preceptor will follow institutional guidelines as appropriate.
2. Contact the course instructor and the Associate Director of the Program.
3. Submit a written report of the incident to the clinical instructor and Associate Director's office within one working day. The clinical instructor will schedule a meeting with the student within 24 hours of the incident or as soon as is practical, and prepare a written report that describes the incident that resulted in the student's dismissal from clinical. The student will be given a copy of the report at this time.
4. The clinical instructor will advise the student that he or she will not be able to return to clinical until the meeting with the Associate Director takes place. The Director of the School of Nursing may also be involved in the meeting.
5. Within 3 working days, or as soon as is practical, a meeting will be held. In attendance at the meeting will be the clinical instructor, the student, the course coordinator and the Associate Director of the Program and Director of School of Nursing. The student may have his or her advisor present at the meeting. A decision regarding the student's continuation in the program will be made. This meeting will determine whether the student will be administratively withdrawn with a grade of F or is allowed to return to complete the clinical. The clinical instructor initiating the meeting is not involved in the decision regarding the student's progression in the program. A decision is made at the meeting and communicated to the student.
6. The documentation related to unsafe clinical practice will be kept in a secured file within the SON offices.
7. The Admissions and Progression and Retention Committee (APR) reviews any administrative course withdrawal resulting in an F. The APR will determine if the student is dismissed from the program or may return in an appropriate quarter per the procedures of the APR. The student may elect to appeal this decision per procedures in the student handbook.

Clinical Performance Limitation Related to Temporary Disability

A student who incurs an injury or has any other physical limitation of a temporary nature must notify the clinical instructor and course coordinator and provide documentation from his/her health care provider that he/she is able to safely carry out the duties of a student in the clinical setting. This must occur as soon as possible and prior to attendance at clinical. The final decision as to whether the student is allowed in the clinical setting rests with the clinical agency.

Clinical Probation/Remediation

A student requires a clinical contract when one or more clinical course objectives are not being met. These behaviors, if not addressed, put the student at risk for receiving a non-passing final grade in the course. The process is initiated as soon as an instructor and/or course coordinator recognizes that a student's performance or behavior may jeopardize the successful completion of a course. The clinical contract can be initiated at any time during the quarter.

The clinical contract is documented on the Student Faculty Contract form (Appendix A) and is completed by the course coordinator and clinical instructor. The course coordinator and clinical instructor will document, in writing, on the contract form, the areas of deficient student performance and identify behaviors the student will need to demonstrate in order to receive a passing grade. The student will receive a copy of this contract. The student's academic advisor will be notified as will the Associate Director of the Program. The academic advisor
will follow-up with the course coordinator regarding the student’s remediation progress. By the end of the quarter (or completion of the course in the event of a withdrawal), the student must demonstrate satisfactory remediation of all areas of concern noted in the contract without further additional deficits or risk failing the course.

Clinical Failure

In the event that a student does not receive a passing grade in the clinical component of a course, the student’s grade for that course will automatically become an F.

Student Dress Code

1. The student is to be well groomed at all times presenting a professional image. The rationale behind this and the following requirements comes from the belief that it is the client who is the focus of the nurse-client relationship.
2. Hair must be kept off the face and above the collar or pulled back and secured. Natural hair tones only. Sideburns, moustaches, and beards must be neatly trimmed. Make-up, if worn, must be minimal and conservative. Personal care products may only be lightly scented. Other fragrances are not to be worn.
3. Nails may not extend beyond the tip of the finger. NO artificial nails or nail polish is permissible.
4. The ONLY acceptable accessories are: One single or pair of stud earrings—one on each lobe; one plain ring/ring set on one finger; NO other body jewelry or accessories is acceptable. Note: in some clinical areas all jewelry must be removed.
5. Tattoos are to be covered.
6. When giving direct patient care, in the office or clinic setting, students must wear their white lab coat with DePaul School of Nursing patch, their SON student name pin, and professional dress consisting of a shirt, sweater, and/or blouse with pants or a skirt, closed toe shoes in good repair with a low heel and in neutral color, with neutral hosiery or socks. No high tops or bare foot sandals.
7. Inappropriate clothing would include: sweatshirts; sweat pants; tight or sleeveless tops; shirts with lettering, pictures or hoods; stirrup pants; leggings; Capri pants; shorts; blue jeans; tight or revealing clothing; visibly worn, torn, or faded clothing; midriff tops; low necklines; open-backed clothing; cleavage or underwear showing; or flip-flops.
8. These guidelines are subject to modification by the clinical instructor, based on the instructor’s judgment, individual student religious or cultural practices, the sensibilities of the population, and the dress code of the particular office or clinic setting or event where the student is in attendance or practicing.

Confidentiality

1. The student is expected to adhere to the American Nurses Association Code for Nurses and act in accordance with the Patient’s Bill of Rights.
2. Confidentiality is the protection of a client’s privacy through careful use of oral and written communications. The client’s right to privacy is safeguarded by judicious protection of confidential information. The student should adhere to the School of Nursing Social Media policy (Appendix C) regarding maintenance of confidentiality and protection of privacy as it relates to communication via social media.
3. A client’s chart is a legal document. Information from the client and chart is confidential and cannot be disclosed to those not caring for the client. All entries must be accurate and legible. No part of the client’s Medical record can leave the office or clinic setting.
4. Information communicated by clients to students may not be repeated to anyone outside of the direct care team. Care should be taken when in the corridors, lounge, classroom, dining rooms, or other public areas, so that conversations are not overheard.
5. An individual can withhold any information about himself/herself that he/she desires. Nursing students must be especially careful regarding the invasion of the client’s privacy.
6. Students should use only the initials of the client when filling out history & physical exam forms, SOAP notes and any other documents which are a part of their educational experience.

Unprotected Exposures

In the event of any unprotected exposure to blood or body fluids, the student is to follow the procedures of the DePaul University School of Nursing Bloodborne Pathogens Exposure Control Plan http://csh.depaul.edu/departments/nursing/student-resources/Pages/Bloodborne-Pathogens-Exposure-Control-Plan.aspx

Exposure at DePaul University

Any student who incurs an exposure incident at DPU should obtain confidential post-exposure evaluation and
follow-up.

Students who would like to obtain this confidential post-exposure evaluation and follow-up from Advocate Illinois Masonic Medical Center may contact DePaul Public Safety, who will facilitate transportation to Advocate Illinois Masonic Medical Center.

The post exposure evaluations and follow-up should include at least, the following elements:

- Documentation of the route(s) and circumstances of the exposure;
- The results of the source individual's blood testing, if available; and
- All medical records relevant to the appropriate treatment of the student, including vaccination status, the Safety Officer or his/her designee will maintain these records.

Collection and testing of blood for HBV and HIV serological status will comply with the following:

- The exposed student's blood shall be collected as soon as feasible and tested after consent is obtained;
- The student may have his/her blood collected for testing of the student's HIV/HBV serological status. The blood sample will be preserved for up to 90 days to provide time for the student to decide if the blood should be tested for HIV serological status.

The student is responsible for costs associated with the medical evaluation.

Exposure at an Outside Facility while Performing Duties within Student Role

Any student incurring such an exposure should follow both DPU’s post exposure policy as well as the institution’s policy where the exposure occurred. All student exposure incidents, whether they occur at DPU or off-campus while conducting learning or training activities under the SON must be reported to the Safety Officer or his/her designee as soon as possible, but no later than one business day after the incident.

Students are encouraged to speak with their health care provider about any additional follow-up post-exposure prophylaxis that may be recommended.

When possible, the Safety Officer, his/her designee, or institution where the exposure took place, will look into testing the exposure source individual for HIV, hepatitis B, and/or hepatitis C. Testing of the source individual's blood does not need to be repeated if the source individual is already known to be infected with HIV, hepatitis B, and/or hepatitis C.

Student Clinical Requirements

It is mandatory that all students have all of their clinical requirements completed and a copy in their Student Immunization Tracker through Certified Background.com by August 1st for Fall Quarter. It is the responsibility of the student to insure that all clinical requirements are kept current. Students must submit copies of renewed coverage, updated lab results, and renewed skills PRIOR to the anniversary of the expiration date. Non-compliance with clinical requirements will result in the student's withdrawal from their clinical course and subsequent delay progression in their program of study.

The student must submit COPIES (NOT ORIGINALS) of the following:

1. A complete physical examination signed by a licensed primary care provider (MD, DO, NP, PA).
2. A Non-Reactive TWO-STEP Tuberculin Skin Test or Quantiferon Gold TB Blood Test. The Two-Step TB Skin Test requires that you receive two separate Mantoux skin tests at least one week apart AND no longer than 3 weeks apart. This test must be renewed YEARLY with a single step TB skin test or a Quantiferon Gold TB Blood Test. If previously positive, a student must submit a chest x-ray and/or TBsymptom assessment statement that verifies the student is free from Tuberculosis signed by a licensed primary care provider (see above).
3. A Mantoux test or Quantifieron Gold test must be taken and results uploaded to Certified Background.com every 12 months following the initial TB test.
4. Titers for Rubeola, Mumps, Rubella, Varicella, and Hepatitis B. A TITER is MANDATORY to document immunity. (Note: Vaccination history of the disease is necessary to develop immunity). The titer MUST contain the titer value as well as the reference norm. The required titers are as follows:
   - Rubeola IgG
   - Mumps IgG
   - Rubella IgG
   - Varicella IgG
   - Hepatitis B surface antibody (quantitative).

If the Hepatitis B immunization series has not been completed prior to beginning clinical attendance, the first of the three must be received prior to the first clinical day. It is the student's responsibility to supply documentation of the vaccine dates and the date when the final HepatitisB surface antigen/antibody (quantitative) will be drawn. It is also the student’s responsibility to upload this final
documentation to their Certified Background file as soon as it becomes available. If a titer does not demonstrate immunity, further vaccination is necessary. If titers indicate no immunity for Rubeola, Mumps, Rubella, and Varicella, immunization is required (for Rubeola, Mumps or Rubella, this will be a booster series of 2 MMR immunizations). Titters will need to be drawn after re-immunization with the MMR. No follow-up titer is required for Varicella. Students must sign a waiver if no immunity is detected on follow-up titer. The waiver states that you understand the risk associated with continuing in the nursing program, specifically that if you contract the disease to which you are not immune, the school is not liable and that you want to continue in your studies, knowing the risk. Once you have documented your immunity or signed a waiver, you will not need to furnish any further documentation.

5. Tetanus-Diphtheria-Pertussis Booster: Must be within the last 10 years. Documentation can be in the form of a signed immunization card or statement from your healthcare provider or health department that documents the date of the tetanus booster or TdaP were administered.

6. We require a yearly influenza vaccine. Most of our clinical agencies require influenza vaccines for all personnel providing patient care.

7. Standard Precautions/Universal Precautions Training: Incoming MENP students will receive this as part of their initial coursework.

8. Current CPR Certification: Exact month/day/year MUST be recorded on card. American Heart Association Healthcare Provider (BLS)-Must be RENEWED EVERY 2 YEARS. (Note: AHA BLS certification is the ONLY CPR certification acceptable.)

9. Professional Liability Insurance: Each DNP NP student must obtain their own student nurse practitioner professional liability insurance policy against claims arising from real or alleged errors or omissions. Their policy must have minimal limits of coverage of $1,000,000 PER claim and $5,000,000 aggregate. This insurance must be renewed annually. Professional Liability Insurance for DNP NA student is provided by NorthShore. The NP or NA DNP completion student must provide evidence of Professional Liability insurance: if providing direct patient care during their clinical residency hours.

10. Evidence of Current Health Insurance: All nursing students must submit proof of health insurance yearly. The health insurance photocopy of membership card or the paper it is written on should show the dates of coverage or the date the copy is uploaded to the student's Certified Background file.

11. Criminal Background Check: Nursing students must submit to a criminal background check by www.certifiedbackground.com prior to their initial clinical experience. Criminal background checks must be completed by August 1st for Fall Quarter and will remain in effect unless: a) a clinical agency determines it necessary to require more frequent or more detailed background checks, b) OR a nursing student interrupts his/her program of study for one quarter or longer. In the above cases, it is mandatory for the student to have another criminal background check performed.

The School of Nursing may not be able to place students in a clinical setting if there are positive findings on the criminal background check. As a result, a student will not be able to complete the requirements of the program.

12. Drug Screening: Nursing students are required to have a ten-panel drug screen as required by clinical institutions. The test may be obtained from any health care agency, or from www.certifiedbackground.com through Quest Diagnostics Lab. The drug test MUST follow a “Chain-of-custody” procedure. The student should sign a release to have the results sent to School of Nursing Coordinator of Clinical Placements. See below for the School of Nursing Policy on Drug Use and Testing. The School of Nursing may not be able to place students in a clinical setting if there are positive findings on the drug screen. As a result, a student will not be able to complete the requirements of the program.

Drug Use and Testing

In accordance with DePaul University policies, the School of Nursing will impose disciplinary sanctions upon any student found to be in violation of laws or policies relating to the unlawful possession, use, or distribution of drugs or alcohol. Nursing students may be required to have a ten-panel drug screen based on clinical affiliates’ requirements. Release forms must be signed to have the results sent to the Clinical Placement Coordinator.

If a student’s drug test is positive, secondary or confirmatory testing will be performed and the student will be expected to cooperate with interviews and follow-up procedures to ascertain and endeavor to confirm whether there was an explanation for the positive test result that did not involve illegal conduct, e.g., ingestion of lawful drugs, food, or beverages that could cause positive results.

If the positive test is confirmed and no sufficiently credible explanation of relevant lawful conduct is forthcoming, clinical placement in a clinical course and successful completion of the program will be jeopardized due to failure to qualify for placement and/or successful completion of the program. Students with confirmed positive tests and/or no sufficiently credible explanation of relevant lawful conduct will be advised that the DePaul University School of Nursing cannot place them in a clinical setting. As a result, a student would not be able to complete the requirements of the program.

DNP Residency

The DNP residency is a key component of the DNP program. The essential components of residency are scholarly activities that support the implementation and completion of a scholarly leadership project (SLP). These
may include time spent with a preceptor/mentor in a professional institution, clinic or community based organization which provide care to an underserved/disadvantaged patient population due to lack of access or socioeconomic reasons. Continuing education conferences and workshops that expand/support the SLP may also be used. A minimum of 300 hours is required for the DNP NP Track residency; the student is required to maintain a record log of the scholarly activities that includes a reflection analysis of each experience. The reflection journal will be incorporated in the ePortfolio. The academic advisor/course director is responsible for supervision of the DNP residency.

- Baccalaureate & Post-Masters entry Registered Nurse DNP NP Track student - the DNP residency occurs after 600 hours of preceptor clinical in the nurse practitioner track have been completed in NSG 483, 487 & 490. A minimum of 300 Residency clinical hours occur in NSG 700 and 701.
- Post masters Nurse Practitioner, Clinical Nurse Specialist, and Nurse Midwife DNP Student – the DNP residency is 300 hours of clinical or less based upon the number of documented preceptor clinical hours in their masters nurse practitioner program verified by transcript or letter from the director of the program. Residency hours occur in NSG 700 and 701.

Professional Portfolio

During their program of studies, the DNP student is required to develop a professional electronic portfolio, a digitalized, purposeful collection of their selected work (documents, images, or videos), that provides evidence of their scholarly and professional development and achievement of the program’s learning outcomes. The ePortfolio is started at the beginning of the program in NSG 554 Informatics & Technology Application course and continues to be added to throughout their DNP Program of study being completed in NSG 602. The DNP student will develop their portfolio on Digication, the ePortfolio system at DePaul. The student will have access to their portfolio after they graduate and can continue to highlight selected personal and professional accomplishments and experiences. Throughout their enrollment, students have unlimited access to the Writing Center for one-on-one Digication training and ePortfolio development support.

Scholarly Leadership Project

DNP students are required to complete an evidence-based Scholarly Leadership Project (SLP) related to their area of advanced nurse practitioner practice. The SLP is a culmination of the knowledge gained in the DNP courses and provides an opportunity to demonstrate an analytical approach to programmatic, administrative, policy or practice issues in a format that supports the synthesis, transfer and utilization of knowledge. The intent is to demonstrate identification and resolution of a practice problem through the scholarship of application/integration. The project is expected to contribute to a practice or educational arena, examples include: an evaluation of a program or intervention, an analysis of a health care policy, developing a practice training program, quality improvement or safety program, a comprehensive systematic review for determination of best practice, or a strategic plan for the delivery of healthcare.

The SLP proposal will be developed in NSG 600: Evidence-Based Practice Research I. The student will identify a SLP Committee with a two member minimum: one being a DePaul SON or NorthShore faculty member as the Committee Chair & a second committee member (content expert/mentor) with a master’s or higher degree (from the School of Nursing/NorthShore School of Nurse Anesthesia faculty and/or from an outside institution). In NSG 601: Evidence Based Practice Research II, the students will obtain approval from the School of Nursing Local Review Board (LRB) and the DePaul University IRB and prepare to implement their projects. Continuation of the project will occur in NSG 602 in which 100 Scholarly Leadership Project hours are required of all DNP students. A formal oral presentation and a publishable manuscript will be presented to the student’s DNP Committee for approval at the end of the program. A poster representation of the SLP will be produced by the student for presentation at the Grace Peterson Research Colloquium.

Access to Student Records

1. A student may have access to his/her personal student record upon request. Confidentiality is maintained with all student files. Release of information is granted upon written request by the student.
2. No specific or detailed information concerning specific medical diagnoses will be provided to faculty outside the department, administrators, or even parents, without the expressed written permission of the individual in each case. This position with respect to health records is supported by amendment to the Family Education Rights and Privacy Act of 1974. Health officials and other institutional officers must remember that all confidential medical/health care information is protected by statutes and that any unauthorized disclosure may create legal liability.

Graduation

DePaul University awards the Doctor of Nursing Practice degree to students who successfully completed the DNP program. All requirements of the University, College, and School of Nursing must be met as outlined in the current Bulletin.
The student is responsible for completing the application for degree conferral and commencement by the deadline posted in the academic calendar.

Students are responsible for changes reflecting new program requirements if the department gives sufficient notice. Part-time students and students who do not enroll in classes for one or more quarters will follow their original program of study.

**Legal Limitations for Licensure**

Requirements for certification licensure may vary from state to state. Those students wishing to take their certification exam outside of Illinois are advised to check with that state’s licensure requirements early in the academic program. Baccalaureate entry DNP students will be eligible to take their national certification exam upon completion of their DNP degree program. Post-masters entry DNP students will be eligible to take their national certification exam upon completion of the NP courses and clinical.

**Nursing RN to MS (MS)**

The RN to MS curriculum provides for seamless progression for the Registered Nurse (RN) with an associate degree in nursing (ADN) to the master’s degree (MS) in nursing, whether or not the student also holds a BA/BS in another field. Along the way, all students are required to earn the Bachelor of Science (BS) degree in nursing at DePaul. In anticipation of earning the BS, students must apply for degree conferral.

The RN to MS program will be offered online except for the clinical component. Students will be required to complete clinical nursing experiences, which will be undertaken in their home communities with appropriate local professional mentors. The master’s component of the program prepares practicing nurses to meet the core expectations of a master’s education in nursing and to assume the role of a nurse educator or nurse administrator. The student will earn a certificate either in Health Professions Education or in Health Administration from Rosalind Franklin University of Medicine and Science (RFUMS) and the MS in Nursing from DePaul University. The certificate programs focus on interprofessional collaboration and are interdisciplinary in nature.

The master’s program will culminate in a graduate practicum in which the interprofessional competencies will be supplemented by nursing-specific competencies as delineated by the American Organization of Nurse Executives and the National League for Nursing. In anticipation of earning the MS, students must apply for degree conferral.

<table>
<thead>
<tr>
<th>Completion of Bachelor of Science Degree in Nursing at DePaul</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements Shared with BS Requirements</td>
<td>24 hours</td>
</tr>
<tr>
<td>Graduate Core Courses</td>
<td>16 hours</td>
</tr>
<tr>
<td>Track Requirements</td>
<td>18 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>58 hours</strong></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Analyze nursing concepts, theories, and research to design, implement, and evaluate family-centered and community-based models of professional nursing.
- Develop a personal philosophy of professional nursing in the context of extant philosophies, nursing’s history and evolution as a discipline.
- Promote professional awareness of multicultural practice within nursing.
- Contribute to excellence in patient care and advances in nursing knowledge across the lifespan through
advanced health assessment, evidence-based professional practice, systematic inquiry, planned innovation, and dissemination of information to consumer and professional audiences.

- Assume a leadership role within the health team and the profession for safe, effective and affordable health care with individuals, families, and communities.
- Demonstrate autonomy, integrity and social justice in professional nursing practice.
- Analyze professional codes and standards as a basis for professional nursing practice and service to a multicultural society.
- Use an analytical framework to evaluate information systems and technology in health care.

**Degree Requirements**

**Course Requirements**

- NSG 429 PATHOPHYSIOLOGY & APPLIED PHARMACOLOGY (4 QH)
- NSG 481 BIOSTATISTICS AND EPIDEMIOLOGY (4 QH)
- NSG 554 INFORMATICS AND TECHNOLOGY APPLICATIONS (4 QH)
- NSG 598 GRADUATE RESEARCH SYNTHESIS (4 QH)

**Courses Double-Counted as Undergraduate and Graduate Credit**

- NSG 400 THEORETICAL COMPONENTS OF NURSING (4 QH)
- NSG 401 NURSING RESEARCH I (4 QH)
- NSG 431 HEALTH PROMOTION FOR FAMILIES AND COMMUNITIES (4 QH)
- NSG 445 NURSING PROFESSIONALISM, ADVOCACY, AND LEADERSHIP (4 QH)
- NSG 460 ADVANCED PHYSICAL ASSESSMENT ACROSS THE LIFESPAN (4 QH)
- NSG 540 CULTURE, ETHICS, AND POLICY ANALYSIS (4 QH)

**Track Requirements**

Students must also complete the requirements from one of the following tracks: Nursing Administration or Nursing Education. A student may complete a maximum of one track.

**Track Requirements**

As part of the master's component of the RN to MS program, students will choose to specialize in one of two tracks:

- Nursing Education
- Nursing Administration

Each track requires four courses plus a capstone experience requiring a 200-hour practicum. The specific required coursework for each track can be found by navigating to the respective page. Following completion of the specialty, a graduate certificate in either Health Professions Education or Health Administration is conferred by Rosalind Franklin University of Medicine and Science.
Nursing Administration Track

The Nursing Administration track is designed to prepare a manager and leader in nursing and healthcare with advanced knowledge and applicable skills in communication and relationship building, healthcare environment, leadership, professionalism, and business management. The graduate will be able to pursue national certification as a nurse executive and a career in nursing administration. Contained within the coursework for the MS degree are four interprofessional health administration courses taught by Rosalind Franklin University of Medicine and Science which confers a graduate certificate in health administration. The degree program culminates in a capstone experience in nursing administration including a 200-hour practicum.

- NSG 561 EVIDENCE BASED MANAGEMENT (3 QH)
- NSG 564 ORGANIZATIONAL BEHAVIOR AND HUMAN RESOURCES (3 QH)
- NSG 565 STRATEGIC PLANNING AND LEADERSHIP IN HEALTHCARE (3 QH)
- NSG 569 TOPICS IN HEALTHCARE ADMINISTRATION (3 QH)
- NSG 596 CAPSTONE IN NURSING ADMINISTRATION (6 QH)

Nursing Education Track

The Nursing Education track is designed to prepare a clinical expert with skills in nursing curriculum development, course design, instruction, and evaluation. The graduate will be able to pursue national nurse educator certification and teach in undergraduate nursing programs and/or in-service education. Contained within the coursework for the MS degree are four interprofessional health professions education courses taught by Rosalind Franklin University of Medicine and Science which confers a graduate certificate in health professions education. The degree program culminates in a capstone experience in nursing which includes a 200-hour practice/education practicum.

- NSG 570 LEARNING THEORIES (3 QH)
- NSG 575 COURSE DEVELOPMENT (3 QH)
- NSG 574 CLASSROOM ASSESSMENT (3 QH)
- NSG 579 EVALUATING CLINICAL COMPETENCE (3 QH)
- NSG 597 CAPSTONE IN NURSING EDUCATION (6 QH)

Operations Management (MBA)

The Operations Management MBA concentration will teach you the fundamental principles of managing the efficient transformation of materials and labor into goods and services. The course sequence allows you to customize your academic track to focus on quality, technology or service management. Regardless of the track you chose, you’ll learn the basic principles of effective operations management that are used by world-class organizations.

**Highlights**

In this concentration, you will gain knowledge and abilities to:

- Manage operations in a variety of organizations.
• Formulate and implement effective operations strategy.
• Manage processes to provide superior quality services and products.
• Analyze and design superior business and transformation processes.
• Guide large, multi-functional projects.
• Lead the implementation of new technology and innovations.
• Transform service businesses to provide superior operations.

Career Outlook

This MBA concentration will put you on the career track for positions that include supply chain manager, operations research analyst, purchasing manager, operations manager, production manager and quality assurance manager. Graduates of the program have advanced to upper level management positions in both manufacturing and service organizations. Job prospects for professionals in this field are favorable, with employment expected to grow 22 percent by 2020, according to the Bureau of Labor Statistics.

<table>
<thead>
<tr>
<th>Core Requirements (varies with admission term and previous coursework)</th>
<th>24-48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Requirements (varies with admission term)</td>
<td>24-36 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>48-72 hours</strong></td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

• Use analytical and problem-solving skills in decision making.
• Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
• Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
• Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
• Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
• Acquire broad-based knowledge and skills necessary to fulfill their professional goals.

MBA Core Requirements

Course Requirements for the MBA Program

• ACC 500 FINANCIAL ACCOUNTING
• ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
• ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
• ECO 555 ECONOMICS FOR DECISION-MAKING
• FIN 555 FINANCIAL MANAGEMENT
• GSB 420 APPLIED QUANTITATIVE ANALYSIS
• GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
• MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
• MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
• MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
• MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take
courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

### Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

### Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.
Concentration Requirements

Course Requirements

To complete the Operations Management concentration, students must complete three courses from the following:

- MGT 501 STRATEGIC SUPPLY CHAIN MANAGEMENT
- MGT 506 DECISION MAKING FOR MANAGERS
- MGT 508 QUALITY MANAGEMENT SYSTEMS
- MGT 545 MANAGING SERVICE OPERATIONS
- MGT 598 PROJECT MANAGEMENT

Organizational and Multicultural Communication (MA)

The Organizational and Multicultural Communication program offers two tracks: Organizational Communication and Multicultural Communication. Students also have the option of declaring a dual track by taking courses in the tracks listed above. This program may appeal to students interested in such areas as diversity in the workplace, international training and development, and communication education, and consulting. The Organizational and Multicultural program also provides a solid foundation for Ph.D. work in communication and related disciplines.

Track Options

The tracks share some common coursework, however, each track also has its own distinct focus. Students can also earn a concentration in Training and Development.

Organizational Communication

The Organizational Communication track focuses on communication challenges specific to business and organizational settings. It helps students to understand and manage the broad communication processes within organizations while enabling them to develop their individual skills as communicators. This track will be of interest to professionals in corporate and nonprofit settings, particularly those who manage employees or have responsibilities for personnel issues.

Multicultural Communication

The Multicultural Communication track focuses on the dynamics of communication across cultures. It explores not only what happens when people of two different cultures meet, but also what happens when people from a variety of cultures and ethnicities come together in one organization, community or country. This track will be of particular interest to those who work with international and multiethnic corporations and to public service personnel serving individuals from a variety of backgrounds and cultural traditions.

Training and Development

The Training and Development concentration provides students with a foundation in adult learning theory as well as theories of organizational change. Students learn how to conduct organizational communication assessments and design interventions to facilitate organizational problem-solving. Furthermore, students are taught how to design and implement training activities in organizational contexts. The concentration also provides opportunities for students to explore organizational diversity conceptually and as an ongoing influence on organizational communication processes.
Learning Outcomes

Students will be able to:

- Apply theoretical concepts of organizational and multicultural communication to workplace, personal, and public experience.
- Explain how communication shapes organizational and cultural understandings.

Degree Requirements

Course Requirements

The Master of Arts in Organizational and Multicultural Communication offers two separate tracks, Organizational Communication and Multicultural Communication, as well as the option for a dual concentration in both. The Master of Arts in Organizational and Multicultural Communication also offers the option for a specialized concentration in Training and Development.

The M.A. in Organizational and Multicultural Communication requires 12 courses (48-credit hours) — three core courses, one methods course and eight Organizational/Multicultural Communication electives that include the option to earn a concentration in Training in Development. If preferred, two of the electives can be taken outside of the program with the permission of the graduate program director.

Core Courses

Students are required to take all of the following:

- CMNS 500 FOUNDATIONS IN GRADUATE COMMUNICATION STUDIES
- CMNS 501 COMMUNICATION IN CULTURAL CONTEXTS
- CMNS 541 ORGANIZATIONAL COMMUNICATION AND CULTURE

Methods Requirement

Students choose one of the following:

- CMNS 581 QUALITATIVE RESEARCH METHODS
- CMNS 582 QUANTITATIVE RESEARCH METHODS
- CMNS 584 METHODOLOGICAL TOPICS

Elective Courses

Eight elective courses are taken from a selected track; students electing the dual track take 3-4 courses in each track

Organizational Track

- CMNS 525 COMPARATIVE MANAGEMENT COMMUNICATION
- CMNS 527 ASSESSMENT AND INTERVENTION IN ORGANIZATIONS
- CMNS 529 TOPICS IN ORGANIZATIONAL AND MULTICULTURAL COMMUNICATION
- CMNS 530 INSTRUCTIONAL DEVELOPMENT
- CMNS 531 INSTRUCTIONAL DEVELOPMENT PRACTICUM
- CMNS 532 INTRODUCTION TO TRAINING AND DEVELOPMENT
Multicultural Track

- CMNS 504 LANGUAGE, THOUGHT AND CULTURE
- CMNS 509 SPECIAL TOPICS IN MULTICULTURAL COMMUNICATION
- CMNS 521 LANGUAGE AND POWER
- CMNS 522 COMMUNICATING IDENTITY
- CMNS 523 GENDERED COMMUNICATION
- CMNS 525 COMPARATIVE MANAGEMENT COMMUNICATION
- CMNS 527 ASSESSMENT AND INTERVENTION IN ORGANIZATIONS
- CMNS 529 TOPICS IN ORGANIZATIONAL AND MULTICULTURAL COMMUNICATION
- CMNS 530 INSTRUCTIONAL DEVELOPMENT
- CMNS 531 INSTRUCTIONAL DEVELOPMENT PRACTICUM
- CMNS 542 MULTICULTURAL COMMUNICATION IN THE WORKPLACE
- CMNS 550 ORGANIZATIONAL DIVERSITY & LEADERSHIP
- CMNS 556 INTERCULTURAL CONFLICT AND NEGOTIATION STRATEGIES
- CMNS 561 INTERNATIONAL MEDIA
- CMNS 563 MULTICULTURAL MEDIA REPRESENTATIONS
- CMNS 590 COMMUNICATION WORKSHOP (VARIABLE TOPICS)
- CMN 591 INTERNSHIP
- CMN 598 STUDY ABROAD
- CMNS 592 INDEPENDENT STUDY
- CMNS 599 RESEARCH THESIS

Concentration in Training and Development

Completion of all three classes required to earn concentration:

- CMNS 527 ASSESSMENT AND INTERVENTION IN ORGANIZATIONS
- CMNS 530 INSTRUCTIONAL DEVELOPMENT
- CMNS 532 INTRODUCTION TO TRAINING AND DEVELOPMENT

* With approval of the graduate program director, students can take up to two relevant elective courses from other College of Communication graduate programs or relevant elective courses from other graduate departments/programs outside of the College of Communication.

Comprehensive Final Examination or Thesis

Students in the Master of Arts in Organizational and Multicultural Communication complete their degree requirements by passing a comprehensive final examination. Students who attain a cumulative GPA of 3.7 or higher and obtain prior approval from the graduate program director have the option to complete a thesis. Students completing a thesis will enroll in CMNS 599 as their 12th and final course in the quarter they defend their thesis.

Grade Requirements

Students must maintain a minimum cumulative GPA of 3.00 in their graduate courses to remain in good academic standing. Students who do not meet this minimum cumulative requirement will be placed on academic probation and will be expected to attain the minimum cumulative requirement within two quarters. Failure to do so may result in dismissal from the program.
Organizational Diversity (MBA)

The Organizational Diversity MBA concentration is an interdisciplinary program that will prepare you to lead diversity initiatives at a wide range of organizations. Through a combination of business and communication courses, you’ll study the dimensions, policies and procedures that encompass management of strategic diversity initiatives in industry, government, not-for-profits, public policy agencies, health care and education organizations.

Highlights

In this concentration, you will gain the knowledge, competencies and skills to:

- Develop and manage an effective, comprehensive organizational diversity initiative.
- Incorporate legal and ethical principles into diversity efforts.
- Attract, hire, promote and create an inclusive environment for diverse employees.
- Establish training and development programs that emphasize diversity competencies for all employees.
- Advance skills for working in diverse teams, empowerment, conflict resolution and negotiation.
- Implement change models to increase diversity in organizations across functional areas.

Career Outlook

This MBA concentration will put you on the career track for positions that include global business manager, chief diversity officer, diversity and inclusion consultant, chief human resource officer and talent acquisition manager. Opportunities for organizational diversity leaders are growing as organizations increasingly seek to cultivate and retain diverse workforces in a globalized business environment. About 60 percent of Fortune 500 companies had a chief diversity officer or executive role designated for diversity as of 2012, up from 20 percent in 2005, according to data reported by the Heidrick & Struggles, an executive search firm, and Asian Week.

<table>
<thead>
<tr>
<th>Core Requirements (varies with admission term and previous coursework)</th>
<th>24-48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Requirements (varies with admission term)</td>
<td>24-36 hours</td>
</tr>
<tr>
<td>Total hours required</td>
<td>48-72 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.
MBA Core Requirements

Course Requirements for the MBA Program

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.
If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

**Concentration Requirements**

**Course Requirements**

To complete the Organizational Diversity concentration, students must take three courses.

- MGT 798 SPECIAL TOPICS: Management and Organizational Diversity
- CMNS 550 ORGANIZATIONAL DIVERSITY & LEADERSHIP
- Choose one from the following:
  - CMNS 525 COMPARATIVE MANAGEMENT COMMUNICATION
  - CMNS 542 MULTICULTURAL COMMUNICATION IN THE WORKPLACE
  - MGT 551 GLOBAL WORKFORCE MANAGEMENT
  - MGT 552 MANAGING CULTURAL DIFFERENCES FOR GLOBAL SUCCESS

**Philosophy (MA)**

The department offers two distinct Master's degrees. The majority of students pursue the Master's as a step on the way to attaining a PhD. These students apply directly into the MA/PhD. The department also offers a terminal Master's degree that is intended only for students who do not plan on pursuing a doctorate. Requirements are the same for the two programs.

The MA in Philosophy may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Philosophy + Digital Humanities Certificate
- Philosophy + Women's and Gender Studies Certificate

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will be able to:

- Critically discuss philosophical issues (via well-grounded arguments) and questions from the perspectives of multiple methods, traditions, and historical contexts.
- Evaluate philosophical issues, questions, and problems critically and analytically.
- Write an articulate and well-ordered essay presenting philosophical positions in a way that addresses philosophical issues and questions.
- Formulate and evaluate their own understanding of a diverse range of philosophical problems, in both writing and discussion.
- Integrate a critical understanding of central philosophical ideas from the history of philosophy, broadly construed to include more than the Western tradition.
- Read and integrate into their research relevant primary and secondary texts from the history of philosophy in their original language.

Degree Requirements

Course Requirements

Of the 48 quarter hours of graduate philosophy courses numbered 400 and over (12 courses) required for the M.A. degree, 16 quarter hours (4 courses) must be taken in accordance with the following distribution requirements:

- Two History of Western Philosophy Courses
  - One in Ancient or Medieval: 4 quarter hours
  - One in Modern or Nineteenth Century: 4 quarter hours
- One Contemporary European Philosophy Course: 4 quarter hours
- One Normative Philosophy Course: 4 quarter hours

Course Distribution List

History of Western Philosophy - Ancient or Medieval

- PHL 400 SPECIAL TOPICS IN TRADITIONAL PHILOSOPHERS
- PHL 410 PLATO I
- PHL 411 PLATO II
- PHL 415 ARISTOTLE I
- PHL 416 ARISTOTLE II
- PHL 420 AUGUSTINE
- PHL 425 AQUINAS
- PHL 500 SPECIAL TOPICS IN THE HISTORY OF PHILOSOPHY

History of Western Philosophy - Modern or Nineteenth Century

- PHL 400 SPECIAL TOPICS IN TRADITIONAL PHILOSOPHERS
- PHL 434 HOBBES
- PHL 435 DESCARTES
- PHL 437 LOCKE
- PHL 438 LEIBNIZ
- PHL 440 SPINOZA
- PHL 441 ROUSSEAU
- PHL 445 HUME
- PHL 500 SPECIAL TOPICS IN THE HISTORY OF PHILOSOPHY
- PHL 510 KANT I
Contemporary European Philosophy

- PHL 470 PHILOSOPHY OF WITTGENSTEIN
- PHL 535 HUSSERL I
- PHL 536 HUSSERL II
- PHL 550 HEIDEGGER I
- PHL 551 HEIDEGGER II
- PHL 552 HEIDEGGER III
- PHL 557 TOPICS IN CONTINENTAL PHILOSOPHY
- PHL 559 FOUCAULT
- PHL 560 THE PHILOSOPHY OF GABRIEL MARCEL
- PHL 561 LYOTARD
- PHL 565 MERLEAU-PONTY I
- PHL 566 MERLEAU-PONTY II
- PHL 570 SARTRE I
- PHL 571 SARTRE II
- PHL 577 DERRIDA I
- PHL 578 DERRIDA II
- PHL 585 RICOEUR
- PHL 586 METAPHOR AND POETIC LANGUAGE
- PHL 587 READING LEVINAS I
- PHL 588 READING LEVINAS II
- PHL 589 PHILOSOPHY, LITERATURE, COMMUNITY
- PHL 590 TRENDS IN CONTEMPORARY FRENCH PHILOSOPHY

Normative Philosophy

- PHL 443 MEDICAL LEGAL ETHICS
- PHL 522 SOCIAL AND POLITICAL PHILOSOPHY
- PHL 527 PHILOSOPHY, ETHICS, AND ECONOMICS
- PHL 591 CRITICAL RACE THEORY
- PHL 601 SEMINAR ON AESTHETICS
- PHL 629 SEMINAR ON CONTEMPORARY PROBLEMS
- PHL 640 PROBLEMS IN ETHICS
- PHL 641 SEMINAR ON THE CONTINENTAL TRADITION IN ETHICS
- PHL 651 TOPICS IN BUSINESS ETHICS
- PHL 656 SEMINAR ON SOCIAL AND POLITICAL THOUGHT
- PHL 657 TOPICS IN SOCIAL AND POLITICAL THOUGHT
- PHL 660 SEMINAR IN FEMINIST ETHICS
- PHL 661 TOPICS IN FEMINIST THEORY

File Paper Requirement

Each year the full-time student will submit two file papers which will be kept in the student's ongoing portfolio. These papers will be read by a second member of the faculty who will judge whether the paper meets the standards of the graduate program. The Graduate Affairs Committee will review every student's progress toward the degree once a year, normally at the beginning of the Spring quarter. Students deemed not to be making satisfactory progress may be placed on probation or required to leave the program.

Foreign Language Requirement
Competence in one of French, German, Latin, or Greek is required. On approval of the Graduate Affairs Committee competence in another language may be used to fulfill the language requirement if deemed appropriate to the research undertaken.

**Time Limitation**

From entrance into the M.A. program to completion of the degree, no more than six years.

---

**Student Handbook**

**Probation and Dismissal**

The Graduate Affairs Committee will review every student's progress toward the degree once a year, normally at the beginning of the Spring quarter. Students deemed not to be making satisfactory progress may be placed on probation or required to leave the program.

**Readmission**

Students can petition the Graduate Affairs Committee in the Department of Philosophy for readmission. Petitions should be sent to the Director of Graduate Studies.

**Transfer Credit**

Ph.D. students may request to transfer up to 12 quarter hours either from courses taken while a non-degree-seeking student at DePaul or from other universities if they have already done graduate study elsewhere. M.A. students may request to transfer up to 8 quarter hours. These credits must not have been counted toward any other degree the student has received. In exceptional cases, the Graduate Affairs Committee may recommend to the Graduate School that more hours of transfer credit be allowed, but in no case more than 25% of the hours required for the DePaul degree.

**Non-Curricular Courses**

Ph.D. students may take up to three courses during their studies outside of the graduate offerings in Philosophy for credit towards Ph.D. course requirements (12 credit hours). These non-curricular courses may include graduate courses at other universities or graduate courses at DePaul in other fields relevant for student research. On rare occasions students may take independent studies with faculty members on topics that would not otherwise be offered as graduate courses. All such non-curricular courses must be approved by the Director of Graduate Studies. M.A. students cannot typically get credit for such non-curricular courses, but they can petition the Graduate Affairs Committee to have such a course count.

**Time Limitations**

For the M.A., from entrance into the program to completion of the degree, no more than six years. For the Ph.D., between admission to the program and admission to doctoral candidacy (ABD status), not more than four years; between admission to doctoral candidacy and the dissertation defense, not less than eight months, and not more than five years.
Philosophy (PhD)

The department offers courses, seminars, and dissertation direction culminating in the award of a Ph.D. in philosophy. While the program touches diverse areas of philosophy, its chief orientation is toward Continental Philosophy, with many members of the department concentrating on issues in ethics and values studies within this tradition or in relation to the broader philosophical tradition.

The Ph.D. in Philosophy may be expanded to include a graduate certificate program in Women’s and Gender Studies or Business Ethics. The combined Ph.D./certificate program requires the careful selection of elective courses to fulfill all requirements. A separate application process is required. Students who are interested in the combined Ph.D./certificate program should contact the graduate program assistant for additional information.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>112 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>112 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Critically discuss philosophical issues (via well-grounded arguments) and questions from the perspectives of multiple methods, traditions, and historical contexts.
- Evaluate philosophical issues, questions, and problems critically and analytically.
- Write an articulate and well-ordered essay presenting philosophical positions in a way that addresses philosophical issues and questions.
- Formulate and evaluate their own understanding of a diverse range of philosophical problems, in both writing and discussion.
- Integrate a critical understanding of central philosophical ideas from the history of philosophy, broadly construed to include more than the Western tradition.
- Read and integrate into their research relevant primary and secondary texts from the history of philosophy in their original language.
- Produce a substantial piece of research (thesis or dissertation) that makes an original contribution to the field of philosophy and/or exhibits a comprehensive grasp of the relevant scholarship on a given question, text, or figure.

Degree Requirements

The following are the minimal degree requirements. Additional study may be required depending on the student’s academic background and his or her achievement in the program.

Course Requirements

A minimum of 112 quarter hours of post-baccalaureate credit, including

- For students who completed an M.A. in Philosophy at DePaul
  - 64 quarter hours in addition to the 48 quarter hours of course work required for the M.A. at DePaul, to be comprised of:
    - 56 quarter hours of course work
    - 4 quarter hours PHL 697 GRADUATE TEACHING PRACTICUM
    - 4 quarter hours PHL 699 DISSERTATION RESEARCH
For those given credit for an M.A. in philosophy from another institution

- 76 quarter hours, to be comprised of:
  - 68 quarter hours of course work
  - 4 quarter hours PHL 697 GRADUATE TEACHING PRACTICUM
  - 4 quarter hours PHL 699 DISSERTATION RESEARCH

Of the 64 quarter hours (16 courses) required for the Ph.D., 16 quarter-hours (4 courses) must be taken in accordance with the following distribution requirements:

- Two History of Western Philosophy Courses
  - One in Ancient or Medieval: 4 quarter hours
  - One in Modern or Nineteenth Century: 4 quarter hours
- One Contemporary European Philosophy Course: 4 quarter hours
- One Normative Philosophy Course: 4 quarter hours

Course Distribution List

History of Western Philosophy - Ancient or Medieval

- PHL 400 SPECIAL TOPICS IN TRADITIONAL PHILOSOPHERS
- PHL 410 PLATO I
- PHL 411 PLATO II
- PHL 415 ARISTOTLE I
- PHL 416 ARISTOTLE II
- PHL 420 AUGUSTINE
- PHL 425 AQUINAS
- PHL 500 SPECIAL TOPICS IN THE HISTORY OF PHILOSOPHY

History of Western Philosophy - Modern or Nineteenth Century

- PHL 400 SPECIAL TOPICS IN TRADITIONAL PHILOSOPHERS
- PHL 434 HOBBES
- PHL 435 DESCARTES
- PHL 437 LOCKE
- PHL 438 LEIBNIZ
- PHL 440 SPINOZA
- PHL 441 ROUSSEAU
- PHL 445 HUME
- PHL 500 SPECIAL TOPICS IN THE HISTORY OF PHILOSOPHY
- PHL 510 KANT I
- PHL 511 KANT II
- PHL 512 KANT III
- PHL 515 HEGEL I
- PHL 516 HEGEL II
- PHL 517 HOLDERLIN
- PHL 518 SCHELLING
- PHL 520 MARX I
- PHL 521 MARX II
- PHL 525 NIETZSCHE

Contemporary European Philosophy

- PHL 470 PHILOSOPHY OF WITTGENSTEIN
- PHL 535 HUSSERL I
- PHL 536 HUSSERL II
- PHL 550 HEIDEGGER I
- PHL 551 HEIDEGGER II
- PHL 552 HEIDEGGER III
- PHL 557 TOPICS IN CONTINENTAL PHILOSOPHY
- PHL 559 FOUCAULT
- PHL 560 THE PHILOSOPHY OF GABRIEL MARCEL
- PHL 561 LYOTARD
- PHL 565 MERLEAU-PONTY I
- PHL 566 MERLEAU-PONTY II
- PHL 570 SARTRE I
- PHL 571 SARTRE II
- PHL 577 DERRIDA I
- PHL 578 DERRIDA II
- PHL 585 RICOEUR
Additional Requirements

File Paper Requirements

Until all course work is completed, students will be required to submit two file papers per year. These papers will be read by a second member of the faculty who will judge whether the papers meet the standards of the graduate program. The Graduate Affairs Committee will review every student's progress toward the degree once a year, normally at the beginning of the Spring quarter. Students deemed not to be making satisfactory progress may be placed on probation or required to leave the program.

Foreign Language Requirements

Competence in two of French, German, Latin, or Greek are required. On approval of the Graduate Affairs Committee, competence in other languages may be used to fulfill the language requirements if deemed appropriate to the research undertaken.

Dissertation

Completion of the doctoral dissertation, ordinarily of 200-275 pages including scholarly apparatus, and a public oral defense of this work before the dissertation committee.

Graduate Certificate in Business Ethics

The Graduate Certificate in Business Ethics is an option for doctoral students in Philosophy who want to gain a competency in business ethics, qualifying them to teach undergraduate and MBA courses in that subject. This Certificate does not require a dissertation in applied ethics. Rather it is designed to give students, regardless of their area of specialization, a strong background in business ethics so that they will be competent and competitive in the academic market, as well as comfortable teaching business ethics both at DePaul and in their academic careers.

A minimum of 16 quarter hours including:

- PHL 527 PHILOSOPHY, ETHICS, AND ECONOMICS
  or PHL 640 PROBLEMS IN ETHICS
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR (or another graduate level course in Commerce approved by the Certificate Chair)
- PHL 641 SEMINAR ON THE CONTINENTAL TRADITION IN ETHICS
- 1 other approved elective course within the DePaul Philosophy Department's graduate offerings. The elective can be selected from the following courses:
  - PHL 437 LOCKE
  - PHL 441 ROUSSEAU
  - PHL 520 MARX I
    or PHL 521 MARX II
  - PHL 559 FOUCAULT
  - PHL 651 TOPICS IN BUSINESS ETHICS
  - PHL 656 SEMINAR ON SOCIAL AND POLITICAL THOUGHT
Other Requirements

- Students will be required to teach 2 Business Ethics courses (this could be in the Department of Philosophy, the Religious Studies Department or in a Management Department at DePaul or in other area universities.) Given that many Ph.D. students in Philosophy are required to teach, this is not always an additional teaching requirement.
- Attend and participate in at least one professional conference or complete an internship in applied ethics. In terms of Conferences, students will have to present a paper at the annual meeting of the Society for Business Ethics or the annual Vincentian conference on Business Ethics. (Expenses will be covered by the Institute for Business and Professional Ethics.) A publishable paper would be the optimal goal. In terms of internships, such opportunities will have to be directly related to Business Ethics, Sustainability or Societal Justice. This will be approved by the Certificate Chair in consultation with the Director of Graduate Studies.

Applicants can apply by sending a letter of intent to the Certificate Chair and the Director of Graduate Studies. Applicants must have at least a B average and will agree to make the above required courses as part of their program of study for the Ph.D.

Student Handbook

Probation and Dismissal

The Graduate Affairs Committee will review every student's progress toward the degree once a year, normally at the beginning of the Spring quarter. Students deemed not to be making satisfactory progress may be placed on probation or required to leave the program.

Readmission

Students can petition the Graduate Affairs Committee in the Department of Philosophy for readmission. Petitions should be sent to the Director of Graduate Studies.

Transfer Credit

Ph.D. students may request to transfer up to 12 quarter hours either from courses taken while a non-degree-seeking student at DePaul or from other universities if they have already done graduate study elsewhere. M.A. students may request to transfer up to 8 quarter hours. These credits must not have been counted toward any other degree the student has received. In exceptional cases, the Graduate Affairs Committee may recommend to the Graduate School that more hours of transfer credit be allowed, but in no case more than 25% of the hours required for the DePaul degree.

Non-Curricular Courses

Ph.D. students may take up to three courses during their studies outside of the graduate offerings in Philosophy for credit towards Ph.D. course requirements (12 credit hours). These non-curricular courses may include graduate courses at other universities or graduate courses at DePaul in other fields relevant for student research. On rare occasions students may take independent studies with faculty members on topics that would not otherwise be offered as graduate courses. All such non-curricular courses must be approved by the Director of Graduate Studies. M.A. students cannot typically get credit for such non-curricular courses, but they can petition the Graduate Affairs Committee to have such a course count.

Language Courses

Ph.D. students may also take up to three courses aimed at language acquisition in the Department of Modern Languages at DePaul for credit towards Ph.D. course requirements (12 credit hours). (These courses must be at the graduate level, 400 or higher, in order to count toward a graduate degree.)

Residency Requirement

Three consecutive quarters of full-time residence, i.e., registration for eight credit hours each quarter.

Admission to Doctoral Candidacy
A student will be recommended to the graduate school for admission to doctoral candidacy when he or she has:
1) completed the residency requirement; 2) completed all course requirements (excluding PHL 699: Dissertation Research) and the submission of required file papers (which shall count as fulfilling the University's qualifying examination requirement); 3) completed the foreign language requirements; 4) submitted a dissertation proposal (approximately 10-15 pages in length, including critical bibliography); and 5) successfully defended the dissertation proposal during a public oral defense before the dissertation committee.

Candidacy Continuation

Registration for PHL 701 Candidacy Continuation is required each quarter of the regular academic year between admission to candidacy and graduation. Permission of the dissertation director is required once each academic year for registration for Candidacy Continuation. The Dissertation Research course shall also count toward meeting this requirement. Completion of the doctoral dissertation, ordinarily of 200-275 pages, including scholarly apparatus, and a public oral defense of this work before the dissertation committee.

The dissertation committee will consist minimally of three members, including a director and two readers, all of whom must be permanent, full-time members of the DePaul's Department of Philosophy. Other members of DePaul faculties, or philosophers and scholars from outside the University, whose expertise is pertinent to the topic of the dissertation, may serve as extra readers upon the consent of the dissertation director and the Director of Graduate Studies.

In the event that a faculty member leaves the department, that faculty member may continue to serve on the dissertation committee as a director, a co-director, or an internal reader for up to one year. If the dissertation is not defended in the course of that year, the faculty member may continue to serve on the committee only as an external reader. It may be advisable, in the case of a departing faculty member continuing to serve as a dissertation director, to name a department member as a co-director.

Submission of a dissertation abstract of up to 350 words and filing of the completed final version of the dissertation with the Graduate Division by the required date prior to graduation.

Time Limitations

For the M.A., from entrance into the program to completion of the degree, no more than two years. For the Ph.D., between admission to the program and admission to doctoral candidacy (ABD status), not more than six years; between admission to doctoral candidacy and the dissertation defense, not less than eight months, and not more than five years. From admission to dissertation defense, no more than 9 years total. Exceptions will be granted on a case-by-case basis.

Physics (MS)

The Graduate Physics program is intended to serve the needs of students who wish to enhance their preparation for a doctoral degree in physics or applied science, students who wish to obtain a terminal masters degree in order to work in a physics or engineering related industry, and students who wish to enhance their teaching of physics at the secondary level. To fulfill these purposes, the department offers a degree program: Master of Science in Physics.

The M.S. in Physics program is built around a core of five graduate courses and a selection of applied courses in the faculty's areas of expertise that are designed to tie into current areas of research and interest within both academia and industry.

In order to maximize the availability of our offerings, graduate courses in our program are taught in the evening.

<table>
<thead>
<tr>
<th>Requirement Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td>20</td>
</tr>
<tr>
<td>Concentration Requirements</td>
<td>24</td>
</tr>
<tr>
<td>Elective Requirements</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will be able to:

- Solve a selected set of standard problems in Classical Mechanics, Quantum Mechanics, and Electrodynamics.
- Apply general principles, such as conservation of energy and momentum, to complex systems that require the use of more than one branch.
- Give oral presentations of problem solutions or research projects that combine formal mathematical material with computer generated graphics and verbal explanations in a manner that makes the topic accessible to their peers.
- Write research reports that effectively integrate text, data analysis, and graphics into a document that adequately explains the procedures and supports the stated conclusions.
- Chart out and successfully execute the solution to complex (graduate-level) problems that require a multi-step process to solve.
- Choose and utilize appropriate formal mathematical techniques in solving problems in physics. For example:
  - Use Poisson brackets to examine the time evolution of a dynamical variable
  - Identify constants of motion based on the commutation with the Hamiltonian of a system.
- Develop experimental techniques and numerical algorithms for their projects (depending on the area of their chosen thesis topic) with limited guidance
  - Troubleshoot these techniques and algorithms when problems arise.
- Produce a written thesis that effectively integrates formal mathematical analysis, graphics, and text into a document that is accessible to their peers. The document should introduce the topic, set the context, and explain the significance of the work as well as describe the particulars of the project.
- Give an oral presentation that explains and summarizes the major aspects of their research project to an audience of peers. The presentation should make effective use of computer graphics, text, and verbal explanations and be well organized.

Concentration Specific Outcomes

Experimental Physics

Students will be able to:

- Execute advanced laboratory techniques that are standard in their area of research and estimate the accuracy and precision of their resulting measurements using appropriate data analysis techniques.

Observational Astronomy

Students will be able to:

- Handle telescope data (in their wavelength of study), including applying advanced computational techniques to analyze and interpret those data.

Theoretical/Computational Physics

Students will be able to:

- Apply the defined norms for their areas of research to an understanding of the implications, accuracy, and precision of their results.
Degree Requirements

Course Requirements

Core Requirements

- PHY 411 ELECTRODYNAMICS I
- PHY 412 QUANTUM MECHANICS I
- PHY 420 ELECTRODYNAMICS II
- PHY 440 CLASSICAL MECHANICS
- PHY 460 QUANTUM MECHANICS II

Thesis Requirement

- PHY 480 THESIS RESEARCH

Six Electives

- Any physics courses with a number equal to or higher than PHY 410 CHAOS IN PHYSICAL SYSTEMS. A second PHY 480 THESIS RESEARCH is allowed as one of these six electives.
- Courses at the 300 or 400 level in biology, chemistry, mathematics, physics, computer science or other related fields can be substituted for up to two of these six elective courses with the written approval of the departmental graduate committee. Please contact the Program Director for details.

Thesis Requirement

A thesis based on independent research in theoretical or experimental physics is generally required. However, a review thesis reflecting study of a broad subject or development of an interdisciplinary, historical or educational theme is also acceptable with permission from the Graduate Committee.

As a rule, one course credit of 4 quarter-hours in PHY 480 THESIS RESEARCH is applicable to the thesis research. An additional PHY 480 THESIS RESEARCH course (4 credit hours) may be allowed with the written approval of the student's faculty advisor. While students are permitted to register for more than two 4-credit sections of PHY 480 THESIS RESEARCH, in no case will more than two PHY 480 THESIS RESEARCH courses (4 credit hours each) be applied toward the Master of Science degree.

Students are advanced to candidacy upon the written approval of their thesis proposal by the graduate committee, subject to the rules and conditions given below. An oral examination on the thesis is required, eligibility and rules are given below.

Thesis Procedures and Timelines

1. A committee with the advisor as Chair and two other members of the DePaul Physics department must be constituted three months prior to the M.S. Thesis Defense. Committee members (from outside the Physics Department, or outside DePaul) are allowed by permission of the Graduate Director, but cannot function as Committee Chairs.

2. A written report on the thesis project must be furnished to the Committee three months prior to the planned M.S. Thesis Defense. The written report should include: Title of the thesis project, abstract of the research, a 1-page update on what work has been accomplished so far, and what work remains to be done. The committee members reserve the right to meet with the student and seek clarification and information orally at this time.

3. Following submission of the written report described in (2) above, the committee members will sign the College of Science and Health's (CSH) Approval of Proposal for Final Project form found on the website for the CSH's Office of Advising and Student Services. A signature on this form does not constitute permission to defend in another three months, nor does it make any judgment in this regard. Instead, the signatures attest to the fact that the committee has been constituted, and that the committee members have received a written report on the thesis project described in (2) above from the student.

4. The signed CSH Approval of Proposal for Final Project form found on the website for the CSH's Office of Advising and Student Services will then be submitted to the Program Director who will, upon receipt of this form, make known to the thesis advisor and student the earliest date on which they are eligible to schedule a thesis defense if (5) and (6) below are satisfactorily fulfilled.

5. A written version of the thesis that is in reasonably final form must be furnished to all the three members of the committee by the student two weeks prior to the planned M.S. Thesis Defense. No exceptions will be granted on this rule.
6. Within a week of having received the thesis mentioned in (5) above, that is, one week prior to the planned thesis defense, all committee members must sign the Physics Department Approval of Scheduling of Thesis Defense form giving the student permission to proceed with the thesis defense. A signature on this form does not reflect a judgment on, or acceptance of, the thesis; it constitutes only an approval for the date of the defense. If the committee members feel that the student is not ready to defend, based on their reading of the thesis (which case may be either because the thesis is not written in a satisfactory manner, or because they feel more work needs to be done on the project), they can choose to withhold their signature; the committee member(s) withholding his/her signature(s) must provide a written explanation of why they did not sign, and what changes and corrections, if any, would be required to obtain their signature. This will automatically mean that the student cannot defend during the next week. In such a case, the cycle will start from (5) again, whenever the advisor and student feel they have addressed satisfactorily the concerns of their committee member(s).

7. The signed Physic Department Approval of Scheduling of Thesis Defense form will then be submitted to the Program Director who will, upon receipt of this form, make known to the thesis advisor and student the earliest date on which they are eligible to schedule a thesis defense.

8. Following the thesis defense, the committee members will render a decision as to the outcome of the defense in one of the two following ways:
   1. If they believe the student has satisfactorily defended his/her thesis and the thesis requires no modifications or only minor modifications, meaning that they wish to pass the student immediately, they will sign the CSH's Final Requirements Report form found on the website for the CSH's Office of Advising and Student Services.
   2. In all other cases, they will sign the Physics Department Interim Thesis Defense Report form. Further action will be determined by the actions recommended in this form.

9. The signed form (CSH Final Requirements Report or Physics Department Interim Thesis Defense Report) should be forwarded to the Program Director, the former for forwarding to the CSH's Office of Advising and Student Services, the latter for student file purposes.

10. If, at any time during this period, the student and/or advisor reconstitute a committee by changing the committee members, the process will restart from (1) above. The only exception to this rule will be if a committee member (but not the Committee Chair) takes an emergency leave of absence or is otherwise unable to discharge their duties, in which case the process may be allowed to restart from (5) above with permission from the Graduate Committee.

---

**Program Graduate Academic Student Handbook**

**Probation**

A graduate student in the Physics department is subject to probation as soon as his/her cumulative graduate GPA falls below 2.75. The student remains on probation until four more courses are taken, at which time another evaluation is made. If, at that time, the student has failed to raise his/her cumulative GPA to the required level of 2.75 the student may be dismissed for poor scholarship, and prohibited from registering for additional course work.

**Dismissal**

A graduate student who is not making satisfactory progress toward the degree may be dismissed upon the recommendation of the Graduate Committee of the Physics Department. Instances of not making satisfactory progress toward the degree include being placed on probation for more than two consecutive quarters or taking four courses, whichever is later, failing grades in two or more graduate courses, or any other situation that has been deemed by a majority of the Graduate Committee to constitute an instance of not making satisfactory progress toward the degree.

**Readmission**

A student who has been dismissed may, after a period of time, petition for reinstatement. The petition, addressed to the Dean of the College of Science and Health, would provide information that would demonstrate a change in the student's circumstances to an extent that would support successful completion of the student's degree program. The Dean's decision, based upon the merits of the petition and the recommendation of the Graduate Committee of the Physics department, may, if favorable, stipulate conditions of reinstatement. The Dean has the discretion to reject the recommendation for reinstatement.

**Transfer Credit**
A maximum of three courses (12 quarter credit hours or the semester equivalent) may be transferred from another university or DePaul program, subject to the following: The determination of whether or not a particular course is deemed suitable for transfer will be made by the Program Director who may, at his/her discretion, consult the Graduate Committee for assistance in making this decision. Upon successful support, the request would be made to the Associate Dean for Graduate Studies for approval. Transfer credit can only be awarded for graduate level coursework which has not counted toward the completion of a degree at DePaul or any other institution.

**Undergraduate Courses**

Students who are deemed to have inadequate undergraduate preparation in physics may be required to take undergraduate courses in Physics. Such courses will be specified by the Program Director in consultation with the Graduate Committee. A maximum of two such courses as eight credit hours may be counted toward the graduate degree, but undergraduate courses cannot substitute for any required (core) courses in the graduate program.

**Graduation Requirements**

Requirements include, but are not limited to, earning a minimum cumulative GPA of 2.75, completing a minimum of 48 quarter hours as twelve graduate courses, and completing and defending a thesis.

**Thesis**

A thesis based on independent research in theoretical or experimental physics is generally required. An oral examination on the thesis is also required. The thesis and the defense will be evaluated by a committee consisting of three faculty members from the Physics department at DePaul, who may judge the thesis and/or oral examination to be satisfactory or may require the student to submit changes to the thesis, and go through more cycles of oral examination. Committee members from outside the Physics department (whether DePaul faculty, or external to DePaul) are allowed only by consent of the Program Director.

**Thesis Proposal**

A proposal (minimum one page) stating the broad outlines of the project, and signed by both the thesis advisor (deemed Thesis Committee Chair) and the student must be completed per the schedule below. A copy of this signed proposal, together with a copy of the Approval of Proposal for Final Project must be kept on file in the Physics department for reference. The thesis advisor may, at his/her discretion, prepare a longer, more comprehensive proposal.

<table>
<thead>
<tr>
<th>Student plans oral defense of thesis no earlier than:</th>
<th>Student must submit Thesis Proposal no later than:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring/Summer term of immediately following calendar year</td>
<td>Autumn term</td>
</tr>
<tr>
<td>Winter term of immediately following calendar year</td>
<td>Summer term</td>
</tr>
<tr>
<td>Autumn term of immediately following calendar year</td>
<td>Winter term</td>
</tr>
</tbody>
</table>

The thesis proposal is a document that records the broad outline of the project only. The determination of when a student has completed the necessary work to be able to finish and defend the thesis will rest solely with the thesis advisor, and the thesis proposal cannot be used as a basis for determining the same. Changes to the thesis proposal may be carried out at the discretion of the thesis advisor. Changes proposed by the student will only be allowed if the thesis advisor agrees to make those changes.

**Graduation with distinction**

Graduating students will be deemed to have graduated with distinction if they earn a minimum cumulative GPA of 3.50 in coursework applied toward their graduate physics program and their thesis committee declares their project to have been completed with distinction (as evidenced by their signature on the Final Requirements Report form).
Polymer and Coatings Science (MS)

The Master of Science in Polymer and Coatings Science is offered through the Department of Chemistry. The program requires 48 quarter hours.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Program Specific Outcomes

Students will be able to:

- Perform statistical calculations related to analytical techniques.
- Use discipline specific computer tools such as ChemDraw.
- Use primary literature databases to research a topic in any of the sub-disciplines of chemistry, specifically to:
  - Choose relevant and higher impact published work on a topic.
  - Critically evaluate and extract the major findings of a paper.
  - Summarize the major findings and conclusions of selected papers concisely, accurately and effectively in written form.
  - Effectively present the summary orally.

Concentration Specific Outcomes

Thesis

Students will be able to:

- Provide context that explains/describes how the boundaries of knowledge are advanced through research.
- Explain the limitations of the research undertaken and suggest ways of overcoming these in future research.
- Disseminate the research results in publishable work such as a thesis of a standard which satisfies peer review.

Degree Requirements

Course Requirements

Core Courses (16 credit hours):

- CHE 422 INORGANIC STRUCTURE AND REACTIVITY
- CHE 450 ADVANCED MECHANISTIC ORGANIC CHEMISTRY
- CHE 452 ADVANCED SYNTHETIC ORGANIC CHEMISTRY
- Two 2-credit-hour special topics courses from the following list (2 courses/4 credit hours):
  - CHE 480 SPECIAL TOPICS IN ANALYTICAL CHEMISTRY
  - CHE 484 SPECIAL TOPICS IN INORGANIC CHEMISTRY
Special topics courses may be repeated as long as the topic of the course is different.

**Non-Thesis Option: (32 credit hours):**

- CHE 430 POLYMER SYNTHESIS and CHE 431 POLYMER SYNTHESIS LABORATORY
- CHE 432 PHYSICAL CHEMISTRY OF POLYMERS
- CHE 434 POLYMER CHARACTERIZATION and CHE 435 POLYMER CHARACTERIZATION LABORATORY
- CHE 436 POLYMER TECHNOLOGY
- CHE 438 MATERIAL SCIENCE
- CHE 464 COATINGS SCIENCE AND TECHNOLOGY
- CHE 466 COATINGS PROPERTIES AND APPLICATIONS

**Thesis Option: (32 credit hours):**

Students interested in pursuing the Thesis Option would select any course combination from the Non-Thesis Option for 20 credit hours and the following:

- CHE 497 RESEARCH (12 credit hours)
- M.S. thesis students must write a thesis based on their research project and successfully defend their thesis.

---

**Student Handbook**

**Probation**

Students must maintain a minimum cumulative GPA of 2.75 to remain in good standing. A student whose cumulative GPA falls below 2.75 will be placed on academic probation.

**Dismissal**

Students on probation have at most one academic quarter to raise their cumulative GPA to at least a 2.75. If a student does not, then he/she may be dismissed for a violation of satisfactory progress.

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

**Conditional Admission**

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

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

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

**Transfer Credit**

Up to 12 quarter hours (or semester equivalent) of coursework may be accepted as transfer credit towards the M.S. degree for courses taken at another institution or through another DePaul program that articulate with current courses in the chemistry graduate program. Credits applied toward the completion of a degree at DePaul or another institution will not be accepted as transfer credit. Written approval must come from graduate program director and associate dean for graduate studies.
Graduation with Distinction

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

Predictive Analytics (MS)

Graduates of this program will obtain a variety of skills required for a career in predictive analytics, including the ability to analyze large datasets and to develop modeling solutions to support decision making, a good understanding of the fundamental principles of marketing and customer relationship management, and communication skills to present results effectively to a non-technical business audience. The program aims to prepare students with the required qualifications to become “data mining analysts/engineers” or predictive modelers.

Concentrations

Computational Methods Concentration

The MS in Predictive Analytics - Computational Methods Concentration provides students with the knowledge and skills necessary to become successful professionals in the field of predictive analytics. The degree prepares students for a career as a data scientist, data miner or predictive modeler, a profession that is in high-demand and that offers many career opportunities. Graduates obtain the technical skills and the statistical and quantitative knowledge needed to manage and extract information from massive amounts of data. Students learn the newest tools and techniques to mine big data, and to help companies make sense of their data. Students gain practical experience in analytics by working on real data analysis projects sponsored by companies or as part of research projects, under the supervision of DePaul faculty. This concentration is recommended for students with programming experience.

Health Care Concentration

The Health Care concentration addresses the increasing need of data scientists responsible for gathering, integrating, analyzing and presenting health care data. Students will learn analytics methods to support clinical decision systems, to improve patients’ outcomes and patients’ experience, and to improve clinical care and costs.

Hospitality Concentration

The hospitality concentration addresses the increasing demand of data scientists that combine the computational skills to extract information from massive amounts of data with the competency in hospitality revenue analytics and optimization. The focus of this concentration is to teach students the analytics needs and challenges of the hospitality and tourism industry.

Marketing Concentration

The MS in Predictive Analytics - Marketing Concentration provides students with the quantitative knowledge and analytical skills necessary to become successful professionals in the field of predictive analytics. Students take courses in multivariate statistics, advanced data mining and machine learning together with courses in marketing analytics and customer relationship management to gain a deep understanding of the challenges and goals of business applications. The program teaches students the analytic skills that are needed to extract information from large amounts of data, to develop modeling solutions to support business decision making, and to present results effectively to a non-technical business audience. Students gain practical experience in analytics by working on real data analysis projects sponsored by companies or as part of research projects under the supervision of DePaul faculty. The degree prepares students for a career as a data scientist, data miner or predictive modeler.

<table>
<thead>
<tr>
<th>Introductory Courses</th>
<th>0-12 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements</td>
<td>52 hours</td>
</tr>
<tr>
<td>Total hours required</td>
<td>52-64 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Program Outcomes

Students will be able to:

- Write advanced SQL queries and stored procedures to preprocess data (using integration, cleaning and transformation) for visualization, modeling and interpretation.
- Identify appropriate database technologies to meet a set of requirements and to recommend possible solutions.
- Create predictive models using statistical, data mining and machine learning techniques, and evaluate and interpret such models to support fact-based decision making.
- Work both independently and in a team to solve large data analysis projects.
- Clearly communicate and present complex analytics results to business clients, using practical and simple business terms that can be understood by a general non-technical audience.
- Identify and evaluate appropriate data analytics techniques to be used depending on the specific information needs of the project.
- Use data visualization tools to communicate data mining results in an effective way.

Concentration Specific Outcomes

Marketing Concentration

Students will be able to:

- Describe the business processes involved in marketing and customer relationship management and explain the role of analytical and predictive tools in these processes.

Computation Method Concentration

Students will be able to:

- Implement data mining and machine learning techniques using a high-level programming.

Hospitality Concentration

Students will be able to:

- Understand revenue management strategies and principles and develop hospitality analytics to support revenue optimization and decision making within the hospitality industry.

Health Care Concentration

Students will be able to:

- Understand principles of health information management, including private and government based models.
- Use analytics to inform health care strategies, policies, and clinical decisions.

Degree Requirements

Course Requirements

No Introductory course (a course numbered 400 through 419) may be substituted for any other course at any...
Introductory, Foundation, Advanced, and Elective course selections are determined by the concentration chosen.

**Introductory Courses**

No Introductory course (a course numbered 400 through 419) may be substituted for any other course at any level.

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

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

**Degree Requirements**

Students in this degree program must meet the following requirements:

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

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

**Concentration Requirements**

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

- Computational Methods
- Health Care
- Hospitality
- Marketing

**Marketing Concentration**

**Course Requirements**

**Introductory Courses**

- IT 403 STATISTICS AND DATA ANALYSIS
- CSC 412 TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS
Foundation Courses

- CSC 455 DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS
- CSC 423 DATA ANALYSIS AND REGRESSION
- CSC 424 ADVANCED DATA ANALYSIS
- IS 467 KNOWLEDGE DISCOVERY TECHNOLOGIES (Formerly IS 567)

Choose 1 course in applied analytics from among:
  - CSC 465 DATA VISUALIZATION
  - CSC 495 SOCIAL NETWORK ANALYSIS
  - ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE
  - CSC 575 INTELLIGENT INFORMATION RETRIEVAL

Advanced Courses

- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MKT 530 CUSTOMER RELATIONSHIP MANAGEMENT
- MKT 534 ANALYTICAL TOOLS FOR MARKETERS

Choose 1 course among the following:
  - MKT 529 PRECISION MARKETING
  - MKT 595 INTERNET AND INTERACTIVE MARKETING
  - MKT 798 SPECIAL TOPICS **Note MKT 798 must be approved by program coordinator.

Elective Courses

Students must take 3 graduate level elective courses in the areas of statistical modeling, data mining or database technologies according to the following rules:

- Students must take 1 500-level CNS, CSC, ECT, GAM, GPH, HCI, HIT, IS, IT, PM, SE, or TDC elective.
- Students must take 2 courses among the following:
  - CSC 425 TIME SERIES ANALYSIS AND FORECASTING
  - CSC 433 SCRIPTING FOR DATA ANALYSIS
  - CSC 452 DATABASE PROGRAMMING
  - CSC 465 DATA VISUALIZATION
  - CSC 478 PROGRAMMING DATA MINING APPLICATIONS
  - CSC 481 INTRODUCTION TO IMAGE PROCESSING
  - CSC 482 APPLIED IMAGE ANALYSIS
  - CSC 495 SOCIAL NETWORK ANALYSIS
  - CSC 521 MONTE CARLO ALGORITHMS
  - CSC 529 ADVANCED DATA MINING
  - CSC 543 SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS
  - CSC 555 MINING BIG DATA
  - CSC 575 INTELLIGENT INFORMATION RETRIEVAL
  - CSC 576 COMPUTATIONAL ADVERTISING
  - CSC 594 TOPICS IN ARTIFICIAL INTELLIGENCE
  - CSC 598 TOPICS IN DATA ANALYSIS
  - ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE
  - GEO 441 GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
  - GEO 442 GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT
  - GPH 565 DESIGNING FOR VISUALIZATION
  - HCI 512 INFORMATION VISUALIZATION AND INFOGRAPHICS
  - IPD 451 BIG DATA AND NOSQL PROGRAM
  - IS 549 DATA WAREHOUSING AND DATA MINING
  - IS 574 BUSINESS INTELLIGENCE
  - IS 578 INFORMATION TECHNOLOGY CONSULTING

Capstone Options

Students have the option of completing a real world Data Analytics Project, or completing the Predictive Analytics Capstone course, or participating in a Data Analytics Internship or completing a Master's Thesis to fulfill their Capstone requirement.

- Data Analytics Project
  - The real data analytics project is for students who are interested in working in a small team on a research project under the supervision of a CDM faculty. A list of available projects is published on the dampa center website (http://dampa.cdm.depaul.edu). Students who are interested in proposing their own data analytics project are encouraged to contact a CDM faculty member teaching analytics.
courses as soon as possible. Students must enroll in CSC 695 MASTER'S RESEARCH for a total of 4 credit hours taken in two consecutive quarters (2 credit hours for 2 quarters) to satisfy the capstone requirement. The faculty who supervises the project will initiate enrollment in the CSC 695 course.

- Predictive Analytics Capstone course
  - CSC 672 PREDICTIVE ANALYTICS CAPSTONE course offers the opportunity of working on an analytics project in a more structured class format. Students enrolled in the courses will be working in teams on a data analytics project under the supervision of the course instructor.

- Analytics Internship
  - An internship offers students the opportunity to integrate their academic experience with on-the-job training in an analytics related field. Students must enroll in CSC 697 GRADUATE INTERNSHIP for 4 credit hours to satisfy the practicum requirement. These are the steps: 1) Secure an internship with a focus on analytics. 2) International Students must obtain the appropriate practical training form and meet with an advisor in the CDM Academic Center for approval. (http://oiss.depaul.edu/Requests/Forms/index.asp) 3) Login to MyCDM and click the “MyInternships” link on the left to start the course enrollment process.

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

Hospitality Concentration

Course Requirements

Introductory Courses

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

Foundation Courses

- CSC 455 DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS
- CSC 423 DATA ANALYSIS AND REGRESSION
- CSC 424 ADVANCED DATA ANALYSIS
- IS 467 KNOWLEDGE DISCOVERY TECHNOLOGIES
- Students must take 1 course in applied analytics chosen among:
  - CSC 465 DATA VISUALIZATION
  - CSC 495 SOCIAL NETWORK ANALYSIS
  - ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE
  - CSC 575 INTELLIGENT INFORMATION RETRIEVAL

Advanced Courses

- HSP 561 REVENUE MANAGEMENT
- HSP 562 HOSPITALITY DISTRIBUTION CHANNELS
- HSP 563 HOSPITALITY DATA ANALYSIS & FINANCIAL METRICS
- CSC 529 ADVANCED DATA MINING

Elective Courses

Students must take 3 graduate level elective courses in the areas of statistical modeling, data mining or database technologies according to the following rules:

- Students must take 1 500-level CNS, CSC, ECT, GAM, GPH, HCI, HIT, IS, IT, PM, SE, or TDC elective.
- Students must take 2 courses among the following:
Capstone Options

Students have the option of completing a real world Data Analytics Project, or completing the Predictive Analytics Capstone course, or participating in a Data Analytics Internship or completing a Master's Thesis to fulfill their Capstone requirement.

- **Data Analytics Project**
  - The real data analytics project is for students who are interested in working in a small team on a research project under the supervision of a CDM faculty. A list of available projects is published on the dampa center website (http://dampa.cdm.depaul.edu). Students who are interested in proposing their own data analytics project are encouraged to contact a CDM faculty member teaching analytics courses as soon as possible. Students must enroll in CSC 695 MASTER'S RESEARCH for a total of 4 credit hours taken in two consecutive quarters (2 credit hours for 2 quarters) to satisfy the capstone requirement. The faculty who supervises the project will initiate enrollment in the CSC 695 course.

- **Predictive Analytics Capstone course**
  - CSC 672 PREDICTIVE ANALYTICS CAPSTONE course offers the opportunity of working on an analytics project in a more structured class format. Students enrolled in the courses will be working in teams on a data analytics project under the supervision of the course instructor.

- **Analytics Internship**
  - An internship offers students the opportunity to integrate their academic experience with on-the-job training in an analytics related field. Students must enroll in CSC 697 GRADUATE INTERNSHIP for 4 credit hours to satisfy the practicum requirement. These are the steps: 1) Secure an internship with focus in analytics. 2) International Students must obtain the appropriate practical training form and meet with an advisor in the CDM Academic Center for approval. (http://oiss.depaul.edu/Requests/Forms/index.asp) 3) Login to MyCDM and click the “MyInternships” link on the left to start the course enrollment process.

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

Course Requirements

Introductory Courses

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

Foundation Courses

- CSC 455 DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS
- CSC 423 DATA ANALYSIS AND REGRESSION
- CSC 424 ADVANCED DATA ANALYSIS
- IS 467 KNOWLEDGE DISCOVERY TECHNOLOGIES
- Students must take 1 course in applied analytics chosen among:
  - CSC 465 DATA VISUALIZATION
  - CSC 495 SOCIAL NETWORK ANALYSIS
  - ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE
  - CSC 575 INTELLIGENT INFORMATION RETRIEVAL

Advanced Courses

- MGT 559 HEALTH SECTOR MANAGEMENT
- MGT 798 SPECIAL TOPICS: Managerial and Marketing Epidemiology
- MKT 798 SPECIAL TOPICS: Health Care Data Analysis
- MKT 798 SPECIAL TOPICS: Service Design and Patient Experience topic

Elective Courses

Students must take 3 graduate level elective courses in the areas of statistical modeling, data mining or database technologies according to the following rules:

- Students must take 1 500-level CNS, CSC, ECT, GAM, GPH, HCI, HIT, IS, IT, PM, SE, or TDC elective.
- Students must take 2 courses among the following:
  - CSC 425 TIME SERIES ANALYSIS AND FORECASTING
  - CSC 433 SCRIPTING FOR DATA ANALYSIS
  - CSC 452 DATABASE PROGRAMMING
  - CSC 465 DATA VISUALIZATION
  - CSC 478 PROGRAMMING DATA MINING APPLICATIONS
  - CSC 481 INTRODUCTION TO IMAGE PROCESSING
  - CSC 482 APPLIED IMAGE ANALYSIS
  - CSC 495 SOCIAL NETWORK ANALYSIS
  - CSC 521 MONTE CARLO ALGORITHMS
  - CSC 529 ADVANCED DATA MINING
  - CSC 543 SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS
  - CSC 555 MINING BIG DATA
  - CSC 575 INTELLIGENT INFORMATION RETRIEVAL
  - CSC 576 COMPUTATIONAL ADVERTISING
  - CSC 594 TOPICS IN ARTIFICIAL INTELLIGENCE
  - CSC 598 TOPICS IN DATA ANALYSIS
  - ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE
  - GEO 441 GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
  - GEO 442 GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT
  - GPH 565 DESIGNING FOR VISUALIZATION
  - HCI 512 INFORMATION VISUALIZATION AND INFOGRAPHICS
  - IPD 451 BIG DATA AND NOSQL PROGRAM
  - IS 549 DATA WAREHOUSING AND DATA MINING
  - IS 574 BUSINESS INTELLIGENCE
  - IS 578 INFORMATION TECHNOLOGY CONSULTING

Capstone Options
Students have the option of completing a real world Data Analytics Project, or completing the Predictive Analytics Capstone course, or participating in a Data Analytics Internship or completing a Master’s Thesis to fulfill their Capstone requirement.

- **Data Analytics Project**
  - The real data analytics project is for students who are interested in working in a small team on a research project under the supervision of a CDM faculty. A list of available projects is published on the dampa center website (http://dampa.cdm.depaul.edu). Students who are interested in proposing their own data analytics project are encouraged to contact a CDM faculty member teaching analytics courses as soon as possible. Students must enroll in CSC 695 MASTER’S RESEARCH for a total of 4 credit hours taken in two consecutive quarters (2 credit hours for 2 quarters) to satisfy the capstone requirement. The faculty who supervises the project will initiate enrollment in the CSC 695 course.

- **Predictive Analytics Capstone course**
  - CSC 672 PREDICTIVE ANALYTICS CAPSTONE course offers the opportunity of working on an analytics project in a more structured class format. Students enrolled in the courses will be working in teams on a data analytics project under the supervision of the course instructor.

- **Analytics Internship**
  - An internship offers students the opportunity to integrate their academic experience with on-the-job training in an analytics related field. Students must enroll in CSC 697 GRADUATE INTERNSHIP for 4 credit hours to satisfy the practicum requirement. These are the steps: 1) Secure an internship with focus in analytics. 2) International Students must obtain the appropriate practical training form and meet with an advisor in the CDM Academic Center for approval. (http://ois.depaul.edu/Requests/Forms/index.asp) 3) Login to MyCDM and click the “MyInternships” link on the left to start the course enrollment process.

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

---

**Computational Methods Concentration**

**Course Requirements**

**Introductory Courses**

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

**Foundation Courses**

- CSC 455 DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS
- CSC 423 DATA ANALYSIS AND REGRESSION
- CSC 424 ADVANCED DATA ANALYSIS
- IS 467 KNOWLEDGE DISCOVERY TECHNOLOGIES
- Choose 1 course in applied analytics from among:
  - CSC 465 DATA VISUALIZATION
  - CSC 495 SOCIAL NETWORK ANALYSIS
  - ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE
  - CSC 575 INTELLIGENT INFORMATION RETRIEVAL

**Advanced Courses**

- CSC 478 PROGRAMMING DATA MINING APPLICATIONS
Elective Courses

Students must take 3 graduate level elective courses in the areas of statistical modeling, data mining or database technologies according to the following rules:

- Students must take 1 500-level CNS, CSC, ECT, GAM, GPH, HCI, HIT, IS, IT, PM, SE, or TDC elective.
- Choose 2 courses from the following:
  - CSC 425 TIME SERIES ANALYSIS AND FORECASTING
  - CSC 433 SCRIPTING FOR DATA ANALYSIS
  - CSC 452 DATABASE PROGRAMMING
  - CSC 465 DATA VISUALIZATION
  - CSC 478 PROGRAMMING DATA MINING APPLICATIONS
  - CSC 481 INTRODUCTION TO IMAGE PROCESSING
  - CSC 482 APPLIED IMAGE ANALYSIS
  - CSC 495 SOCIAL NETWORK ANALYSIS
  - CSC 521 MONTE CARLO ALGORITHMS
  - CSC 529 ADVANCED DATA MINING
  - CSC 543 SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS
  - CSC 555 MINING BIG DATA
  - CSC 575 INTELLIGENT INFORMATION RETRIEVAL
  - CSC 576 COMPUTATIONAL ADVERTISING
  - CSC 594 TOPICS IN ARTIFICIAL INTELLIGENCE
  - CSC 598 TOPICS IN DATA ANALYSIS
  - ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE
  - GEO 441 GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
  - GEO 442 GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT
  - GPH 565 DESIGNING FOR VISUALIZATION
  - HCI 512 INFORMATION VISUALIZATION AND INFOGRAPHICS
  - IPD 451 BIG DATA AND NOSQL PROGRAM
  - IS 549 DATA WAREHOUSING AND DATA MINING
  - IS 574 BUSINESS INTELLIGENCE
  - IS 578 INFORMATION TECHNOLOGY CONSULTING
  - MGT 559 HEALTH SECTOR MANAGEMENT
  - MGT 798 SPECIAL TOPICS: MANAGERIAL & MARKETING EPIDEMIOLOGY
  - MKT 555 DECISIONS IN MARKETING MANAGEMENT
  - MKT 530 CUSTOMER RELATIONSHIP MANAGEMENT
  - MKT 534 ANALYTICAL TOOLS FOR MARKETERS
  - MKT 595 INTERNET AND INTERACTIVE MARKETING
  - MKT 798 SPECIAL TOPICS: SERVICE DESIGN & PATIENT EXPERIENCE
  - MKT 798 SPECIAL TOPICS: HEALTH CARE DATA ANALYSIS

Capstone Options

Students have the option of completing a real world Data Analytics Project, or completing the Predictive Analytics Capstone course, or participating in a Data Analytics Internship or completing a Master's Thesis to fulfill their Capstone requirement.

- Data Analytics Project
  - The real data analytics project is for students who are interested in working in a small team on a research project under the supervision of a CDM faculty. A list of available projects is published on the dampa center website (http://dampa.cdm.depaul.edu). Students who are interested in proposing their own data analytics project are encouraged to contact a CDM faculty member teaching analytics courses as soon as possible. Students must enroll in CSC 695 MASTER'S RESEARCH for a total of 4 credit hours taken in two consecutive quarters (2 credit hours for 2 quarters) to satisfy the capstone requirement. The faculty who supervises the project will initiate enrollment in the CSC 695 course.

- Predictive Analytics Capstone course
  - CSC 672 PREDICTIVE ANALYTICS CAPSTONE course offers the opportunity of working on an analytics project in a more structured class format. Students enrolled in the courses will be working in teams on a data analytics project under the supervision of the course instructor.

- Analytics Internship
  - An internship offers students the opportunity to integrate their academic experience with on-the-job training in an analytics related field. Students must enroll in CSC 697 GRADUATE INTERNSHIP for 4
credit hours to satisfy the practicum requirement. These are the steps: 1) Secure an internship with focus in analytics. 2) International Students must obtain the appropriate practical training form and meet with an advisor in the CDM Academic Center for approval. (http://oiss.depaul.edu/Requests/Forms/index.asp) 3) Login to MyCDM and click the “MyInternships” link on the left to start the course enrollment process.

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

**Psychological Science (MA) - Non-terminal**

The Psychological Science M.A./Ph.D. program prepares students for future employment in a wide variety of scientific, academic and applied settings. The Psychological Science faculty consists of members who conduct research in the following areas:

- Cognitive
- Cognitive Neuroscience
- Child & Adult Development
- Emotion
- Social

Research experience is an integral part of the training and begins in the first year under the guidance of an advisor. During their first two years, students plan and conduct research toward their Master's thesis. Research for the dissertation usually begins during the third year. The program incorporates skills within the major content areas in psychology, and thereby qualifies students to work in a broad range of academic, research and business settings. Students are supported with competitive stipend levels.

Please note the MA degree in Psychological Science is a non-terminal degree.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Degree Requirements</td>
<td>48</td>
</tr>
<tr>
<td>PhD Degree Requirements</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Identify major theoretical concepts in psychology, trace their historical development, and integrate theory, research, and domain-specific knowledge to explain and interpret how the field of psychology currently advances knowledge.
- Critique and synthesize theoretical and empirical articles from peer-reviewed scholarly journals in terms of theory, methods, data analyses, and conclusions in order to compose novel perspectives and ideas.
- Develop testable research questions, identify the strengths and limitations of research designs and data analysis techniques, conduct appropriate research and analytic strategies, and interpret the findings to situate them within the extant research literature.
- Describe and discuss the ethical issues associated with human subjects/participant protection and the sequence of procedures needed for IRB approval of research projects, and apply these ethical practices in research.
- Exhibit effective communication skills for presenting at professional conferences and publishing in professional journals.
• Develop strategies for planning and engaging in professional development to acquire new skills and refresh and consolidate knowledge in accord with department, university and APA standards of professionalism.

Degree Requirements

Course Requirements

Minimum of 48 quarter hours beyond the Bachelor's degree including the following:

Core Courses

• PSY 404 LEARNING AND COGNITIVE PROCESSES
  or PSY 557 SEMINAR IN LEARNING AND COGNITIVE PROCESSES
• PSY 406 PHYSIOLOGICAL PROCESSES
  or PSY 552 SEMINAR IN NEUROPSYCHOLOGY
• PSY 430 ADVANCED SOCIAL PSYCHOLOGY
  or PSY 556 SEMINAR IN SOCIAL PSYCHOLOGY
• PSY 439 ADVANCED DEVELOPMENTAL PSYCHOLOGY
• PSY 588 TOPICS IN PSYCHOLOGICAL SCIENCE I
• PSY 589 TOPICS IN PSYCHOLOGICAL SCIENCE II
• PSY 597 MASTER'S THESIS RESEARCH

Statistics and Methodology Courses

• PSY 410 ADVANCED STATISTICS I
• PSY 411 ADVANCED STATISTICS II
• PSY 418 MULTIVARIATE STATISTICAL ANALYSIS
• PSY 419 FACTOR ANALYSIS AND PATH MODELING
• PSY 420 QUANTITATIVE RESEARCH DESIGN

Research Thesis

Students must complete a thesis on a topic approved by the department.

Thesis Examination

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

Degree Candidacy

For students in the MA/PhD program, advancement to doctoral candidacy is dependent upon satisfactory evaluations in each of the following three areas:

1. Coursework performance
2. Master's Thesis
3. Doctoral Candidacy Exam or Alternative Project (i.e., Comprehensive Exam or Comprehensive Alternative Project).

Not more than four years should elapse between admission to the program and admission to doctoral candidacy.
Student Handbook

Minimum Grades

1. The minimum grade considered acceptable for a graduate course is a B-. This applies to courses taken both within and outside of the department for psychology graduate students. Grades below that (i.e., C+ and below) indicate that the student has not mastered the relevant content of the course.

2. If a graduate student earns a grade lower than B- in a particular course, the student, instructor, and advisor will discuss the situation and circumstances and a remediation plan will be required. The student, his or her advisor, and the instructor, will work together to create a plan through which the student can (a) gain competence in the course material, and (b) demonstrate that competence. The remediation plan might include, for example, requiring the student to complete additional assignments, retaking the class, taking a substitute class, completing an independent study, or pursuing other options. The remediation plan must be approved by the instructor, advisor and the program director.

3. A second occurrence of a grade lower than a B- (for the same or different course) will put the student on academic probation. Once placed on academic probation, the student’s record and any mitigating circumstances will be evaluated by a Psychology Department review board comprising the student’s advisor, the program director, and the department associate chair (the department chair might be included in special circumstances). Additional remediation and intervention might be suggested by the review board.

4. If there is a third occurrence of a grade below B- (for the same or different course), the student will be dismissed from the program. The student may choose to appeal this decision, in which case the Chair of the Psychology Department will appoint a committee of three tenured Psychology Department faculty outside the student’s program to hear the appeal. Depending on the student’s academic record and any mitigating circumstances, he/she may be allowed to complete his/her Master’s degree but will not be permitted to continue onto the Ph.D. (not applicable to terminal Department of Psychology M.S. degrees) without a successful appeal.

Probation

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.20. If a student’s cumulative GPA falls below this minimum, the student will be put on probation and will have one quarter to raise their cumulative GPA to at least a 3.20 or face dismissal from the program. If the student raises his/her cumulative GPA to at least a 3.20, but it falls below the minimum a second time, he or she will be dismissed from the program.

Dismissal

In addition to violations of satisfactory progress, including but not limited to, earning minimum grades, failing the comprehensive exam (including any possible retakes) or project, or maintaining a minimum cumulative GPA, students may be dismissed for breaches of academic honesty, or breaches of the code of student responsibility articulated in the DePaul University Student Handbook.

Psychological Science (PhD)

The Psychological Science Ph.D. program prepares students for future employment in a wide variety of scientific, academic and applied settings. The Psychological Science faculty consists of members who conduct research in the following areas:

- Cognitive
- Cognitive Neuroscience
- Child & Adult Development
- Emotion
- Social

Research experience is an integral part of the training and begins in the first year under the guidance of an advisor. During their first two years, students plan and conduct research toward their Master’s thesis. Research for the dissertation usually begins during the third year. The program incorporates skills within the major content areas in psychology, and thereby qualifies students to work in a broad range of academic, research and
business settings. Students are supported with competitive stipend levels.

<table>
<thead>
<tr>
<th>PhD Degree Requirements</th>
<th>76 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>76 hours</td>
</tr>
</tbody>
</table>

* 48 hours earned while in pursuit of the Ph.D. will also be applied to an M.A. from DePaul University, if eligible.

## Learning Outcomes

Students will be able to:

- Identify major theoretical concepts in psychology, trace their historical development, and integrate theory, research, and domain-specific knowledge to explain and interpret how the field of psychology currently advances knowledge.
- Critique and synthesize theoretical and empirical articles from peer-reviewed scholarly journals in terms of theory, methods, data analyses, and conclusions in order to compose novel perspectives and ideas.
- Develop testable research questions, identify the strengths and limitations of research designs and data analysis techniques, conduct appropriate research and analytic strategies, and interpret the findings to situate them within the extant research literature.
- Describe and discuss the ethical issues associated with human subjects/participant protection and the sequence of procedures needed for IRB approval of research projects, and apply these ethical practices in research.
- Exhibit effective communication skills for presenting at professional conferences and publishing in professional journals.
- Develop strategies for planning and engaging in professional development to acquire new skills and refresh and consolidate knowledge in accord with department, university and APA standards of professionalism.

## Degree Requirements

### Course Requirements

Minimum of 76 quarter hours beyond the bachelor's degree, including the following:

#### Core Courses

- PSY 404 LEARNING AND COGNITIVE PROCESSES
  or PSY 557 SEMINAR IN LEARNING AND COGNITIVE PROCESSES
- PSY 406 PHYSIOLOGICAL PROCESSES
  or PSY 552 SEMINAR IN NEUROPSYCHOLOGY
- PSY 430 ADVANCED SOCIAL PSYCHOLOGY
  or PSY 556 SEMINAR IN SOCIAL PSYCHOLOGY
- PSY 439 ADVANCED DEVELOPMENTAL PSYCHOLOGY
- PSY 588 TOPICS IN PSYCHOLOGICAL SCIENCE I (0 credit hours)
- PSY 589 TOPICS IN PSYCHOLOGICAL SCIENCE II
- PSY 597 MASTER'S THESIS RESEARCH
- PSY 593 PRE-DOCTORAL RESEARCH (0 credit hours, 3 quarters, taken 3rd year)
- PSY 599 DISSERTATION RESEARCH

#### Statistics and Methodology Courses

- PSY 410 ADVANCED STATISTICS I
Other Recommended Courses

- PSY 422 COMPUTING FOR THE BEHAVIORAL SCIENTIST
- PSY 435 PSYCHOLOGY OF INTERPERSONAL RELATIONSHIPS
- PSY 473 THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING
- PSY 554 SEMINAR IN DEVELOPMENTAL PSYCHOLOGY
- PSY 555 SOCIAL AND EMOTIONAL DEVELOPMENT
- PSY 560 SOCIAL COGNITION
- PSY 561 ADVANCED PSYCHOLOGY OF WOMEN AND GENDER

Electives

- PSY 413 ANALYSIS OF LONGITUDINAL DATA
- PSY 414 CATEGORICAL DATA ANALYSIS
- PSY 426 ADVANCED LANGUAGE SEMINAR: PSYCHOLOGY OF BILINGUALISM
- PSY 437 ADVANCED PERSONALITY
- PSY 450 PSYCHOLOGICAL MEASUREMENT
- PSY 520 PRINCIPLES OF HUMAN DIVERSITY
- PSY 558 SEMINAR IN ADVANCED STATISTICS
- PSY 592 DIRECTED RESEARCH
- PSY 594 DIRECTED READINGS IN PSYCHOLOGY
- CSC 480 ARTIFICIAL INTELLIGENCE I
- CSC 587 COGNITIVE SCIENCE
- HCI 440 INTRODUCTION TO USER-CENTERED DESIGN
- MKT 545 CONSUMER BEHAVIOR
- WRD 520 COMPUTERS AND WRITING
- WRD 521 TECHNICAL WRITING

Areas of Specialization

The Experimental faculty consists of members from each of the following major experimental areas: cognition, cognitive neuroscience, child and adult development, emotion and social psychology. Students may specialize in an area in which a faculty member has expertise.

Research experience is considered an integral part of the training and will begin in the first year. Students are expected to begin directed research during their first year under the supervision of an advisor. During their second year, students are expected to conduct research and complete their master’s thesis. Research experience during the third year might involve a continuation of the line of research initiated in the thesis project. Alternatively, students may begin to develop a new line of research in preparation for their dissertation, which is usually conducted during the fourth year. The program incorporates research skills within a major content area in psychology, and thereby prepares students for future employment in a wide variety of scientific, academic, and applied settings.

Other Program Requirements

Doctoral Candidacy Examination or Alternative Project

Also known as the Comprehensive Exam or Alternative Project, this requirement is completed after the student has defended the thesis and before defense of the dissertation proposal.

Admission to Doctoral Candidacy

Formally given to the student who has successfully completed required coursework, passed the Doctoral Candidacy Examination or Alternative Project, and completed the Master’s thesis. The student has no more than five years from that date to complete requirements for the doctorate.

Candidacy Continuation

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

Dissertation
Departmental committee approval and acceptance of topic and outline of dissertation given only after admission to candidacy. Research for the dissertation should normally be completed during the student’s fourth year in the program.

Oral Examination

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

Time Limitations

1. Between admission to the MA/PhD program and admission to doctoral candidacy: not more than four years
2. Between admission to candidacy and the final examination: not less than eight months and not more than five years.

Student Handbook

Minimum Grades

1. The minimum grade considered acceptable for a graduate course is a B-. This applies to courses taken both within and outside of the department for psychology graduate students. Grades below that (i.e., C+ and below) indicate that the student has not mastered the relevant content of the course.
2. If a graduate student earns a grade lower than B- in a particular course, the student, instructor, and advisor will discuss the situation and circumstances and a remediation plan will be required. The student, his or her advisor, and the instructor, will work together to create a plan through which the student can (a) gain competence in the course material, and (b) demonstrate that competence. The remediation plan might include, for example, requiring the student to complete additional assignments, retaking the class, taking a substitute class, completing an independent study, or pursuing other options. The remediation plan must be approved by the instructor, advisor and the program director.
3. A second occurrence of a grade lower than a B- (for the same or different course) will put the student on academic probation. Once placed on academic probation, the student's record and any mitigating circumstances will be evaluated by a Psychology Department review board comprising the student's advisor, the program director, and the department associate chair (the department chair might be included in special circumstances). Additional remediation and intervention might be suggested by the review board.
4. If there is a third occurrence of a grade below B- (for the same or different course), the student will be dismissed from the program. The student may choose to appeal this decision, in which case the Chair of the Psychology Department will appoint a committee of three tenured Psychology Department faculty outside the student's program to hear the appeal. Depending on the student's academic record and any mitigating circumstances, he/she may be allowed to complete his/her Master's degree but will not be permitted to continue onto the Ph.D. (not applicable to terminal Department of Psychology M.S. degrees) without a successful appeal.

Probation

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.20. If a student’s cumulative GPA falls below this minimum, the student will be put on probation and will have one quarter to raise their cumulative GPA to at least a 3.20 or face dismissal from the program. If the student raises his/her cumulative GPA to at least a 3.20, but it falls below the minimum a second time, he or she will be dismissed from the program.

Dismissal

In addition to violations of satisfactory progress, including but not limited to, earning minimum grades, failing the comprehensive exam (including any possible retakes) or project, or maintaining a minimum cumulative GPA, students may be dismissed for breaches of academic honesty, or breaches of the code of student responsibility articulated in the DePaul University Student Handbook.
Psychology (MS) - Terminal

This program offers a terminal Master of Science degree which prepares the student for a range of occupations in business, government, and human services, but excludes the provision of clinical services. In addition, it provides the student with the basic knowledge and skills appropriate for a graduate education which may serve as a foundation for programs offering doctoral training.

The Master's program has two goals. The first is to provide the student with sufficient breadth in the methodology and content of psychology to demonstrate competence in two major areas: (1) Core areas of the discipline of psychology; and (2) Methods of the discipline of psychology. A second goal of the program is to provide the student with sufficient information and skills to apply the knowledge of the discipline competently in their daily lives and careers. This includes course work in the theory and techniques of the application of psychological principles, and also includes a thorough grounding in ethical and professional standards of psychologists. Although the program builds upon a core of basic courses, it provides some flexibility for students (with the approval of their advisors) to shape their course of study to fit special interests and needs.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>40 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Requirements</td>
<td>8 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>48 hours</strong></td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Identify major theoretical concepts in psychology, trace their historical development, and integrate theory, research, and domain-specific knowledge to explain and interpret how the field of psychology currently advances knowledge.
- Critique and synthesize theoretical and empirical articles from peer-reviewed scholarly journals in terms of theory, methods, data analyses, and conclusions in order to compose novel perspectives and ideas.
- Develop testable research questions, identify the strengths and limitations of research designs and data analysis techniques, conduct appropriate research and analytic strategies, and interpret the findings to situate them within the extant research literature.
- Describe and discuss the ethical issues associated with human subjects/participant protection and the sequence of procedures needed for IRB approval of research projects, and apply these ethical practices in research.
- Exhibit effective communication skills for presenting at professional conferences and publishing in professional journals.
- Develop strategies for planning and engaging in professional development to acquire new skills and refresh and consolidate knowledge in accord with department, university and APA standards of professionalism.

Degree Requirements

Course Requirements

Formal requirements for the M.S. degree include satisfactory completion of 48 quarter hours and maintaining at least a 3.20 cumulative GPA.

Core Courses
Diversity Core Courses

- One course from the following list:
  - PSY 520 PRINCIPLES OF HUMAN DIVERSITY
  - PSY 521 PSYCHOLOGY OF THE AFRICAN-AMERICAN CHILD (when taught by faculty)
  - PSY 561 ADVANCED PSYCHOLOGY OF WOMEN AND GENDER
  - PSY 554 SEMINAR IN DEVELOPMENTAL PSYCHOLOGY
  - PSY 555 SOCIAL AND EMOTIONAL DEVELOPMENT
  - PSY 556 SEMINAR IN SOCIAL PSYCHOLOGY

Graduate Capstone

- PSY 597 MASTER’S THESIS RESEARCH: empirical only
  or PSY 592 DIRECTED RESEARCH: empirical only

Sample Psychology Elective Courses

- Choose three from the following:
  - PSY 402 PERCEPTUAL PROCESSES
  - PSY 416 METHODS IN QUALITATIVE RESEARCH
  - PSY 418 MULTIVARIATE STATISTICAL ANALYSIS
  - PSY 419 FACTOR ANALYSIS AND PATH MODELING
  - PSY 422 COMPUTING FOR THE BEHAVIORAL SCIENTIST
  - PSY 435 PSYCHOLOGY OF INTERPERSONAL RELATIONSHIPS
  - PSY 440 PSYCHOLOGY OF WORK AND MOTIVATION
  - PSY 441 PSYCHOLOGY OF LEADERSHIP
  - PSY 442 PERSONNEL PSYCHOLOGY
  - PSY 444 PERFORMANCE APPRAISAL
  - PSY 446 PSYCHOLOGICAL THEORIES OF ORGANIZATIONS
  - PSY 448 CONCEPTS, METHODS, AND ETHICS FOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
  - PSY 450 PSYCHOLOGICAL MEASUREMENT
  - PSY 473 THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING
  - PSY 484 BEHAVIORAL ASSESSMENT
  - PSY 486 ADVANCED PSYCHOPATHOLOGY
  - PSY 487 PSYCHOPATHOLOGY OF THE CHILD
  - PSY 491 TREATMENT METHODS WITH CHILDREN
  - PSY 492 PRINCIPLES OF CONSULTATION
  - PSY 493 ADVANCED COMMUNITY PSYCHOLOGY
  - PSY 511 HEALTH PSYCHOLOGY
  - PSY 554 SEMINAR IN DEVELOPMENTAL PSYCHOLOGY
  - PSY 555 SOCIAL AND EMOTIONAL DEVELOPMENT
  - PSY 556 SEMINAR IN SOCIAL PSYCHOLOGY
  - PSY 557 SEMINAR IN LEARNING AND COGNITIVE PROCESSES
  - PSY 558 SEMINAR IN ADVANCED STATISTICS
  - PSY 559 SEMINAR IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
  - PSY 560 SOCIAL COGNITION
  - PSY 680 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

With the permission of the Program Director, students may be able to substitute other graduate courses (within or outside Psychology) for the diversity and elective requirements detailed above.

Additional Requirements

In addition, program requirements include two mechanisms for demonstrating successful completion of the program: 1) a traditional Master's thesis, perhaps involving an empirical study; or 2) a research study or program evaluation "Capstone" project based upon the student's internship or employment experience. Upon completion of course work, students are required to maintain active student registration status until graduation.

All degree requirements must be successfully completed within a six year period of time.
Student Handbook

Minimum Grades

1. The minimum grade considered acceptable for a graduate course is a B-. This applies to courses taken both within and outside of the department for psychology graduate students. Grades below that (i.e., C+ and below) indicate that the student has not mastered the relevant content of the course.

2. If a graduate student earns a grade lower than B- in a particular course, the student, instructor, and advisor will discuss the situation and circumstances and a remediation plan will be required. The student, his or her advisor, and the instructor, will work together to create a plan through which the student can (a) gain competence in the course material, and (b) demonstrate that competence. The remediation plan might include, for example, requiring the student to complete additional assignments, retaking the class, taking a substitute class, completing an independent study, or pursuing other options. The remediation plan must be approved by the instructor, advisor and the program director.

3. A second occurrence of a grade lower than a B- (for the same or different course) will put the student on academic probation. Once placed on academic probation, the student's record and any mitigating circumstances will be evaluated by a Psychology Department review board comprising the student's advisor, the program director, and the department associate chair (the department chair might be included in special circumstances). Additional remediation and intervention might be suggested by the review board.

4. If there is a third occurrence of a grade below B- (for the same or different course), the student will be dismissed from the program. The student may choose to appeal this decision, in which case the Chair of the Psychology Department will appoint a committee of three tenured Psychology Department faculty outside the student's program to hear the appeal. Depending on the student's academic record and any mitigating circumstances, he/she may be allowed to complete his/her Master's degree but will not be permitted to continue onto the Ph.D. (not applicable to terminal Department of Psychology M.S. degrees) without a successful appeal.

Probation

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.20. If a student's cumulative GPA falls below this minimum, the student will be put on probation and will have one quarter to raise their cumulative GPA to at least a 3.20 or face dismissal from the program. If the student raises his/her cumulative GPA to at least a 3.20, but it falls below the minimum a second time, he or she will be dismissed from the program.

Dismissal

In addition to violations of satisfactory progress, including but not limited to, earning minimum grades, failing the comprehensive exam (including any possible retakes) or project, or maintaining a minimum cumulative GPA, students may be dismissed for breaches of academic honesty, or breaches of the code of student responsibility articulated in the DePaul University Student Handbook.

Public Administration (MPA)

The Master of Public Administration (MPA) at DePaul University is designed for current government professionals or individuals seeking to pursue a career in the public sector. The degree equips students with a broad public administration knowledge in government—local, state, federal and international.

The MPA program offers three specializations: public management; international public management; and metropolitan planning and urban affairs. The specializations are offered completely online as well as on-site.

This degree is accredited by Network of Schools of Public Policy, Affairs and Administration (NASPAA).
The Master of Public Administration may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MPA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Public Administration + Community Development Certificate
- Public Administration + Metro Planning and Development Certificate

**Mission Statement**

The Master in Public Administration educates ethical leaders to work in local, state and federal government. Through our cross-sectorial approach to learning, research, and service we help government leaders to connect domestic and global issues, alleviate poverty, and build responsive government. We promote compassion for marginalized communities and service to all people with accountability, justice, professionalism, sensitivity, and transparency.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>40 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Requirements</td>
<td>12 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>52 hours</strong></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Clearly explain to stakeholders key public issues both orally and in writing and detail their impact on the public at large.
- Use an ethical framework to analyze an ethical dilemma within the political context of a government institution.
- Distinguish the interactive roles that government organizations play in the business and non-profit sectors in planning and delivering public services.
- Apply leadership theories and techniques in managing and governing a public organization.
- Develop a research question regarding a governmental issue, collect relevant data, and resolve the question.

**Degree Requirements**

**Course Requirements**

Students complete a total of 13 courses (52 credit hours). Ten courses (40 credit hours) of core course work and three courses (12 credit hours) in a specialization are required.

**Core Courses**

- MPS 500 INTRODUCTION TO PUBLIC SERVICE MANAGEMENT
- MPS 501 CROSS-SECTOR ANALYSIS
- MPS 514 GOVERNMENT FINANCIAL ADMINISTRATION
- MPS 522 FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT
- MPS 541 ECONOMIC FOUNDATIONS OF PUBLIC SERVICE
- MPS 542 POLICY DESIGN AND ANALYSIS
- MPS 586 RESEARCH METHODS I, INTRODUCTION TO APPLIED RESEARCH AND STATISTICS
- MPS 587 RESEARCH METHODS II, ADVANCED APPLIED RESEARCH AND STATISTICS
• MPS 593 INTEGRATIVE SEMINAR
• MPS 594 ETHICAL LEADERSHIP IN PUBLIC SERVICE

Thesis Option

• MPS 598 THESIS

Students with a grade point average of 3.5 or above may choose the thesis option and replace MPS 593 INTEGRATIVE SEMINAR with MPS 598 THESIS.

Specialization

Students in this program are required to choose a three course specialization. Students interested in pursuing the online degree must choose the International Public Management Specialization.

Internship Requirement

Students are required to complete substantial professional experience in a government setting. Students with such experience, or have professional or economic constraints, may request a waiver by submitting a letter describing their circumstances. Otherwise, students will be required to complete an internship.

Specialization Requirements

Public Management Specialization

For those who aspire to become city managers, chief administrative officers, department directors, and senior project managers, this specialization focuses on the roles, requirements, challenges, and processes of running a public organization. Students gain the knowledge and skills needed to work successfully with professional staff, an elected governing board, consultants, and the public in the implementation of broad policy decisions. Legal issues of interest to public managers are also included.

• MPS 526 LOCAL GOVERNMENT ADMINISTRATION
• MPS 560 ADMINISTRATIVE LAW
• One elective chosen from the following list
  • MPS 516 MANAGEMENT OF INFORMATION TECHNOLOGY
  • MPS 520 VALUES-CENTERED LEADERSHIP
  • MPS 529 STRATEGIC MANAGEMENT AND PLANNING
  • MPS 543 POLICY IMPLEMENTATION
  • MPS 546 ADVOCACY AND LOBBYING
  • MPS 552 GIS FOR COMMUNITY DEVELOPMENT
  • MPS 573 URBAN AND COMMUNITY DEVELOPMENT
  • MPS 575 SEMINAR IN ADMINISTRATION/BRUSSELS
  • MPS 597 PUBLIC SERVICE FELLOWS SEMINAR

Metropolitan Planning and Urban Affairs Specialization

This specialization is for students wanting to work in land use, transportation, economic development, zoning, housing, and other areas of community development. Coursework emphasizes the technical skills of public administration and the tools of analyses and development as applied in a broad public setting. Students study best practices to illustrate the effectiveness of alternative designs and models.

• MPS 571 METROPOLITAN PLANNING
• MPS 573 URBAN AND COMMUNITY DEVELOPMENT
• One elective chosen from the following list
  • MPS 516 MANAGEMENT OF INFORMATION TECHNOLOGY
  • MPS 526 LOCAL GOVERNMENT ADMINISTRATION
  • MPS 560 ADMINISTRATIVE LAW
International Public Management Specialization

Students intending to work in international organizations require a special understanding of how public and non-profit institutional structures and managerial processes vary around the world. This concentration emphasizes the interdependence of government and non-government organizations (NGOs), while addressing a variety of management, ethics, and policy issues.

- MPS 612 INTERNATIONAL POLITICAL ECONOMY
- MPS 616 INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT
- One elective chosen from the following list
  - MPS 511 SUSTAINABLE INTERNATIONAL DEVELOPMENT
  - MPS 516 MANAGEMENT OF INFORMATION TECHNOLOGY
  - MPS 552 GIS FOR COMMUNITY DEVELOPMENT
  - MPS 573 URBAN AND COMMUNITY DEVELOPMENT
  - MPS 575 SEMINAR IN ADMINISTRATION/BRUSSELS
  - MPS 597 PUBLIC SERVICE FELLOWS SEMINAR
  - MPS 611 MANAGEMENT OF INTERNATIONAL NGOs
  - MPS 615 MANAGEMENT OF INTERCULTURAL DIVERSITY

Emergency Management Specialization

Emergency Management is a critical concern for the public, private and non-profit sectors. Both the conceptual and practical implementation sides of homeland security and emergency preparedness rest at the intersection of national defense, law enforcement, and emergency preparedness. This specialization will provide students with both theoretical and practical knowledge that will prepare them for private or public sector employment in the area of emergency preparedness for both security and non-security related incidents.

- MPS 554 PRINCIPLES OF EMERGENCY MANAGEMENT AND PLANNING
- MPS 564 PUBLIC SAFETY ADMINISTRATION AND PLANNING
- One elective chosen from the following list
  - MPS 532 GRANTS AND CONTRACTS IN PUBLIC MANAGEMENT
  - MPS 552 GIS FOR COMMUNITY DEVELOPMENT
  - PRAD 540 CRISIS COMMUNICATION MANAGEMENT

Master of Public Health (MPH)

The Master of Public Health (MPH) program prepares public health leaders to work collaboratively with diverse communities to prevent disease and ill-health, prioritize and investigate health concerns, achieve lasting social change, and foster health equity to promote the health and well-being of all people. The MPH program has one focus, community health practice, and students will master the breadth of public health subject matter necessary for practice in this field.

Features unique to the MPH Program include a cohort-based learning model (including admitting students once per year); small class sizes; integrated field work and classroom learning in the practicum and capstone course sequence; ideal for working professionals—courses are offered in the evening; students can complete the degree in two, three or four years; and a multidisciplinary perspective that prepares students to address the complexities of community health.

Students gain practical experience during the final year of the program in their community-based practicum. The practicum constitutes nine months of professional community health-focused practice and provides students with a structured, comprehensive and integrated application of their MPH course work. This experience culminates in the creation of the MPH capstone, project, and formal presentation through a three-course capstone sequence.
The DePaul University MPH Program is fully accredited by the Council on Education for Public Health (CEPH).

The Master of Public Health may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MPH/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Public Health + Global Health Certificate
- Public Health + Social Research Certificate

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Total hours required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>56 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Assess health resources and identify health needs of different communities.
- Describe the occurrence and distribution of health and illness (e.g. psychological, behavioral, environmental, genetic) within different communities.
- Design, implement, and evaluate community-based interventions that serve to improve health.
- Practice and apply culturally sensitive research tools and methods to improve the health of diverse communities.
- Develop and sustain collaborative relationships with community partners.
- Analyze and integrate the role of policy and advocacy for public health in the community and country as a whole.

**Degree Requirements**

The MPH program requires completion of 56 credit hours that includes fourteen required MPH courses, two elective courses, and two zero-credit courses. All MPH courses are offered during the evening. The program uses a cohort-based model in that students are admitted once per academic year and move through courses together as a single group. Students can complete their degree in two, three, or four years. Students complete the practicum field experience and capstone course sequence in their last year.

**Course Recommendation**

- MPH 498 PREPARATION FOR BIOSTATISTICS (recommended for students without prior coursework in statistics)

**Course Requirements**

- MPH 501 INTRODUCTION TO PUBLIC HEALTH
- MPH 502 INTRODUCTION TO EPIDEMIOLOGY
- MPH 503 INTRODUCTION TO ENVIRONMENTAL HEALTH
- MPH 511 HEALTH AND BEHAVIOR THEORY
- MPH 512 RESEARCH METHODS
- MPH 513 PUBLIC HEALTH ADMINISTRATION
- MPH 522 PROGRAM DEVELOPMENT AND GRANT WRITING
Elective Courses

Eight Credit hours of Electives are required, usually in the form of 2 courses. In addition to the MPH courses listed below, students are encouraged to consider other graduate-level courses at DePaul for their electives. If students elect to take a course outside of MPH for elective credit, they are encouraged to select a course that is aligned with their public health interests and career objectives. Students are required to write a brief statement explaining why they are choosing to enroll in a particular elective course outside of MPH and submit that statement to the MPH technical advisor.

- MPH 551 GLOBAL HEALTH INEQUITIES
- MPH 552 MATERNAL AND CHILD HEALTH
- MPH 553 PUBLIC HEALTH AND FORCED MIGRATION
- MPH 554 INTRODUCTION TO GLOBAL PUBLIC HEALTH
- MPH 555 EPIDEMIOLOGY IN A GLOBAL CONTEXT
- MPH 556 WOMEN'S HEALTH
- MPH 595 SPECIAL TOPICS IN PUBLIC HEALTH
- MPH 599 INDEPENDENT STUDY IN PUBLIC HEALTH

Public Relations and Advertising (MA)

The M.A. in Public Relations and Advertising equips students with the expertise and skills necessary to strategically manage an organization’s communication with its publics. The Public Relations component stresses counseling and relationship management, while Advertising combines the management and creative aspects of persuasive communication.

The development, implementation and evaluation of research-based programs and campaigns are emphasized throughout the curriculum. Students who complete this course of study gain an understanding of the key principles and theories of public relations and advertising and an appreciation for the ethical requirements of responsible practice in these media-related fields.

The program offers skills-based training in such areas as speechwriting, media relations, crisis management and creative strategies. Most graduates of this program are industry-bound for successful careers in business, government, non-profit organizations and/or associations.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td>16</td>
</tr>
<tr>
<td>Elective Requirements</td>
<td>32</td>
</tr>
<tr>
<td>Total hours required</td>
<td>48</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Identify, explain and apply conceptual and historical foundations of public communication disciplines as they relate to informational, relational, and persuasion theories, concepts and models.
- Construct and analyze audience research, media research, and environmental scanning.
- Apply measurement and evaluation techniques to products, projects, and programs.
- Develop and demonstrate strategic plans and planning methods, issues management techniques, and message development practices in a variety of settings and applications.
- Classify and analyze the elements of ethical decision making to hypothetical and real world settings, as well as articulating the ethical, legal and social responsibilities of public communications professionals.
- Demonstrate facility with writing, speaking and production of media materials to inform, persuade, build relationships, and problem solve.

Degree Requirements

Course Requirements

The Master of Arts in Public Relations and Advertising (PRAD) requires 12 courses (48-credit hours)—four core courses, six PRAD elective courses and two graduate electives inside or outside of the program.

Core Courses

Students are required to take all of the following:

- PRAD 553 ADVERTISING
- PRAD 555 PUBLIC RELATIONS
- PRAD 575 COMMUNICATION LAW AND ETHICS
- PRAD 585 RESEARCH METHODS FOR THE COMMUNICATION PROFESSIONAL

Elective Courses

Choose eight courses from the following*:

- PRAD 505 CRITICAL PERSPECTIVES ON PUBLIC RELATIONS AND ADVERTISING
- PRAD 511 CONSUMER INSIGHTS FOR LATINO MARKETS
- PRAD 512 LATINO INTEGRATED MARKETING COMMUNICATION
- PRAD 514 CONTEMPORARY ISSUES IN PUBLIC RELATIONS AND ADVERTISING
- PRAD 515 PUBLIC RELATIONS WRITING
- PRAD 530 PUBLIC RELATIONS AND ADVERTISING MANAGEMENT
- PRAD 535 PUBLIC RELATIONS IN HEALTH CARE
- PRAD 540 CRISIS COMMUNICATION MANAGEMENT
- PRAD 550 INTEGRATED COMMUNICATION CAMPAIGNS
- PRAD 551 ADVERTISING AND COPYWRITING
- PRAD 554 CREATIVE PROCESSES
- PRAD 556 STRATEGIC PLANNING IN PUBLIC RELATIONS
- PRAD 557 ADVERTISING COMMUNICATION STRATEGY
- PRAD 558 CONSUMER PROMOTION
- PRAD 562 MEDIA RELATIONS
- PRAD 563 MEDIA PLANNING
- PRAD 564 CORPORATE COMMUNICATION
- PRAD 565 INTERNATIONAL PUBLIC RELATIONS
- PRAD 586 ACCOUNT PLANNING
- PRAD 590 PUBLIC RELATION & ADVERTISING WORKSHOP
- PRAD 595 SPECIAL TOPICS IN PUBLIC RELATIONS & ADVERTISING
- PRAD 599 RESEARCH THESIS
- CMNS 592 INDEPENDENT STUDY
- CMN 591 INTERNSHIP
- CMN 592 GRADUATE INTERNSHIP II
- CMN 598 STUDY ABROAD

* With approval of the graduate program director, students can take up to two relevant elective courses from other College of Communication graduate programs or relevant elective courses from other graduate departments/programs outside of the College of Communication.
ePortfolio or Thesis

Students in the Master of Arts in Public Relations and Advertising program complete their degree requirements by submitting a comprehensive ePortfolio. Students who attain a 3.7 GPA or higher and obtain prior approval from the graduate program director have the option to complete a thesis instead of the ePortfolio. Students completing a thesis will enroll in PRAD 599 as their 12th and final course in the quarter they defend their thesis.

Grade Requirements

Students must maintain a minimum cumulative GPA of 3.00 in their graduate courses to remain in good academic standing. Students who do not meet this minimum cumulative requirement will be placed on academic probation and will be expected to attain the minimum cumulative requirement within two quarters. Failure to do so may result in dismissal from the program.

Public Service Management (MS)

The Master of Science in Public Service Management at DePaul University offers students a broad-based education with which they can pursue careers in fund raising and philanthropy, health care administration, higher education administration, metropolitan planning and urban affairs, nonprofit administration and public policy.

The degree offers four concentrations: health care administration, higher education administration, and metropolitan planning and urban affairs. Students also can pursue a standard concentration. The standard concentration of this degree can be completed entirely online as well as on-site.

This degree is accredited by National Association of Schools of Public Affairs and Administration (NASPAA).

The MS in Public Service Management may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MS/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Public Service Management + Community Development Certificate
- Public Service Management + Metro Planning and Development Certificate

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>36 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Requirements</td>
<td>16 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>52 hours</strong></td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Explain relevant public service issues to target audiences in the appropriate written and oral formats.
- Apply an ethical framework in making an organizational decision on a current moral dilemma.
- Determine the interactive roles of the business, government, and nonprofit sectors in securing the public welfare.
- Analyze the leadership skills essential to managing public service organizations.
- Demonstrate their research competencies in a capstone project through a multi-step self-assessment process.
Degree Requirements

Students complete 13 courses (52 credit hours) for the Master of Science in Public Service Management program. Eight courses (32 credit hours) of core course work and five courses (20 credit hours) of declared concentration work.

Course Requirements

- MPS 500 INTRODUCTION TO PUBLIC SERVICE MANAGEMENT
- MPS 501 CROSS-SECTOR ANALYSIS
- MPS 522 FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT
- MPS 542 POLICY DESIGN AND ANALYSIS
- Choose one of the following two course sequences
  - Research Sequence for Policy Based Research
    - MPS 586 RESEARCH METHODS I, INTRODUCTION TO APPLIED RESEARCH AND STATISTICS
    - MPS 587 RESEARCH METHODS II, ADVANCED APPLIED RESEARCH AND STATISTICS
  - Research Sequence for Management Based Research
    - MPS 588 INTRODUCTION TO RESEARCH AND STATISTICS FOR MANAGEMENT
    - MPS 589 ADVANCED RESEARCH METHODS AND STATISTICS FOR MANAGEMENT
- MPS 593 INTEGRATIVE SEMINAR
- MPS 594 ETHICAL LEADERSHIP IN PUBLIC SERVICE

Concentration Requirements

Students may choose concentrations in a variety of public service fields. Concentrations are available for students in the Master of Science in Public Service Management degree with specialized interests and careers. The concentrations are: Health Care Administration, Higher Education Administration, and Metropolitan Planning and Urban Affairs. Students who choose not to pursue a specialized concentration will declare the Standard concentration. See the concentration pages for further course information.

Thesis Option

Students with a grade point average of 3.5 or above may choose the thesis option and replace MPS 593 (Integrative Seminar) with MPS 598 THESIS. To qualify for the thesis option you must take the Policy Based Research sequence.

Concentration Requirements

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

- Standard
- Metropolitan Planning and Urban Affairs
- Higher Education Administration
- Health Care Administration
Standard Concentration

Required Concentration Course

- Choose one course from the following list:
  - MPS 514 GOVERNMENT FINANCIAL ADMINISTRATION
  - MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
  - MPS 541 ECONOMIC FOUNDATIONS OF PUBLIC SERVICE

Elective Courses

Four courses (16 quarter hours) chosen from more than 60 courses based on a student's professional goals and personal interests. If warranted by special needs or interests, students may take up to two elective courses in other departments of the university. Permission of the director is required before registration for such courses.

Health Care Administration Concentration

The Health Care Administration concentration provides students with the managerial and analytical skills necessary to understand and influence the processes through which hospitals, associated health care organizations, and public and private agencies provide health care opportunities to explore the roles of specific nonprofit and governmental health care providers and regulatory agencies.

Required Concentration Courses

- MPS 514 GOVERNMENT FINANCIAL ADMINISTRATION
  - MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- MPS 531 FINANCING AND COSTING IN HEALTH CARE
- MPS 537 HEALTH CARE DELIVERY SYSTEMS

Elective Courses

- Choose two courses from the following list:
  - MPS 513 VOLUNTEERISM
  - MPS 516 MANAGEMENT OF INFORMATION TECHNOLOGY
  - MPS 519 RESOURCE DEVELOPMENT
  - MPS 529 STRATEGIC MANAGEMENT AND PLANNING
  - MPS 531 FINANCING AND COSTING IN HEALTH CARE
  - MPS 535 ISSUES IN HEALTHCARE
  - MPS 546 ADVOCACY AND LOBBYING
  - MPS 552 GIS FOR COMMUNITY DEVELOPMENT
  - MPS 562 INTRODUCTION TO HEALTH LAW
  - MPS 600 INDEPENDENT STUDY
  - MPS 601 INTERNSHIP
Higher Education Administration Concentration

For managers in post-secondary institutions of learning, this concentration teaches necessary analytical and managerial skills. The coursework helps students develop an understanding of management principles, policy analysis, and research within higher education. Electives provide opportunities to explore leadership, governance, strategic planning, budgeting, finance, law, diversity, enrollment management, marketing, student affairs, and politics in higher education.

Required Concentration Courses

- MPS 514 GOVERNMENT FINANCIAL ADMINISTRATION
  or MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- MPS 606 LEADERSHIP IN HIGHER EDUCATION ADMINISTRATION
- MPS 608 SEMINAR IN HIGHER EDUCATION ADMINISTRATION

Elective Courses

- Choose two courses from the following list:
  - CSL 490 FOUNDATIONS OF STUDENT AFFAIRS
  - MPS 516 MANAGEMENT OF INFORMATION TECHNOLOGY
  - MPS 519 RESOURCE DEVELOPMENT
  - MPS 520 VALUES-CENTERED LEADERSHIP
  - MPS 521 LEADERSHIP AND MANAGEMENT
  - MPS 524 MARKETING FOR SERVICE ORGANIZATIONS
  - MPS 529 STRATEGIC MANAGEMENT AND PLANNING
  - MPS 546 ADVOCACY AND LOBBYING
  - MPS 561 LAW AND NONPROFIT ORGANIZATIONS
  - MPS 600 INDEPENDENT STUDY
  - MPS 601 INTERNSHIP
  - MPS 607 SPECIAL TOPICS IN HIGHER EDUCATION ADMINISTRATION

Metropolitan Planning and Urban Affairs Concentration

The Metropolitan Planning and Urban Affairs concentration provides students with a broad perspective on the issues relating to land use, transportation, housing, economic development, and related social problems. It instills an understanding of the institutional and analytical issues affecting units of government, planning agencies, and other urban public service institutions.

Required Concentration Courses

- MPS 541 ECONOMIC FOUNDATIONS OF PUBLIC SERVICE
- MPS 571 METROPOLITAN PLANNING
- MPS 526 LOCAL GOVERNMENT ADMINISTRATION
  or MPS 560 ADMINISTRATIVE LAW

Elective Courses

- Choose two courses from the following list:
  - MPS 514 GOVERNMENT FINANCIAL ADMINISTRATION
  - MPS 516 MANAGEMENT OF INFORMATION TECHNOLOGY
  - MPS 526 LOCAL GOVERNMENT ADMINISTRATION
  - MPS 529 STRATEGIC MANAGEMENT AND PLANNING
  - MPS 552 GIS FOR COMMUNITY DEVELOPMENT
  - MPS 560 ADMINISTRATIVE LAW
  - MPS 572 URBAN POVERTY SEMINAR
  - MPS 573 URBAN AND COMMUNITY DEVELOPMENT
  - MPS 575 SEMINAR IN ADMINISTRATION/BRUSSELS
Pure Mathematics (MS)

The Department of Mathematical Sciences offers a program of study leading to the Master of Science degree in Pure Mathematics. The program provides students with rigorous training in Pure Mathematics as well as a solid foundation for pursuing a Ph.D. degree in Mathematics or teaching Mathematics at the college level. This is an evening program offered at the Lincoln Park campus. The program can be completed in two academic years by taking two classes per quarter or in four quarters by taking three classes per quarter.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>32 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Requirements</td>
<td>16 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>48 hours</strong></td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Construct correct logical arguments and understand and critique the reasoning of others.
- Identify, formulate, abstract, and solve problems in pure mathematics using tools from a variety of mathematical areas including linear algebra, abstract algebra, topology, and analysis.
- Communicate mathematical ideas clearly, in oral or written form, by using appropriate mathematical terminology and notation.
- Comprehend and summarize research level mathematical writing.
- Use discipline specific computer tools such as LaTeX, Maple, Mathematica, or Matlab.

Degree Requirements

Course Requirements

At least 48 quarter hours of graduate level work in mathematics and passing two comprehensive examinations in Algebra and Analysis.

Core Courses

- MAT 470 ADVANCED LINEAR ALGEBRA
- MAT 471 GROUP THEORY
- MAT 472 FIELDS AND GALOIS THEORY
- MAT 473 RINGS AND MODULES
- MAT 434 TOPOLOGY
- MAT 435 MEASURE THEORY
- MAT 436 FUNCTIONAL ANALYSIS
- MAT 437 COMPLEX ANALYSIS
Elective Classes

- Choose sixteen quarter hours from the following list:
  - MAT 451 PROBABILITY AND STATISTICS I
  - MAT 452 PROBABILITY AND STATISTICS II
  - MAT 453 PROBABILITY AND STATISTICS III
  - MAT 481 FOURIER ANALYSIS AND SPECIAL FUNCTIONS
  - MAT 484 MATHEMATICAL MODELING
  - MAT 485 NUMERICAL ANALYSIS I
  - MAT 486 NUMERICAL ANALYSIS II
  - MAT 494 GRAPH THEORY AND NETWORK FLOWS
  - MAT 498 PROBLEM SOLVING IN MATHEMATICS
  - MAT 596 ADVANCED TOPICS IN ALGEBRA
  - MAT 597 ADVANCED TOPICS IN ANALYSIS
  - MAT 598 ADVANCED PROBLEM SOLVING IN ALGEBRA AND ANALYSIS
  - MAT 595 GRADUATE THESIS RESEARCH

With program director's written approval two of the elective courses can be substituted with graduate courses in other areas, such as Computer Science, Physics, or Mathematical Education.

Program Graduate Academic Student Handbook

Probation

A student will be placed on academic probation at the time when his/her cumulative GPA falls below 2.50.

Dismissal

A graduate student may be academically dismissed under one or more of the following violations of satisfactory progress: his/her cumulative GPA remains below a 2.50 after twelve more credit hours are completed while on academic probation, his/her cumulative GPA remains below 2.50 after one year of being on academic probation, lack of progress toward degree completion, or failing the comprehensive examinations twice.

Conditional Admission

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

Readmission

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

Transfer Credit

A maximum of two semester-based courses or three quarter-based courses to not exceed the equivalent of twelve quarter hours may be accepted as transfer credit upon approval of the student's program director and the associate dean for graduate studies. Credit will only be transferred for courses that have equivalents to courses offered in DePaul's graduate program as determined by the program director and provided they did not count toward the completion of another degree at DePaul or another institution.

Undergraduate Courses

No undergraduate courses shall count toward the graduate degree.

Graduation Requirements

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

**Graduation with Distinction**

A minimum GPA of 3.70 for coursework applied toward the pure mathematics degree and high performance on the comprehensive examinations - as determined by the Mathematical Sciences department - are required for graduation with distinction.

**Time Limitation**

The degree is expected to be completed in a maximum of six years.

---

**Real Estate (MS)**

In the Master of Science (MS) in Real Estate program, you will learn concepts and practices in real estate investment analysis and finance through a multidisciplinary curriculum that incorporates courses in real estate, marketing, law, public policy, geography and economics.

Whether you are a professional in the real estate field looking to further your knowledge and skills in this industry, or are seeking a transition to the real estate field from another area, this degree will provide you with a strong foundation to prepare you for real estate industry leadership.

The MS in Real Estate program is designed for the student who has a bachelor’s degree, or who is has earned or is earning an MBA.

**Highlights**

The MS in Real Estate curriculum encompasses a wide range of courses that incorporate casework and teamwork, which will help you develop your communication and leadership skills. You will develop detailed knowledge and skills in:

- Real estate investment
- Real estate finance
- Real estate capital market and analysis
- Real estate development
- Real estate and market analysis
- Real estate taxation

**Career Outlook**

The MS in Real Estate program provides mentorship, internship and networking opportunities that promote career-advancing engagement between students and the real estate industry. You will be paired with a senior Chicago real estate executive with whom you will meet monthly. This relationship will allow you to obtain an inside look at various aspects of the real estate industry from a seasoned professional. You also will be encouraged to complete an internship and take part in activities and seminars outside the classroom, such as the Real Estate Center's continuing education courses and events. These experiences provide students with industry contacts and knowledge that make them competitive in the real estate job market.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>24 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Courses</td>
<td>24 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>48 hours</strong></td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will be able to:

- Understand the historical development of real estate markets and the impact on future risk and valuation in Chicago, nationwide and globally.
- Use analytical, computational, and evaluative skills in financial and quantitative real-estate decisions.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Be knowledgeable about the differences among global economies, institutions, and cultures.
  - Understand the implications these have on global management.
- Understand the legal and regulatory standards within the real estate context.

Degree Requirements

Course Requirements

Students complete the MS in Real Estate by taking a minimum of 48 credit hours, normally 12 courses. Depending on the path selected for completing the quantitative requirement, several prerequisites may be required. Students may take either RE 798 SPECIAL TOPICS: Quantitative Methods and Analysis or FIN 555 to meet the program’s quantitative requirement. The prerequisite for RE 798 SPECIAL TOPICS: QUANTITATIVE METHODS and ANALYSIS is admission to the program. However, students who wish to take FIN 555 must meet its prerequisites prior to enrollment, which include ACC 500, GSB 420 and ECO 555, or courses equivalent to these.

Required Courses (6 required courses)

- RE 798 SPECIAL TOPICS: Quantitative Methods and Analysis
  or FIN 555 FINANCIAL MANAGEMENT
- RE 521 LEGAL ISSUES IN REAL ESTATE
- RE 530 REAL ESTATE INVESTMENT AND FINANCE
- RE 531 REAL ESTATE CAPITAL MARKETS AND FINANCE
- RE 533 REAL ESTATE MARKET ANALYSIS AND VALUATION
- RE 535 INSTITUTIONAL REAL ESTATE INVESTMENT

Elective Courses (6 elective courses)

Approved electives may have prerequisites that are not part of the MSRE curriculum. Such prerequisites will not be waived or substituted for approved electives. Please choose six courses from the following:

From the Kellstadt Graduate School of Business

- RE 520 URBAN PLANNING AND PUBLIC POLICY
- RE 525 PROJECT MANAGEMENT: DESIGN AND CONSTRUCTION
- RE 570 ADVANCED REAL ESTATE ANALYSIS WITH ARGUS
- RE 798 SPECIAL TOPICS Students may select multiple topics for elective credit. Each topic is a separate course. Recent topics include: Negotiating Commercial Transactions; Real Estate Development; Multifamily Housing Policy and Finance)
- ECO 550 REGIONAL AND URBAN ECONOMICS
- MKT 529 PRECISION MARKETING

From the College of Liberal Arts and Social Sciences

- MPS 571 METROPOLITAN PLANNING
- SOC 420 URBAN SOCIOLOGY
- SOC 426 URBAN DEVELOPMENT POLICIES
From the College of Law (available only to students admitted to the College of Law)

- LAW 444 ENVIRONMENTAL LAW
- LAW 459 REAL ESTATE FINANCE AND COMMERCIAL DEVELOPMENT

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of the six required courses and six approved elective courses such that at least 48 credit hours of applicable course work are completed toward the degree. Prerequisite courses are not approved for elective credit.
- All courses for credit toward the degree must be completed within six calendar years after the candidate’s first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written approval of the director of the program or the Kellstadt Graduate School of Business.

Real Estate Finance and Investment (MBA)

DePaul’s MBA concentration in Real Estate Finance and Investment is a multidisciplinary program that will prepare you for leadership roles in the rapidly changing world of global real estate finance and investment. Through a combination of management, marketing, finance and investment courses you will acquire the skills necessary to navigate this diverse industry. You will gain proficiency in a wide range of commercial real estate transactions, urban planning, financing and operations.

Highlights

In this concentration, you can choose from a diverse set of competencies and skills, which encompass how to:

- Manage complex real estate transactions by learning all aspects of these transactions, including finance and real estate investing, taxation, development, investment sales and capital market analysis.
- Manage urban planning initiatives and public sector enterprises.
- Facilitate financial and investment transactions.

In addition to the core curriculum, this concentration provides an exclusive opportunity to be paired with a senior real estate executive to learn first-hand the skills necessary to succeed in this industry.

Career Outlook

This MBA concentration will put you on the career track for leadership positions that include senior real estate analyst, acquisitions officer, asset and portfolio manager, real estate developer, real estate finance manager and urban planning manager.

<table>
<thead>
<tr>
<th>Core Requirements (varies with admission term and prior coursework)</th>
<th>24-48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Requirements (varies with admission term)</td>
<td>24-36 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>48-72 hours</strong></td>
</tr>
</tbody>
</table>

DePaul University

Autumn 2015-2016

Page 452 of 2506
Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.

MBA Core Requirements

Course Requirements for the MBA Program

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Concentration Requirements

Course Requirements

The Real Estate concentration is composed of four courses.

- RE 530 REAL ESTATE INVESTMENT AND FINANCE
- RE 531 REAL ESTATE CAPITAL MARKETS AND FINANCE
- RE 535 INSTITUTIONAL REAL ESTATE INVESTMENT
- Choose one from the following:
  - RE 533 REAL ESTATE MARKET ANALYSIS AND VALUATION
  - RE 570 ADVANCED REAL ESTATE ANALYSIS WITH ARGUS
  - RE 798 SPECIAL TOPICS: RE Development and Repositioning

Refugee and Forced Migration Studies (MS)

The MS in Refugee and Forced Migration Studies is the first program of its kind in the US. It offers students the chance to study the causes and consequences of forced migration and gives them hands-on experience of working with area organizations like Refugee One and the Heartland Alliance. Forced migrants – including refugees, internally displaced people and climate refugees – are growing in numbers; the UNHCR estimates that...
there are 45.2 million people displaced all over the world. Syria, Colombia, Pakistan, Turkey, Uganda, Somalia, Afghanistan – these are all familiar news stories. But how do you move beyond the statistics to actually making a difference? This degree places forced migration and refugee studies in concrete historical, global and human contexts and seeks durable responses to the protracted and harrowing crises of forced migration.

The MS in Refugee and Forced Migration Studies aims to train committed individuals in academic and practical skills relevant to a career related to refugee and forced migration. The degree will be enable you to work at on-field refugee organizations, government and non-governmental institutions, pursue further research, or engage with community development, social justice, immigration issues, trauma and health providers, among many others.

We aim to help students:

- Develop rigorous understanding of the causes and consequences aspects of refugees and forced migration;
- Apply conceptual methodologies and legal frameworks for analyses and application of refugee protection regimes and human rights law;
- Carefully understand health issues related to refugees and other forced migrants;
- Acquire skills to work for and manage non-governmental agencies;
- Pursue further research

The MS in Refugee and Forced Migration Studies may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MS/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Refugee and Forced Migration Studies + Global Health Certificate
- Refugee and Forced Migration Studies + Public Health Certificate
- Refugee and Forced Migration Studies + Social Research Certificate
- Refugee and Forced Migration Studies + Teaching English to Speakers of Other Languages (TESOL) Certificate
- Refugee and Forced Migration Studies + Women’s and Gender Studies Certificate

Learning Outcomes

Students will be able to:

- Access, analyze and evaluate information and ideas from multiple sources to identify underlying conditions, and formulate conclusions.
- Solve quantitative problems.
- Create and support arguments using a variety of approaches, from a variety of regions, dealing with a variety of peoples.
- Develop quick, flexible and innovative solutions from existing knowledge to generate and synthesize ideas in original ways.
  - Do so quickly as human lives are at stake in the circumstances that lead to refugees and other displaced peoples.
- Communicate clearly in speech and writing, and across international, multilingual, multicultural contexts.
- Articulate their own beliefs and convictions, as well as consider others’ beliefs, about global human conditions to create a just society.
- Articulate what is entailed in becoming a self-directed ethical decision-maker and live a life of personal integrity.
- Evaluate ethical issues from multiple perspectives and employ those considerations to chart coherent and justifiable courses of action.
- Benefit communities through socially responsible engagement and leadership.
- Respect and learn from the perspectives of others different from themselves.
- Be knowledgeable of global interconnectedness, interdependencies, and vulnerabilities.
- Become a steward of global resources for a sustainable future.
- Apply basic knowledge of public health and historical knowledge to deal with people in a sensitive and
Relational Communication (MA)

The M.A. in Relational Communication will provide students with an understanding of communication across a variety of interpersonal contexts (for example: close relationships, family communication, workplace relationships). The program is designed to help students learn how to effectively pursue their professional and personal goals through interpersonal communication. Through a blend of theory and practice, students will identify, analyze and understand how to manage relationships in both personal and professional contexts.

This program will be of interest to individuals who either want to pursue an advanced graduate degree or are interested in broad range of careers across sales, management, consulting, and the service sector.

Students can also earn a concentration in Training and Development.

Training and Development Concentration

The Training and Development concentration provides students with a foundation in adult learning theory as well as theories of organizational change. Students learn how to conduct organizational communication
assessments and design interventions to facilitate organizational problem-solving. Furthermore, students are taught how to design and implement training activities in organizational contexts. The concentration also provides opportunities for students to explore organizational diversity conceptually and as an ongoing influence on organizational communication processes.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>12 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Requirements</td>
<td>36 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td>48 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Analyze interpersonal situations using theoretical concepts.
- Identify and create solutions to common relational problems.

**Degree Requirements**

**Course Requirements**

The Master of Arts in Relational Communication requires 12 courses (48-credit hours) — two core courses, one methods course, and nine Relational Communication electives that include the option to earn a concentration in Training in Development. If preferred, two of the electives can be taken outside of the program with the permission of the graduate program director.

**Core Courses**

Students are required to take both of the following:

- RELC 500 RELATIONAL COMMUNICATION THEORIES
- CMNS 500 FOUNDATIONS IN GRADUATE COMMUNICATION STUDIES

**Methods Requirement**

Students choose one of the following:

- CMNS 581 QUALITATIVE RESEARCH METHODS
- CMNS 582 QUANTITATIVE RESEARCH METHODS
- CMNS 584 METHODOLOGICAL TOPICS

**Elective Courses**

Nine elective courses are taken from the following list*:

- RELC 502 ATTACHMENT & RELATIONAL COMMUNICATION
- RELC 504 RELATIONAL COMMUNICATION AND ENTREPRENEURSHIP
- RELC 510 HEALTH AND RELATIONAL CMN
- RELC 511 TOPICS IN INTERPERSONAL COMMUNICATION
- RELC 513 NONVERBAL COMMUNICATION
- RELC 540 COMMUNICATION AND CONTEMPORARY COURTSHIP DYNAMICS
- CMNS 523 GENDERED COMMUNICATION
- CMNS 529 TOPICS IN ORGANIZATIONAL AND MULTICULTURAL COMMUNICATION
Concentration in Training and Development

Completion of all three classes required to earn concentration:

- CMNS 527 ASSESSMENT AND INTERVENTION IN ORGANIZATIONS
- CMNS 530 INSTRUCTIONAL DEVELOPMENT
- CMNS 532 INTRODUCTION TO TRAINING AND DEVELOPMENT

* With approval of the graduate program director, students can take up to two relevant elective courses from other College of Communication graduate programs or relevant elective courses from other graduate departments/programs outside of the College of Communication.

Comprehensive Final Examination or Thesis

Students in the Master of Arts in Relational Communication complete their degree requirements by passing a comprehensive final examination. Students who attain a cumulative GPA of 3.7 or higher and obtain prior approval from the graduate program director have the option to complete a thesis. Students completing a thesis will enroll in RELC 599 as their 12th and final course in the quarter they defend their thesis.

Grade Requirements

Students must maintain a minimum cumulative GPA of 3.00 in their graduate courses to remain in good academic standing. Students who do not meet this minimum cumulative requirement will be placed on academic probation and will be expected to attain the minimum cumulative requirement within two quarters. Failure to do so may result in dismissal from the program.

Science Education (MS)

The Master of Science in Science Education (MSSE) program provides a broad content-based science curriculum for the preparation of master teachers of science. The program is focused on contemporary, inquiry based science content and integrates the most current research findings on how students learn science. It encourages and models the skills of scientific inquiry, as well as the curiosity, openness to new ideas, and skepticism that characterize science. Some of the unique features of the program include a strong emphasis on contemporary science content; the use of inquiry-based learning; the integration of mathematics and technology; and the incorporation of the Next Generation Science Standards.

The Program requires 12 courses (48 credit hours) and draws upon faculty in both the College of Science and Health and the College of Education. The first three courses, Ecology and the Nature of Science, Mathematical Modeling for Middle School Teachers, and Foundations of Physical Science II, are foundational and are intended to be taken early in the program. These courses explore the nature of scientific inquiry from both a historical and contemporary perspective, and they introduce key quantitative concepts and methods in science. The following eight courses, focusing on specific scientific disciplines, can be taken in any order. Reflecting increased emphasis on earth and space science in state and national science standards in the grades 6-9, this set of courses include Astronomy, Geology and Planetary Science, Environmental Science, and Heat and Energy, and in addition to the core subjects of Physics, Chemistry, and Biology. A capstone course in the teaching of science specifically focusing on national and state standards for science and on the latest research in science teaching and learning concludes the program. The capstone course includes action research in the classroom.

The MSSE was designed to help currently certified teachers advance toward endorsement in Middle School General Science and NCLB "highly qualified" status in the State of Illinois. Endorsement is based on a transcript
evaluation of university level work in science and education.

Support of the program is managed through DePaul University's STEM (Science, Technology, Engineering, and Mathematics) Center.

The program provides a supportive environment for all teachers, including members of groups traditionally underrepresented in science, and encourages a broad perspective on science and its continuing important role in our society.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>12 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Requirements</td>
<td>36 hours</td>
</tr>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Know, use, and interpret scientific explanations of the natural world that are relevant to teaching science in the middle schools.
- Generate and evaluate scientific evidence and explanations.
- Explain how scientific knowledge is based on the study of natural phenomena, provides explanations, and makes testable predictions that are consistent with known evidence.
- Advance in their skills in quantitative reasoning and quantitative applications for understanding natural phenomena.
- Enhance skills in a broad array of technology, including computers, and have effective techniques for implementing them in the classroom.
- Be knowledgeable about recent research on how students learn science, including students with special needs, and will be capable of applying it to classroom practice.
- Be aware of the context of science education, including the role of state and national standards.
- Analyze, evaluate, and apply curricular materials and resources.
- Recognize science is done as part of a community.

**Degree Requirements**

**Course Requirements**

**Core Courses**

- STEM 405 ECOLOGY FOR TEACHERS
- STEM 412 FOUNDATIONS OF PHYSICAL SCIENCE II
- STEM 490 SCIENCE TEACHING CAPSTONE

**Additional Courses**

- Nine courses chosen from the following list:
  - STEM 409 MATHEMATICAL METHODS FOR MIDDLE SCHOOL SCIENCE TEACHERS
  - STEM 410 TOPICS FOR TEACHERS
  - STEM 411 FOUNDATIONS OF PHYSICAL SCIENCE I
  - STEM 413 LIGHT AND WAVES
  - STEM 420 CHEMISTRY FOR TEACHERS
  - STEM 421 CELL BIOLOGY FOR TEACHERS
  - STEM 422 EVOLUTION AND DIVERSITY FOR TEACHERS
Probation

A student is subject to probation as soon as his/her graduate cumulative GPA falls below 2.500.

Dismissal

The student remains on probation until four more courses are taken, at which time another evaluation is made. If at that time the student has failed to raise his/her cumulative GPA to the required level of 2.500, it is a violation of satisfactory progress. The student may be dismissed for poor scholarship and be prohibited from registering for additional course work.

A student who has been dismissed may, after a period of time, petition for reinstatement. The petition, addressed to the dean of the college, would provide information that would demonstrate a change in the student's circumstances to an extent that would support successful completion of the student's degree program. The dean's decision, based upon the merits of the petition and the recommendation of program director, may, if favorable, stipulate conditions of reinstatement. The dean has the discretion to reject the recommendation for reinstatement.

Readmission

If you were previously enrolled in a graduate program in the College of Science and Health but have not been in attendance for a period of one calendar year or longer, but not more than four calendar years, you must complete a readmission application with the Office of Graduate Admission. (If more than four calendars years have elapsed since you have been in attendance, you must file a new standard application.) The application must be submitted at least two weeks prior to the day of registration for the term in which you expect to resume your studies. Official copies of transcripts recording scholastic work taken while not enrolled at DePaul University must be submitted. As a policy, students are held to the degree requirements that are in force at the time of readmission.

Transfer Credit

In general, it is not encouraged that students seek to transfer in credit for the Master of Science in Science Education (MSSE) program. In exceptional cases, a maximum of eight quarter hours (or six semester system hours) may be transferred from another institution or program to count toward the graduate degree. Requests to transfer courses must be approved by the program director and associate dean for graduate studies. Transfer credit can only be awarded for graduate level coursework which has not counted toward the completion of a degree at DePaul or any other institution. Students may not substitute any other course for the capstone requirement.

Undergraduate Courses

No undergraduate-level courses or credit may count toward MSSE graduate course requirements.

Graduation Requirements

You must have successfully completed all of the degree requirements as listed in the catalog under which you were admitted. Students need to achieve a minimum cumulative grade point average of 2.500 to graduate.
Graduation with Distinction

To graduate with distinction from the MSSE program, students must have earned a cumulative 3.75 GPA or higher for coursework applied toward the MSSE degree.

Time Limitation

Graduate students in MSSE program is expected to complete their program degree requirements within a six-year period from the first registration date for a course in the program. When a graduate student fails to finish before the end of the sixth year, the department or program director may recommend, on receipt of the student's petition, in writing, an extension of time with or without additional courses, examinations, or other conditions.

Screenwriting (MFA)

The MFA in Screenwriting is the terminal degree in writing for film and television. The program culminates in the successful completion of the MFA thesis screenplay or teleplay.

| Total hours required | 64 hours |

Learning Outcomes

Students will be able to:

- Recognize and identify the basic components of classic three-act screenplay structure.
- Compare and discuss the various formats for scripted television shows.
- Examine existing screenplays and teleplays and analyze the changes that happened when the literature was produced into a final product.
- Formulate outlines and practice various organizational techniques as they discover the unique process that is best suited the writing and rewriting of their portfolio items.
- Construct a minimum of two feature length screenplays, employing techniques and styles that they have studied in their analysis courses.
- Compose a minimum of one spec television script and one original television pilot focusing on developing rich characters and devising plot points that create tension which can be sustained over the course of multiple episodes.
- Evaluate and compare different agencies, literary managers, and producers in order to develop strategies to market themselves and their writing.

Degree Requirements

Course Requirements

No course labeled as Introductory in any other program may be substituted for any other course at any level.
DC 400 WRITING THE TELEVISION SPEC SCRIPT
DC 402 WRITING THE FEATURE I
DC 403 WRITING THE FEATURE II
DC 404 REWRITING THE FEATURE
or DC 432 REWRITING THE ORIGINAL TELEVISION PILOT
DC 406 WRITING THE SITCOM
or DC 407 WRITING THE EPISODIC DRAMA
DC 429 TELEVISION GENRES AND ANALYSIS
DC 501 STORYTELLING FOR THE SCREENWRITER
DC 502 STORY STRUCTURES
DC 503 STUDIO DEVELOPMENT
DC 506 WRITING FOR FILM THESIS I
or DC 508 WRITING FOR TV THESIS I
DC 507 WRITING FOR FILM THESIS II
or DC 509 WRITING FOR TV THESIS II
Choose 1 of the following courses:
  o DC 402 WRITING THE FEATURE I
  o DC 405 TOPICS IN SCREENWRITING
  o DC 428 WRITING THE WEB SERIES
  o DC 441 STORYTELLING FOR VIDEO GAMES
  o DC 442 ADVANCED WRITERS ROOM: DEVELOPING THE HOUR LONG DRAMA
  o DC 483 COMEDY, J OKE, AND SKETCH WRITING
Choose 2 of the following courses:
  o DC 403 WRITING THE FEATURE II
  o DC 405 TOPICS IN SCREENWRITING
  o DC 406 WRITING THE SITCOM
  o DC 407 WRITING THE EPISODIC DRAMA
  o DC 408 ADVANCED WRITING ON ASSIGNMENT
  o DC 443 ADVANCED WRITERS ROOM: DEVELOPING THE HALF HOUR COMEDY
  o DC 444 SCREENWRITING LAB
DC 505 INDUSTRY AND PITCHING SEMINAR *
  1 400-level or above DC course*

*See information about Optional Los Angeles Quarter below.

Optional Los Angeles Quarter

Students may apply to participate in the Los Angeles Quarter Program for the spring of their second year; they will spend twelve weeks in Hollywood doing industry internships, living with their fellow DePaul classmates, and having twice-weekly classes on an industry lot where they will have intimate question and answer sessions with industry professionals in all aspects of the film, TV, and videogame world. If selected to participate in the LA program, MFA Screenwriting students would take DC 505 and DC 499 INTERNSHIPS IN MEDIA AND DESIGN in Los Angeles.

MFA Thesis

Students in the MFA in Screenwriting program must complete a MFA Thesis project which consists of either a feature length screenplay or an original television pilot plus a "show bible" and outlines for six future episodes. We expect the thesis projects to be at a level of quality that would warrant representation by literary agents and managers. Satisfactory completion of the MFA Thesis project is determined by the MFA Advisor Committee (see below).

Student's MFA Advisor Committee

Prior to beginning their second year, all MFA candidates will be assigned two thesis committee members plus their thesis instructor; these three faculty members will be the MFA Advisor Committee. This committee will conduct a portfolio review prior to the beginning of the second year to ensure the student is making proper progress towards his or her degree. The MFA Advisor Committee will offer suggestions and feedback on the student's work and help guide the student during the thesis phase of the program. They will ultimately judge the final thesis project as pass or fail.

MFA Thesis Timeline: Year Two

MFA in Screenwriting students are required to pitch their thesis ideas and decide upon a project by the second week of the fall quarter. The first draft of the thesis must be completed by December 15. The writers will get notes from their committee on their draft by Monday of Week 2 of the winter quarter. The final draft of the thesis script will be turned into the committee on the last day of final exams for the winter quarter. The committees will meet on Friday of Week 2 of spring quarter to evaluate thesis projects as well as determine
which projects will receive the designation of "distinction". The committee will notify each student as to whether they received a pass or fail decision. If a student passes, they just must then complete their coursework in order to graduate. If a student does not pass, the writer must resubmit his or her thesis by Friday of week 8 of spring quarter. (Students may re-submit earlier if they feel they are ready.) The re-defense will take place no later than Friday of week 10 of the spring quarter. If the student passes, they can move on to graduation assuming all courses are complete. If the student has a second non-pass, the student must enroll in DC 701 (a zero credit hour and zero cost class) to keep enrolled as a student for the summer session after their completion of year two coursework. Students will have the summer to perform on final rewrite on the project. The script will be due by the final day of Summer I. The defense must be scheduled to take place with the committee before the end of the Summer II session. If the student passes, he or she may apply for the next round of graduation. If the student does not pass, he or she can talk to advising about applying their course credit hours to an M.S. Cinema Production degree, if interested.

**Degree Requirements**

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

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

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

**Sample Schedule**

Students who wish to complete this degree on a part-time basis should contact the program coordinator or advisor to create a customized three or four year course plan.

**First Year**

**Fall Quarter**

- DC 429 TELEVISION GENRES AND ANALYSIS
- DC 501 STORYTELLING FOR THE SCREENWRITER
- DC 502 STORY STRUCTURES

**Winter Quarter**

- DC 400 WRITING THE TELEVISION SPEC SCRIPT
- DC 402 WRITING THE FEATURE I
- DC 503 STUDIO DEVELOPMENT

**Spring Quarter**

- DC 403 WRITING THE FEATURE II
- DC 406 WRITING THE SITCOM
  - or DC 407 WRITING THE EPISODIC DRAMA

**Second Year**

**Fall Quarter**
• DC 404 REWRITING THE FEATURE
  or DC 432 REWRITING THE ORIGINAL TELEVISION PILOT
• DC 506 WRITING FOR FILM THESIS I
  or DC 508 WRITING FOR TV THESIS I
• Choose 1 of the following courses:
  o DC 402 WRITING THE FEATURE I
  o DC 405 TOPICS IN SCREENWRITING
  o DC 428 WRITING THE WEB SERIES
  o DC 441 STORYTELLING FOR VIDEO GAMES
  o DC 442 ADVANCED WRITERS ROOM: DEVELOPING THE HOUR LONG DRAMA
  o DC 483 COMEDY, JOKE, AND SKETCH WRITING

Winter Quarter

• DC 507 WRITING FOR FILM THESIS II
  or DC 509 WRITING FOR TV THESIS II
• Choose 2 of the following courses:
  o DC 403 WRITING THE FEATURE II
  o DC 405 TOPICS IN SCREENWRITING
  o DC 406 WRITING THE SITCOM
  o DC 407 WRITING THE EPISODIC DRAMA
  o DC 408 ADVANCED WRITING ON ASSIGNMENT
  o DC 443 ADVANCED WRITERS ROOM: DEVELOPING THE HALF HOUR COMEDY
  o DC 444 SCREENWRITING LAB

Spring Quarter

• DC 505 INDUSTRY AND PITCHING SEMINAR
• 1 400-level or above DC course

Social and Cultural Foundations in Education (MA)

The Social and Cultural Foundations Program is committed to inquiry that examines the relationship of
schooling, education, and educational policy to social justice and cultural democracy. The program is an
interdisciplinary one, designed to appeal to students seeking alternatives to more specialized or technical
programs of study in education. This program is designed to attract educators, leaders, and individuals with
bachelor’s degrees who have broad interests in educational policy but who may not be professional educators. This program anticipates that students pursuing this degree will come from a variety of professional backgrounds involving different forms of educational work such as media, private foundations, museums, community organizations, labor unions, higher education, K-12 schools, and others. Reasons for pursuing a Master’s degree in Social and Cultural Foundations in Education include personal and professional enhancement, research for private foundations, adult education and training, preparation for doctoral work for university teaching, careers in higher education, and others.

The program provides students the opportunity to study education, not only as schooling, but broadly as a dynamic cultural and political force that unfolds in a wide range of shifting and overlapping sites of learning. Students will consider education as a dynamic process that shapes social identities and social life as well as the learning of values and beliefs, all of which are central to how people make cognitive and emotional investments and act in the world. As such, education is a significant force in creating, maintaining, and challenging assumptions of neutrality and hierarchies of race, ethnicity, gender, class, and sexual difference. From this perspective, education is an indispensable tool for creating conditions for social justice and democratic life. In this context, students investigate the pedagogical and cultural conditions necessary for supporting the flourishing of human agency and the redefinition of human engagement in social life.

The EPSR faculty bring expertise from a variety of disciplines and fields within educational policy studies: the sociology of education, the philosophy of education, the history of education, the psychology of education and human development, critical pedagogy, cultural studies, feminist studies, urban studies, critical race studies, research methods and more. The faculty also has a diverse range of interests in areas such as globalization, peace and human rights education, social theory and social construction of knowledge; the role of education in the production of inequalities of race, gender, class, sexuality, and language; socially situated theories of learning and teaching; and the role of education in the construction of culture and social identities.

Given the interdisciplinary approach to the study of education of this degree program, students have the opportunity with the approval of their faculty advisor to take at least 20 hours of elective courses outside of the Social and Cultural Foundations in Education Program as well as the College of Education. Choices of electives include, but are not limited to, courses in departments and programs such as Communication, Philosophy, Women’s Studies, American Studies, International Studies, Public Policy, and Sociology.

**Licensure Option**

Students seeking the Master’s degree in Social and Cultural Foundations in Education have the option to also pursue an Illinois teaching license or endorsement. Please consult your academic advisor as an additional program application may be required.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>52 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**
Students will be able to:

- Understand various theories of knowledge and methodological frameworks that shape the conceptualization, design and conduct of educational research.
- Understand appropriateness of various methodological approaches to the exploration of theoretical and practical questions in education.
- Demonstrate an awareness of ethical and political issues in the conduct and uses of educational research.

Admission Information

Admission Requirements

Students entering the program must be able and willing to commit themselves to a program that requires time and intense work. Students must show strong promise to do rigorous, critical, and creative intellectual work; be critically self-reflective about their ideas, attitudes, and values; and be committed to the academic goals of the program.

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- One official transcript from each college or university attended
- Three academic letters of reference
- Resume
- A written, personal statement indicating reasons for wanting to enter the program and what the candidate has done since receiving a bachelor's degree
- An interview with the admissions committee of the Social and Cultural Foundations in Education Master's Program may be requested
- A writing sample (e.g., a term paper, seminar paper, or senior thesis or portion thereof)

College Requirements

Dispositions

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

- Values and is committed to a critical orientation toward understanding key theories and concepts in the foundations of education
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Understands the importance of and is committed to clear oral and written communication, both in traditional and in new and emerging digital formats
- Demonstrates a willingness to engage course texts and requirements
- Demonstrates sensitivity to and respect for diverse identities, cultures, and lived experiences
- Demonstrates and advocates social justice principles in the classroom with students and colleagues and in clinical settings
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language,
Degree Requirements

Course Requirements

Theoretical Core Courses: 20 quarter hours required, grade of C or better required

- SCG 527 GLOBAL ISSUES IN EDUCATION
- SCG 603 PROSEMINAR: CULTURE AND EDUCATION
- SCG 604 PROSEMINAR: IDENTITY CONSTRUCTIONS AND NEGOTIATIONS
- SCG 608 PROSEMINAR: IDEOLOGY, POWER AND POLITICS
- SCG 611 PROSEMINAR: PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS

Research Inquiry Core Courses: 8 quarter hours required, grade of C or better required

- SCG 610 INTRODUCTION TO RESEARCH METHODS
- SCG 635 ADVANCED QUALITATIVE RESEARCH METHODOLOGIES
Five Elective Courses with Faculty Advisor Approval: 20 quarter hours required, grade of C or better required

- College of Education Electives (8 quarter hours)
- Non-College of Education Electives (12 quarter hours)

**Thesis Course: 4 quarter hours, grade of C or better required**

- SCG 636 THESIS RESEARCH (4 quarter hours)

The student prepares a thesis, which is a report of the results of an original investigation. Before beginning work on the thesis, the student must obtain approval of the subject and general plan from their Thesis Advisor. The Thesis Advisor must be an EPSR faculty member (and not necessarily the originally assigned Faculty Advisor). Additional Thesis Committee members are optional based upon discussion between a student and his/her Thesis Advisor. It is advised that students select their thesis chair no later than the spring quarter of the second year. The College of Education Thesis Handbook outlines the policies and procedures needed to successfully satisfy the thesis requirement. The College of Education Thesis Handbook can be obtained from the Department of Educational Policy Studies and Research office or on the College of Education website.

**Course Registration**

Registration for SCFE Master’s degree core courses is different from regular registration. The SCFE students are granted access to registration for SCFE core courses. If a student has special circumstances and cannot register for all cores offered in a term, this must be discussed with and approved by that student’s SCFE faculty advisor prior to the start of the term. Course registration for electives is the same as for all College of Education students.

**Concentration Requirements**

**SCFE Education, Technology and Society Concentration**

Students may elect to declare the Education, Technology and Society Concentration. These courses take the place of the Five Elective Courses.

20 quarter hours required, grade of C or better required

- CS 460 LEARNING IN A TECHNOLOGY-SUPPORTED CLASSROOM
- SCG 402 PSYCHOLOGY OF LEARNING
- SCG 614 CRITICAL MEDIA LITERACY
- SCG 615 THEORIZING IN EDUCATION, TECHNOLOGY AND SOCIETY
- SCG 582 PRACTICUM IN EDUCATIONAL TECHNOLOGY AND NEW MEDIA

**Social and Cultural Foundations in Education (MED)**

The Social and Cultural Foundations Program is committed to inquiry that examines the relationship of schooling, education, and educational policy to social justice and cultural democracy. The program is an interdisciplinary one, designed to appeal to students seeking alternatives to more specialized or technical programs of study in education. This program is designed to attract educators, leaders, and individuals with bachelor’s degrees who have broad interests in educational policy but who may not be professional educators. This program anticipates that students pursuing this degree will come from a variety of professional backgrounds involving different forms of educational work such as media, private foundations, museums, community organizations, labor unions, higher education, K-12 schools, and others. Reasons for pursuing a
Master’s degree in Social and Cultural Foundations in Education include personal and professional enhancement, research for private foundations, adult education and training, preparation for doctoral work for university teaching, careers in higher education, and others.

The program provides students the opportunity to study education, not only as schooling, but broadly as a dynamic cultural and political force that unfolds in a wide range of shifting and overlapping sites of learning. Students will consider education as a dynamic process that shapes social identities and social life as well as the learning of values and beliefs, all of which are central to how people make cognitive and emotional investments and act in the world. As such, education is a significant force in creating, maintaining, and challenging assumptions of neutrality and hierarchies of race, ethnicity, gender, class, and sexual difference. From this perspective, education is an indispensable tool for creating conditions for social justice and democratic life. In this context, students investigate the pedagogical and cultural conditions necessary for supporting the flourishing of human agency and the redefinition of human engagement in social life.

The EPSR faculty bring expertise from a variety of disciplines and fields within educational policy studies: the sociology of education, the philosophy of education, the history of education, the psychology of education and human development, critical pedagogy, cultural studies, feminist studies, urban studies, critical race studies, research methods and more. The faculty also has a diverse range of interests in areas such as globalization, peace and human rights education, social theory and social construction of knowledge; the role of education in the production of inequalities of race, gender, class, sexuality, and language; socially situated theories of learning and teaching; and the role of education in the construction of culture and social identities.

Given the interdisciplinary approach to the study of education of this degree program, students have the opportunity with the approval of their faculty advisor to take 20 hours of elective courses outside of the Social and Cultural Foundations in Education Program as well as the College of Education. Choices of electives include, but are not limited to, courses in departments and programs such as Communication, Philosophy, Women's Studies, American Studies, International Studies, Public Policy, and Sociology.

Licensure Option

Students seeking the Master’s degree in Social and Cultural Foundations in Education have the option to also pursue an Illinois teaching license or endorsement. Please consult your academic advisor as an additional program application may be required.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>52 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Understand various theories of knowledge and methodological frameworks that shape the conceptualization, design and conduct of educational research.
- Understand appropriateness of various methodological approaches to the exploration of theoretical and...
practical questions in education.

- Demonstrate an awareness of ethical and political issues in the conduct and uses of educational research.

**Admission Information**

**Admission Requirements**

Students entering the program must be able and willing to commit themselves to a program that requires time and intense work. Students must show strong promise to do rigorous, critical, and creative intellectual work; be critically self-reflective about their ideas, attitudes, and values; and be committed to the academic goals of the program.

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- One official transcript from each college or university attended
- Three academic letters of reference
- Resume
- A written, personal statement indicating reasons for wanting to enter the program and what the candidate has done since receiving a bachelor's degree
- An interview with the admissions committee of the Social and Cultural Foundations in Education Master's Program may be requested
- A writing sample (e.g., a term paper, seminar paper, or senior thesis or portion thereof)

**College Requirements**

**Dispositions**

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

- Values and is committed to a critical orientation toward understanding key theories and concepts in the foundations of education
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Understands the importance of and is committed to clear oral and written communication, both in traditional and in new and emerging digital formats
- Demonstrates a willingness to engage course texts and requirements
- Demonstrates sensitivity to and respect for diverse identities, cultures, and lived experiences
- Demonstrates and advocates social justice principles in the classroom with students and colleagues and in clinical settings
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy in relationships with student colleagues and faculty
**Degree Conferral and Graduation**

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

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

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

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

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

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

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

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

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

**Degree Requirements**

**Course Requirements**

**Theoretical Core Courses:** 20 quarter hours required, grade of C or better required

- SCG 527 GLOBAL ISSUES IN EDUCATION
- SCG 603 PROSEMINAR: CULTURE AND EDUCATION
- SCG 604 PROSEMINAR: IDENTITY CONSTRUCTIONS AND NEGOTIATIONS
- SCG 608 PROSEMINAR: IDEOLOGY, POWER AND POLITICS
- SCG 611 PROSEMINAR: PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS

**Research Inquiry Core Courses:** 8 quarter hours required, grade of C or better required

- SCG 610 INTRODUCTION TO RESEARCH METHODS
- SCG 635 ADVANCED QUALITATIVE RESEARCH METHODOLOGIES

**Five Elective Courses with Faculty Advisor Approval:** 20 quarter hours required, grade of C or better required

- College of Education Electives (8 quarter hours required)
Non-College of Education Electives (12 quarter hours required)

**Capstone Course: 4 quarter hours, PA grade required**

- SCG 637 CAPSTONE: SOCIAL AND CULTURAL FOUNDATIONS IN EDUCATION

Upon completion of all course work the student will work with a Capstone Advisor to discuss possible paper topics. The Capstone Advisor must be an EPSR faculty member (and not necessarily the originally assigned Faculty Advisor). The paper will generally consist of library-based research and will typically be 20-25 pages in length.

**Course Registration**

Registration for SCFE Master’s degree core courses is different from regular registration. The SCFE students are granted access to registration for SCFE core courses. If a student has special circumstances and cannot register for all cores offered in a term, this must be discussed with and approved by that student’s SCFE faculty advisor prior to the start of the term. Course registration for electives is the same as for all College of Education students.

**Concentration Requirements**

**SCFE Education, Technology and Society Concentration**

20 quarter hours required, grade of C or better required

- CS 460 LEARNING IN A TECHNOLOGY-SUPPORTED CLASSROOM
- SCG 402 PSYCHOLOGY OF LEARNING
- SCG 614 CRITICAL MEDIA LITERACY
- SCG 615 THEORIZING IN EDUCATION, TECHNOLOGY AND SOCIETY
- SCG 582 PRACTICUM IN EDUCATIONAL TECHNOLOGY AND NEW MEDIA

**Social Work (MSW)**

The Master of Social Work (MSW) degree program is designed to prepare students for advanced social work, with an emphasis on community practice. The MSW degree prepares its graduates for work and leadership in broad and varied human service organizations which span child welfare, health and mental health, community planning, family services and the like.

All students are required to complete 88 quarter hour credits; this includes 24 hours of field education. The program can be completed in either a full-time (two years) or part-time (four years) basis. The curriculum consists of foundation (beginning) and concentration (or advanced) content ranging from professional writing, human behavior, social welfare policy, social work research, program evaluation, fund development, and beginning and advanced community practice.

The MA in may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- MSW + Global Health Certificate
- MSW + Public Health Certificate
- MSW + Social Research Certificate


Learning Outcomes

Students will be able to:

- Be knowledgeable of the profession’s ethics and value base and practice accordingly.
- Practice within the context of striving of justice and will therefore practice antidiscrimination, especially with respect to clients from historically oppressed groups including women, children, the poor, people of color, people with disabilities, the aged, gay, lesbian, and trans-gendered people, people from various ethnocultural backgrounds, people with diverse religious beliefs, recently-arrived immigrants, and people for whom English is a second language.
- Apply select advocacy and social change strategies while working for justice.
- Apply the knowledge and skills of a generalist professional perspective to practice with client systems of all sizes.
- Apply select theoretical frameworks to understand human development and behaviors across the lifespan and interactions among and between individuals, families, groups, communities, organizations and institutions.
- Analyze and influence social policies and their impacts.
- Critically assess research, apply research findings to practice, and evaluate their own practice.
- Communicate effectively with multiple audiences, using various media.
- Use supervision effectively and accept constructive feedback regarding their practice interventions.
- Operate effectively within organizations and work to change organizations in the quest for justice.
- Apply select theoretical frameworks and constructs from community practice to analyze, intervene, and evaluate interventions with client systems of all sizes.
- Work collaboratively with professionals (including those from other disciplines) and autonomously.
- Be lifelong learners and be knowledgeable of licensure, continuing education, and on-going professional learning demands.

Degree Requirements

Course Requirements

All candidates for the M.S.W. degree enrolled in the 2-year or the 4-year program must complete 88 credit hours of course work, detailed below:

- MSW 401 PROFESSIONAL WRITING AND DEVELOPMENT
- MSW 411 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I
- MSW 412 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II
- MSW 421 INTRODUCTION TO SOCIAL WORK RESEARCH
- MSW 431 SOCIAL WELFARE POLICY I
- MSW 432 ADVANCED SOCIAL WELFARE POLICY II
- MSW 481 FOUNDATION PRACTICE I
- MSW 491 FOUNDATION FIELD EDUCATION I
- MSW 482 FOUNDATION PRACTICE II
- MSW 492 FOUNDATION FIELD EDUCATION II
- MSW 483 FOUNDATION PRACTICE III
- MSW 493 FOUNDATION FIELD EDUCATION III
- MSW 501 PROGRAM EVALUATION
- MSW 521 FUND DEVELOPMENT AND MANAGEMENT
- MSW 581 COMMUNITY PRACTICE I
Notice for Graduates of CSWE-Accredited Baccalaureate Programs

Every candidate for the M.S.W. degree has to demonstrate competencies in the professional foundation of social work. Graduates of CSWE-accredited baccalaureate programs have the opportunity to apply for advanced standing admissions in which some (40 credit hours) of the required, foundation coursework can be waived if applicants received a grade of 'B' or better. These courses are limited to the following:

- MSW 411
- MSW 412
- MSW 481
- MSW 482
- MSW 483
- MSW 491
- MSW 492
- MSW 493
- MSW 421 (Introduction to Social Work Research)
- MSW 431 (Social Welfare Policy I)

Students who qualify for the advanced standing option must complete, as part of their degree requirements,

- MSW 484 ADVANCED STANDING FOUNDATION PRACTICE
- MSW 494 ADVANCED STANDING FOUNDATION FIELD EDUCATION

Applicants are assessed at the time of admission. Students who do not qualify for advanced standing consideration may nonetheless be eligible for individual course waivers for MSW 411, MSW 421, and MSW 431. The waivers will not count as graduate credits earned and all advanced standing students granted course waivers status must meet all other requirements of the program, including a minimum of 52 earned graduate credit hours (MSW 484, MSW 494 and the remaining courses in the course requirements list above) for degree completion.

Sociology (MA)

The graduate program in Sociology enables students to study sociological principles, methods of inquiry, and analysis of sociological findings in areas of current interest. Training at the master’s level in sociology is applicable to employment in such areas as urban planning, public and private administration, marketing, research, health and welfare services, youth services, law enforcement, corrections services, community organizations, and education. The MA in Sociology can also serve as preparation for entry into PhD programs and further professional training.

A limited number of assistantships are available to graduate students. Additional information is available upon written or e-mail request to the chair or graduate program director of the Department of Sociology.

The MA in Sociology may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Sociology + Global Health Certificate
- Sociology + Public Health Certificate
Learning Outcomes

Students will be able to:

- Read research and theoretical articles in peer-reviewed scholarly journals, with critical understanding of both quantitative and qualitative work.
- Prepare and write a literature review of current research and theory in an area of sociology (as a stand-alone piece of writing or as a section within a research paper or thesis).
- Use theories in formulating research questions and designing a research project.
- Identify theoretical concepts in sociology, trace their historical development, and discuss how they are used, operationalized, and interpreted in current research.
- Write a proposal for a research project, identifying research questions and selecting a design and method appropriate for answering the research questions.
- Understand the ethical issues associated with human subjects/participant protection and the sequence of procedures needed for IRB approval of research projects.
- Revise and edit a paper draft in collaboration with faculty advisors in order to produce a readable and professional final version of a writing project.
- Prepare materials for an external professional activity, such as a presentation, discussant-role, or round-table participation at a conference (examples: Ethnography Conference, regional sociology association meetings, Illinois Sociological Society, ASA, or SSSP).
- Develop fluency in written work, meeting professional standards of formatting and style, and demonstrating competence by completion of the writing project.
- Plan and carry out quantitative analysis involving OLS and logistic regression for students interested in quantitative analysis and research; and (for all) read scholarly, policy, and professional materials that make use of regression analysis.
- Plan a qualitative project using a variety of qualitative methods, such as ethnography and content/discourse analysis.
- For those students interested in a career in post-secondary education, whether at a community college or a four year college or university: Plan and write the syllabus for an introductory sociology (or social problems) course for students in the first two years of college.

Degree Requirements

Course Requirements

- SOC 404 CLASSICAL AND MODERN THEORY
- SOC 405 SOCIOLOGICAL PERSPECTIVES
- SOC 411 SOCIAL RESEARCH
- SOC 412 DATA ANALYSIS
  or SOC 413 QUALITATIVE METHODS
- One of the following courses:
  - SOC 414 LITERATURE REVIEW WRITING PROJECT
  - SOC 415 WRITING A RESEARCH PAPER
  - SOC 500 THESIS RESEARCH
- Seven Sociology electives

Students entering without an undergraduate course in introductory statistics with a grade of B- or better are
required to take SOC 402 STATISTICS FOR THE SOCIAL SCIENCES. SOC 402 carries graduate credit and can be counted among the 12 courses for the degree.

Students receiving more than two incompletes will not be allowed to register for courses until the incompletes are resolved.

The Writing Project

Master of Arts in Sociology with Thesis

The design for the thesis project may be developed in SOC 411 SOCIAL RESEARCH and SOC 412 DATA ANALYSIS or SOC 413 QUALITATIVE METHODS. A student selects a faculty mentor and together they set up a committee with two additional faculty members. A thesis proposal hearing is required at the start of the project and an oral presentation at its completion. Those students desiring to complete the Thesis Option are required to take SOC 500 THESIS RESEARCH.

Master of Arts in Sociology with Research Project

Students design and carry out a research project and prepare a final research report. The student selects a faculty mentor and a second reader. This project can be based on research begun in SOC 412 DATA ANALYSIS, SOC 413 QUALITATIVE METHODS, or a substantive course. Those students desiring to complete the Research Project are required to take SOC 415 WRITING A RESEARCH PAPER.

Master of Arts in Sociology with Literature Review or Analytical Essay

The student prepares a literature review or analytical essay indicating mastery of a body of literature. It is often started in conjunction with one of the specialized courses. The student selects a faculty mentor and a second reader. It is recommended that those students desiring to complete the Literature Review take SOC 414 LITERATURE REVIEW WRITING PROJECT.

Master of Arts in Sociology with Organizational Case Study

The student will prepare a comprehensive case study that analyzes an organization that they will select. Students will use scholarly literature and other reading materials to inform the organizational theory upon which their analysis will be based. The student selects a faculty mentor and a second faculty member who has some familiarity with the sector in which the organization is located. Those students desiring to complete the Organizational Case Study are required to take SOC 495 SPECIAL TOPICS IN SOCIOLOGY.

Software Engineering (MS)

The MS in Software Engineering provides students with marketable skills in methodologies, techniques, and tools of software engineering. The program encompasses the entire life-cycle of software development including requirements, analysis, design, construction, testing, and project management. Emphasis is placed on current and emerging technologies for engineering large and complex distributed software systems. According to the US Bureau of Labor Statistics, software engineer has been among the fastest growing IT professions in the US.

Concentrations

Software Development Concentration

This concentration addresses the foundations, methodologies, and tools for developing high quality large-scale software systems, with an emphasis on the technical issues of software development.

Software Architecture Concentration

This concentration addresses the management and design of large-scale software systems.
**Project Management Concentration**

This concentration addresses the management of the quality of software products and processes and provides coursework in management and measurement techniques.

**Real-Time Game Systems Concentration**

This concentration addresses the foundations, methodologies, and tools for developing large-scale computer games and entertainment software systems.

**Entrepreneurship Concentration**

In the current IT environment, software development projects are increasingly treated as business propositions in which the product under development must deliver real and measurable value to the organization. As such, Software Engineers often need increasingly sophisticated knowledge of the business environment in order to advance in their careers beyond the purely technical track. This concentration will bridge the areas of software engineering and business, by equipping students to understand the financial, marketing, management, and entrepreneurial context in which most software development projects are executed.

The concentration will include course offerings from both CDM and Kellstadt Graduate School of Business. It offers the Software Engineering students the opportunities of immersing themselves in a classroom setting in which the focus is purely business oriented, as opposed to technology oriented. This concentration aims to prepare Software Engineering students for career paths in software technology focused entrepreneurship or senior technology leadership positions (CIO's, CTO's) in businesses.

<table>
<thead>
<tr>
<th>Introductory Courses</th>
<th>0-24 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements</td>
<td>52 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td>52-76 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Model the structure and behavior a software system the UML class diagrams and state diagrams.
- Design a solution to a given problem using one or more design patterns and implement the design in a programming language.
- Apply software testing and quality assurance techniques at the module level, and understand these techniques at the system and organization level.
- Understand common lifecycle processes including waterfall (linear), incremental approaches (such as Unified process), and agile approaches.
- Work collaboratively in a small team environment to develop a moderate-sized software system from conceptualization to completion, including requirements elicitation, system modeling, system design, implementation, unit and system testing, integration, source code management configuration management, and release management.
- Prepare technical documentations and make presentations on various aspects of a software development project, including the technical aspects (architecture, design, quality assurance) as well as the managerial aspects (planning, scheduling, and delivery).
- Use electronic communication tools to effectively collaborate with team members in different countries with different cultural backgrounds.

**Concentration Specific Outcomes**

**Software Development**

Students will be able to:

- Design and implement both the server and client components of a client-server application, such as a web-based application.

**Software Architecture**
Students will be able to:

- Know commonly used architectural patterns, styles, and tactics.
  - Identify their impact upon various quality concerns such as scalability, performance, and reliability.

**Project Management**

Students will be able to:

- Give examples of the primary project management activities associated with each major software engineering activity including requirements elicitation, analysis and specification; analysis and design; implementation; testing; deployment; maintenance; and version control.

**Gaming & Entertainment Technologies**

Students will be able to:

- Apply the principles and techniques of software engineering in the architectural design, detail design, and implementation of computer games or other entertainment focused software applications.

**Entrepreneurship & Technology Leadership**

Students will be able to:

- Develop a business plan for a start-up software business to be presented to a venture capitalist.

---

**Degree Requirements**

**Course Requirements**

No Introductory course (a course numbered 400 through 419) may be substituted for any other course at any level.

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

**Introductory Courses**

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

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

**Degree Requirements**

Students in this degree program must meet the following requirements:

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

Concentrations, tracks and specializations provide focus to the degree. In addition to any degree requirements, students are required to choose one of the following:
- Entrepreneurship and Technology Leadership
- Project Management
- Real-Time Game Systems
- Software Architecture
- Software Development

Software Development Concentration

Course Requirements

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

Foundation Courses
- SE 430 OBJECT ORIENTED MODELING
- SE 433 SOFTWARE TESTING AND QUALITY ASSURANCE
- SE 450 OBJECT-ORIENTED SOFTWARE DEVELOPMENT
- SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
  or SE 477 SOFTWARE AND SYSTEMS PROJECT MANAGEMENT

Advanced Courses
- CSC 435 DISTRIBUTED SYSTEMS I
- SE 459 AGILE SOFTWARE DEVELOPMENT
- SE 480 SOFTWARE ARCHITECTURE I

Major Elective Courses
SE courses in the 421-699 range and courses from the list below qualify as Major Elective Courses. Students must take 3 major elective courses.

Software Development
- SE 452 OBJECT-ORIENTED ENTERPRISE COMPUTING
- SE 453 ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
- SE 459 AGILE SOFTWARE DEVELOPMENT
- SE 482 REQUIREMENTS ENGINEERING
- SE 533 SOFTWARE VALIDATION AND VERIFICATION
- SE 560 STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING
- CSC 438 FRAMEWORK FOR WEB APPLICATION DEVELOPMENT
- CSC 453 DATABASE TECHNOLOGIES
- CSC 461 OPTIMIZED C++
- CSC 462 C++ MULTITHREADING
- CSC 471 MOBILE APPLICATION DEVELOPMENT FOR IOS
- CSC 472 MOBILE APPLICATION DEVELOPMENT FOR ANDROID
- CSC 552 CONCURRENT SOFTWARE DEVELOPMENT

**Software Architecture**

- SE 457 SERVICE-ORIENTED ARCHITECTURE
- SE 480 SOFTWARE ARCHITECTURE I
- SE 456 ARCHITECTURE OF COMPUTER GAMES
- SE 549 MODEL-DRIVEN SOFTWARE DEVELOPMENT
- SE 554 ENTERPRISE COMPONENT ARCHITECTURE
- SE 581 SOFTWARE ARCHITECTURE II

**Computer Security**

- CNS 450 COMPUTER FORENSICS
- SE 525 SOFTWARE SECURITY ARCHITECTURE
- SE 526 SOFTWARE SECURITY ASSESSMENT
- CSC 439 COMPUTER SECURITY

**Distributed Systems**

- CSC 435 DISTRIBUTED SYSTEMS I
- CSC 536 DISTRIBUTED SYSTEMS II (FORMERLY SE 536)
- CSC 552 CONCURRENT SOFTWARE DEVELOPMENT

**Project Management**

- CNS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
- SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
- SE 529 SOFTWARE RISK MANAGEMENT
- SE 579 ANALYTICS AND DATA MINING IN SOFTWARE ENGINEERING
- IS 556 ENTERPRISE PROJECT MANAGEMENT
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
- IS 565 IT OUTSOURCING
- IS 560 ENTERPRISE SYSTEMS

**User Centered Development**

- HCI 430 PROTOTYPING AND IMPLEMENTATION
- HCI 440 INTRODUCTION TO USER-CENTERED DESIGN
  or HCI 441 INTRODUCTION TO USER-CENTERED DEVELOPMENT
- SE 453 ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
- SE 546 SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS

**Programming Languages and Compiler**

- SE 533 SOFTWARE VALIDATION AND VERIFICATION
- CSC 447 CONCEPTS OF PROGRAMMING LANGUAGES
- CSC 448 COMPILER DESIGN
- CSC 548 ADVANCED COMPILER DESIGN
- CSC 535 FORMAL SEMANTICS OF PROGRAMMING LANGUAGES

**Gaming and Entertainment Technology**

- SE 456 ARCHITECTURE OF COMPUTER GAMES
- GAM 453 TOOL PROGRAMMING FOR GAME DEVELOPMENT
- GAM 475 GAME ENGINE PROGRAMMING I
- GAM 490 MULTIPLAYER GAME DEVELOPMENT
- GAM 575 GAME ENGINE PROGRAMMING II
Software Engineering Research

- SE 695 MASTER'S RESEARCH (4 credits) and SE 696 MASTER'S PROJECT (4 credits)
  or SE 695 MASTER'S RESEARCH (8 credits) and SE 698 MASTER'S THESIS (0 credits)

The Master's Project or Thesis must represent an original contribution to the area, and may include system
development, empirical studies, or theoretical work. The scope and the details of the research project will be
determined by the research supervisor, and must be approved by the student's academic advisor.

CDM Open Electives

Students must complete one CDM Open Elective. Any CNS, CSC, ECT, GAM, GPH, HCI, HIT, IS, IT, PM, SE, or
TDC course in the 421-699 range qualifies. Credit for courses taken outside of the school will only be given if
approved by a faculty advisor.

Capstone

Students must complete the following courses as a sequence in consecutive quarters.

- SE 491 SOFTWARE ENGINEERING STUDIO
- SE 591 SOFTWARE ENGINEERING STUDIO II

Studio Sequence Substitution Policy

Software Engineering (SE) Studio sequence is a requirement for MS SE students. It can only be substituted for
students who have had industrial experience in team software development projects. For those students with
sufficient experience, they must complete a MS project or thesis in lieu of SE Studio.

Substitution of SE Studio must be approved in advance. Student should seek such approval no later than the
second quarter after starting the Foundation phase of the program. The request for substitution should be
submitted to Software Engineering Program Committee (SE-PC) and the decision will be made by the SE-PC in
consultation with the student's advisor.

Each applicant should provide supporting materials of his/her experience in software development, including
resume, and letter(s) from the project manager describing the applicant's role in the projects.

All approvals of substitution will be contingent upon the applicant's completion of a MS project or thesis for 8
credit hours. Any deviation from that must be approved by the SE-PC as well.

Software Architecture Concentration

Course Requirements

Introductory Courses

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

Foundation Courses

- SE 430 OBJECT ORIENTED MODELING
- SE 433 SOFTWARE TESTING AND QUALITY ASSURANCE
- SE 450 OBJECT-ORIENTED SOFTWARE DEVELOPMENT
- SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
Advanced Courses

- SE 457 SERVICE-ORIENTED ARCHITECTURE
- SE 480 SOFTWARE ARCHITECTURE I
- SE 581 SOFTWARE ARCHITECTURE II

Major Elective Courses

SE courses in the 421-699 range and courses from the list below qualify as Major Elective Courses. Students must take 3 Major Elective Courses.

Software Development

- SE 452 OBJECT-ORIENTED ENTERPRISE COMPUTING
- SE 453 ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
- SE 459 AGILE SOFTWARE DEVELOPMENT
- SE 482 REQUIREMENTS ENGINEERING
- SE 533 SOFTWARE VALIDATION AND VERIFICATION
- SE 560 STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING
- CSC 438 FRAMEWORK FOR WEB APPLICATION DEVELOPMENT
- CSC 453 DATABASE TECHNOLOGIES
- CSC 461 OPTIMIZED C++
- CSC 462 C++ MULTITHREADING
- CSC 471 MOBILE APPLICATION DEVELOPMENT FOR IOS
- CSC 472 MOBILE APPLICATION DEVELOPMENT FOR ANDROID
- CSC 552 CONCURRENT SOFTWARE DEVELOPMENT

Software Architecture

- SE 457 SERVICE-ORIENTED ARCHITECTURE
- SE 480 SOFTWARE ARCHITECTURE I
- SE 456 ARCHITECTURE OF COMPUTER GAMES
- SE 549 MODEL-DRIVEN SOFTWARE DEVELOPMENT
- SE 554 ENTERPRISE COMPONENT ARCHITECTURE
- SE 581 SOFTWARE ARCHITECTURE II

Computer Security

- CNS 450 COMPUTER FORENSICS
- SE 525 SOFTWARE SECURITY ARCHITECTURE
- SE 526 SOFTWARE SECURITY ASSESSMENT
- CSC 439 COMPUTER SECURITY

Distributed Systems

- CSC 435 DISTRIBUTED SYSTEMS I
- CSC 536 DISTRIBUTED SYSTEMS II (FORMERLY SE 536)
- CSC 552 CONCURRENT SOFTWARE DEVELOPMENT

Project Management

- CNS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
- SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
- SE 529 SOFTWARE RISK MANAGEMENT
- SE 579 ANALYTICS AND DATA MINING IN SOFTWARE ENGINEERING
- IS 556 ENTERPRISE PROJECT MANAGEMENT
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
- IS 565 IT OUTSOURCING
- IS 560 ENTERPRISE SYSTEMS

User Centered Development

- HCI 430 PROTOTYPING AND IMPLEMENTATION
- HCI 440 INTRODUCTION TO USER-CENTERED DESIGN
  or HCI 441 INTRODUCTION TO USER-CENTERED DEVELOPMENT
- SE 453 ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
Programming Languages and Compiler

- SE 533 SOFTWARE VALIDATION AND VERIFICATION
- CSC 447 CONCEPTS OF PROGRAMMING LANGUAGES
- CSC 448 COMPILER DESIGN
- CSC 548 ADVANCED COMPILER DESIGN
- CSC 535 FORMAL SEMANTICS OF PROGRAMMING LANGUAGES

Gaming and Entertainment Technology

- SE 456 ARCHITECTURE OF COMPUTER GAMES
- GAM 453 TOOL PROGRAMMING FOR GAME DEVELOPMENT
- GAM 475 GAME ENGINE PROGRAMMING I
- GAM 490 MULTIPLAYER GAME DEVELOPMENT
- GAM 575 GAME ENGINE PROGRAMMING II

Software Engineering Research

- SE 695 MASTER'S RESEARCH (4 credits) and SE 696 MASTER’S PROJECT (4 credits)
- or SE 695 MASTER’S RESEARCH (8 credits) and SE 698 MASTER’S THESIS (0 credits)

The Master’s Project or Thesis must represent an original contribution to the area, and may include system development, empirical studies, or theoretical work. The scope and the details of the research project will be determined by the research supervisor, and must be approved by the student's academic advisor.

CDM Open Elective Courses

Students must complete one CDM Open Elective Course. Any CNS, CSC, ECT, GAM, GPH, HCI, HIT, IS, IT, PM, SE, or TDC course in the 421-699 range qualifies. Credit for courses taken outside of the school will only be given if approved by a faculty advisor.

Capstone

Students must complete the following courses as a sequence in consecutive quarters.

- SE 491 SOFTWARE ENGINEERING STUDIO
- SE 591 SOFTWARE ENGINEERING STUDIO II

Studio Sequence Substitution Policy

Software Engineering (SE) Studio sequence is a requirement for MS SE students. It can only be substituted for students who have had industrial experience in team software development projects. For those students with sufficient experience, they must complete a MS project or thesis in lieu of SE Studio.

Substitution of SE Studio must be approved in advance. Student should seek such approval no later than the second quarter after starting the Foundation phase of the program. The request for substitution should be submitted to Software Engineering Program Committee (SE-PC) and the decision will be made by the SE-PC in consultation with the student's advisor.

Each applicant should provide supporting materials of his/her experience in software development, including resume, and letter(s) from the project manager describing the applicant's role in the projects.

All approvals of substitution will be contingent upon the applicant's completion of a MS project or thesis for 8 credit hours. Any deviation from that must be approved by the SE-PC as well.
Real-Time Game Systems

Course Requirements

Introductory Courses

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

Foundation Courses

- CSC 461 OPTIMIZED C++
- GAM 425 APPLIED 3D GEOMETRY
- GPH 469 COMPUTER GRAPHICS DEVELOPMENT
- SE 433 SOFTWARE TESTING AND QUALITY ASSURANCE
- SE 456 ARCHITECTURE OF COMPUTER GAMES
- SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT or SE 477 SOFTWARE AND SYSTEMS PROJECT MANAGEMENT

Advanced Courses

- GAM 475 GAME ENGINE PROGRAMMING I
- GAM 490 MULTIPLAYER GAME DEVELOPMENT
- GAM 575 GAME ENGINE PROGRAMMING II

Major Elective Courses

SE courses in the 421-699 range and courses from the list below qualify as Major Elective Courses. Students must take 1 Major Elective Course.

Software Development

- SE 452 OBJECT-ORIENTED ENTERPRISE COMPUTING
- SE 453 ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
- SE 459 AGILE SOFTWARE DEVELOPMENT
- SE 482 REQUIREMENTS ENGINEERING
- SE 533 SOFTWARE VALIDATION AND VERIFICATION
- SE 560 STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING
- CSC 438 FRAMEWORK FOR WEB APPLICATION DEVELOPMENT
- CSC 453 DATABASE TECHNOLOGIES
- CSC 462 C++ MULTITHREADING
- CSC 471 MOBILE APPLICATION DEVELOPMENT FOR IOS
- CSC 472 MOBILE APPLICATION DEVELOPMENT FOR ANDROID
- CSC 552 CONCURRENT SOFTWARE DEVELOPMENT

Software Architecture

- SE 457 SERVICE-ORIENTED ARCHITECTURE
- SE 480 SOFTWARE ARCHITECTURE I
- SE 456 ARCHITECTURE OF COMPUTER GAMES
- SE 549 MODEL-DRIVEN SOFTWARE DEVELOPMENT
- SE 554 ENTERPRISE COMPONENT ARCHITECTURE
- SE 581 SOFTWARE ARCHITECTURE II

Computer Security

- CNS 450 COMPUTER FORENSICS
- SE 525 SOFTWARE SECURITY ARCHITECTURE
- SE 526 SOFTWARE SECURITY ASSESSMENT
- CSC 439 COMPUTER SECURITY
Distributed Systems

- CSC 435 DISTRIBUTED SYSTEMS I
- CSC 536 DISTRIBUTED SYSTEMS II
- CSC 552 CONCURRENT SOFTWARE DEVELOPMENT

Project Management

- CNS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
- SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
- SE 529 SOFTWARE RISK MANAGEMENT
- SE 579 ANALYTICS AND DATA MINING IN SOFTWARE ENGINEERING
- IS 556 ENTERPRISE PROJECT MANAGEMENT
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
- IS 565 IT OUTSOURCING
- IS 560 ENTERPRISE SYSTEMS

User Centered Development

- HCI 430 PROTOTYPING AND IMPLEMENTATION
- HCI 440 INTRODUCTION TO USER-CENTERED DESIGN
  or HCI 441 INTRODUCTION TO USER-CENTERED DEVELOPMENT
- SE 453 ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
- SE 546 SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS

Programming Languages and Compiler

- SE 533 SOFTWARE VALIDATION AND VERIFICATION
- CSC 447 CONCEPTS OF PROGRAMMING LANGUAGES
- CSC 448 COMPILER DESIGN
- CSC 548 ADVANCED COMPILER DESIGN
- CSC 535 FORMAL SEMANTICS OF PROGRAMMING LANGUAGES

Gaming and Entertainment Technology

- GAM 453 TOOL PROGRAMMING FOR GAME DEVELOPMENT
- GAM 576 GAME ENGINE PROGRAMMING III

Software Engineering Research

- SE 695 MASTER'S RESEARCH (4 credits) and SE 696 MASTER'S PROJECT (4 credits)
  or SE 695 MASTER'S RESEARCH (8 credits) and SE 698 MASTER'S THESIS (0 credits)

The Master's Project or Thesis must represent an original contribution to the area, and may include system development, empirical studies, or theoretical work. The scope and the details of the research project will be determined by the research supervisor, and must be approved by the student's academic advisor.

CDM Open Elective Courses

Students must complete one CDM Open Elective. Any CNS, CSC, ECT, GAM, GPH, HCI, HIT, IS, IT, PM, SE, or TDC course in the 421-699 range qualifies. Credit for courses taken outside of the school will only be given if approved by a faculty advisor.

Capstone

Students must complete the following courses as a sequence in consecutive quarters.

- SE 491 SOFTWARE ENGINEERING STUDIO and SE 591 SOFTWARE ENGINEERING STUDIO II
  or GAM 695 MASTER'S GAME RESEARCH STUDY and 1 course from the Major Elective list
  or GAM 690 GAME DEVELOPMENT STUDIO I and GAM 691 GAME DEVELOPMENT STUDIO II

Studio Sequence Substitution Policy

Software Engineering (SE) Studio sequence is a requirement for MS SE students. It can only be substituted for students who have had industrial experience in team software development projects. For those students with sufficient experience, they must complete a MS project or thesis in lieu of SE Studio.
Substitution of SE Studio must be approved in advance. Student should seek such approval no later than the second quarter after starting the Foundation phase of the program. The request for substitution should be submitted to Software Engineering Program Committee (SE-PC) and the decision will be made by the SE-PC in consultation with the student’s advisor.

Each applicant should provide supporting materials of his/her experience in software development, including resume, and letter(s) from the project manager describing the applicant's role in the projects.

All approvals of substitution will be contingent upon the applicant's completion of a MS project or thesis for 8 credit hours. Any deviation from that must be approved by the SE-PC as well.

Project Management Concentration

Course Requirements

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

Foundation Courses
- SE 430 OBJECT ORIENTED MODELING
- SE 433 SOFTWARE TESTING AND QUALITY ASSURANCE
- SE 450 OBJECT-ORIENTED SOFTWARE DEVELOPMENT
- SE 477 SOFTWARE AND SYSTEMS PROJECT MANAGEMENT

Advanced Courses
- SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
- SE 482 REQUIREMENTS ENGINEERING
- SE 579 ANALYTICS AND DATA MINING IN SOFTWARE ENGINEERING

Major Elective Courses

SE courses in the 421-699 range and courses from the list below qualify as Major Elective Courses. Students must take 3 Major Elective Courses.

Software Development
- SE 452 OBJECT-ORIENTED ENTERPRISE COMPUTING
- SE 453 ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
- SE 459 AGILE SOFTWARE DEVELOPMENT
- SE 482 REQUIREMENTS ENGINEERING
- SE 533 SOFTWARE VALIDATION AND VERIFICATION
- SE 560 STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING
- CSC 438 FRAMEWORK FOR WEB APPLICATION DEVELOPMENT
- CSC 453 DATABASE TECHNOLOGIES
- CSC 461 OPTIMIZED C++
- CSC 462 C++ MULTITHREADING
- CSC 471 MOBILE APPLICATION DEVELOPMENT FOR IOS
- CSC 472 MOBILE APPLICATION DEVELOPMENT FOR ANDROID
- CSC 552 CONCURRENT SOFTWARE DEVELOPMENT

Software Architecture
• SE 457 SERVICE-ORIENTED ARCHITECTURE
• SE 480 SOFTWARE ARCHITECTURE I
• SE 456 ARCHITECTURE OF COMPUTER GAMES
• SE 549 MODEL-DRIVEN SOFTWARE DEVELOPMENT
• SE 554 ENTERPRISE COMPONENT ARCHITECTURE
• SE 581 SOFTWARE ARCHITECTURE II

Computer Security

• CNS 450 COMPUTER FORENSICS
• SE 525 SOFTWARE SECURITY ARCHITECTURE
• SE 526 SOFTWARE SECURITY ASSESSMENT
• CSC 439 COMPUTER SECURITY

Distributed Systems

• CSC 435 DISTRIBUTED SYSTEMS I
• CSC 536 DISTRIBUTED SYSTEMS II (FORMERLY SE 536)
• CSC 552 CONCURRENT SOFTWARE DEVELOPMENT

Project Management

• CNS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
• SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
• SE 529 SOFTWARE RISK MANAGEMENT
• IS 556 ENTERPRISE PROJECT MANAGEMENT
• IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
• IS 565 IT OUTSOURCING
• IS 560 ENTERPRISE SYSTEMS

User Centered Development

• HCI 430 PROTOTYPING AND IMPLEMENTATION
• HCI 440 INTRODUCTION TO USER-CENTERED DESIGN
  or HCI 441 INTRODUCTION TO USER-CENTERED DEVELOPMENT
• SE 453 ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
• SE 546 SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS

Programming Languages and Compiler

• SE 533 SOFTWARE VALIDATION AND VERIFICATION
• CSC 447 CONCEPTS OF PROGRAMMING LANGUAGES
• CSC 448 COMPILER DESIGN
• CSC 548 ADVANCED COMPILER DESIGN
• CSC 535 FORMAL SEMANTICS OF PROGRAMMING LANGUAGES

Gaming and Entertainment Technology

• SE 456 ARCHITECTURE OF COMPUTER GAMES
• GAM 453 TOOL PROGRAMMING FOR GAME DEVELOPMENT
• GAM 475 GAME ENGINE PROGRAMMING I
• GAM 490 MULTIPLAYER GAME DEVELOPMENT
• GAM 575 GAME ENGINE PROGRAMMING II

Software Engineering Research

• SE 695 MASTER'S RESEARCH (4 credits) and SE 696 MASTER'S PROJECT (4 credits)
  or SE 695 MASTER'S RESEARCH (8 credits) and SE 698 MASTER'S THESIS (0 credits)

The Master's Project or Thesis must represent an original contribution to the area, and may include system development, empirical studies, or theoretical work. The scope and the details of the research project will be determined by the research supervisor, and must be approved by the student's academic advisor.

CDM Open Elective Courses

Students must complete one CDM Open Elective Course. Any CNS, CSC, ECT, GAM, GPH, HCI, HIT, IS, IT, PM, SE, or TDC course in the 421-699 range qualifies. Credit for courses taken outside of the school will only be given if approved by a faculty advisor.
Capstone

Students must complete the following courses as a sequence in consecutive quarters.

- SE 491 SOFTWARE ENGINEERING STUDIO
- SE 591 SOFTWARE ENGINEERING STUDIO II

Studio Sequence Substitution Policy

Software Engineering (SE) Studio sequence is a requirement for MS SE students. It can only be substituted for students who have had industrial experience in team software development projects. For those students with sufficient experience, they must complete a MS project or thesis in lieu of SE Studio.

Substitution of SE Studio must be approved in advance. Student should seek such approval no later than the second quarter after starting the Foundation phase of the program. The request for substitution should be submitted to Software Engineering Program Committee (SE-PC) and the decision will be made by the SE-PC in consultation with the student's advisor.

Each applicant should provide supporting materials of his/her experience in software development, including resume, and letter(s) from the project manager describing the applicant's role in the projects.

All approvals of substitution will be contingent upon the applicant's completion of a MS project or thesis for 8 credit hours. Any deviation from that must be approved by the SE-PC as well.

Entrepreneurship and Technology Leadership Concentration

Course Requirements

Introductory Courses

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

CDM Foundation Courses

- SE 430 OBJECT ORIENTED MODELING
- SE 450 OBJECT-ORIENTED SOFTWARE DEVELOPMENT
- SE 477 SOFTWARE AND SYSTEMS PROJECT MANAGEMENT

Business (Kellstadt) Foundation Courses

- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 570 ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT

Major Elective Courses

Students must take 3 courses from the list of CDM electives below and 2 courses from the list of Kellstadt courses listed below.

CDM Electives

Students may select any SE elective or the following courses:

- CSC 453 DATABASE TECHNOLOGIES
- HCI 440 INTRODUCTION TO USER-CENTERED DESIGN
The following courses are recommended:

- SE 433 SOFTWARE TESTING AND QUALITY ASSURANCE
- SE 452 OBJECT-ORIENTED ENTERPRISE COMPUTING
- SE 482 REQUIREMENTS ENGINEERING
- SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
- SE 529 SOFTWARE RISK MANAGEMENT
- SE 554 ENTERPRISE COMPONENT ARCHITECTURE
- SE 579 ANALYTICS AND DATA MINING IN SOFTWARE ENGINEERING

Students also have an option of pursuing Master's research projects to fulfill their CDM elective requirements.

- SE 695 MASTER’S RESEARCH (4 credits) and SE 696 MASTER’S PROJECT (4 credits)
  or SE 695 MASTER’S RESEARCH (8 credits) and SE 698 MASTER’S THESIS (0 credits)

The Master's Project or Thesis must represent an original contribution to the area, and may include system development, empirical studies, or theoretical work. The scope and the details of the research project will be determined by the research supervisor, and must be approved by the student's academic advisor.

**Business (Kellstadt) Elective Courses**

- MGT 502 OPERATIONS MANAGEMENT
- MGT 530 LEADERSHIP IN ORGANIZATIONS
- MGT 535 CHANGE MANAGEMENT AND CONSULTING
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
- IS 570 ENTERPRISE SYSTEM IMPLEMENTATION

**CDM Open Elective Courses**

Students must complete one CDM Open Elective Course. Any CNS, CSC, ECT, GAM, GPH, HCI, HIT, IS, IT, PM, SE, or TDC course in the 421-699 range qualifies. Credit for courses taken outside of the school will only be given if approved by a faculty advisor.

**Capstone**

Students must complete the following courses as a sequence in consecutive quarters.

- SE 491 SOFTWARE ENGINEERING STUDIO
- SE 591 SOFTWARE ENGINEERING STUDIO II

**Studio Sequence Substitution Policy**

Software Engineering (SE) Studio sequence is a requirement for MS SE students. It can only be substituted for students who have had industrial experience in team software development projects. For those students with sufficient experience, they must complete a MS project or thesis in lieu of SE Studio.

Substitution of SE Studio must be approved in advance. Student should seek such approval no later than the second quarter after starting the Foundation phase of the program. The request for substitution should be submitted to Software Engineering Program Committee (SE-PC) and the decision will be made by the SE-PC in consultation with the student's advisor.

Each applicant should provide supporting materials of his/her experience in software development, including resume, and letter(s) from the project manager describing the applicant's role in the projects.

All approvals of substitution will be contingent upon the applicant's completion of a MS project or thesis for 8 credit hours. Any deviation from that must be approved by the SE-PC as well.
Spanish (MA)

DePaul’s innovative new MA program in Spanish provides students a customizable, flexible curriculum to develop advanced linguistic and cultural expertise in a language and to apply that expertise in the disciplinary or professional contexts of their choice. Whether in the “global village” of today’s world or in multiethnic communities such as Chicago, this advanced expertise is an increasingly valuable personal and professional asset, requiring appropriate training and credentials. The MA program especially seeks to serve adult professionals (government employees, social workers, healthcare providers, businesspeople, or certified K-12 teachers) whose careers require this applied expertise.

The MA in Spanish may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Spanish + Digital Humanities Certificate
- Spanish + Teaching English to Speakers of Other Languages (TESOL) Certificate

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Speak and participate in most informal and some formal conversations from topics related to school, home, and leisure activities, to many related to employment, current events, and matters of public and community interest.
- Narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect, as well as combine and link sentences into connected discourse of paragraph length; although these narrations and descriptions tend to be handled separately rather than interwoven.
- Use communicative strategies such as rephrasing and circumlocution, and contribute to a conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.
- Combine and link sentences into texts of paragraph length and structure, and use minimal control of common structures and vocabulary.
- Listen and comprehend (albeit unevenly) short conventional narrative and descriptive texts with a clear underlying structure.
- Understand conventional narrative and descriptive texts with clear underlying structure (though their comprehension may be uneven).

Degree Requirements

Course Requirements

The curriculum of the MA in Spanish will consist of twelve courses (48 quarter credit hours), divided into two parts:
1. A core curriculum of four courses (16 quarter credit hours) required of all students, and
2. Eight courses (32 quarter credit hours) in the language area, which must include an approved “cluster” of at least four courses (16 quarter credit hours) focused on a particular professional application or disciplinary interest.

Students must select these course clusters in consultation with an advisor. All courses in the language area must be courses taught in the target language of the student’s program (i.e. courses with prefixes SPN). In exceptional cases, with the approval of the student’s advisor and the director of the graduate program, a student may count one or two courses taught in English from allied fields (such as art history, economics, education, geography, health sciences, management, philosophy, political science, religion, sociology, etc.) among the eight “language area” courses in the student’s program.

Core Curriculum

The core curriculum consists of the following four courses:

- MOL 401 PROFESSIONAL FOUNDATIONS
- MOL 402 LANGUAGE, SELF AND SOCIETY
- MOL 403 COMMUNITIES OF PRACTICE
- MOL 496 MAMOL CAPSTONE

In addition, all three-hundred level courses in the respective languages are offered simultaneously as 400-level electives to complete the MA program. These 400-level courses carry different requirements than the lower-level courses.

Additional Requirements

Additional requirements include:

- ACTFL Oral Proficiency Interview
- Service Learning Experience
- Portfolio Project

All students must attain a rating of at least “Advanced Low” from the standardized Oral Proficiency Interview (OPI) of the American Council on Teaching Foreign Languages (ACTFL).

The service learning experience will involve work within an environment where the student can apply her or his linguistic expertise, as a volunteer, contributor, intern, or employee. This environment might be a community group; a social service or agency; a professional association; or an artistic organization. This experience should ideally contribute to the student's portfolio project.

The portfolio (completed while enrolled in MOL 496) consists of a compilation and critical assessment of select work done throughout the program or a final project with written critical assessment. Final projects may include a community service experience, internship, performance and creative work, thesis, or translation.

Thesis Option

A thesis option will be available for students who attain a GPA of at least 3.7 in the program after completing 24 credit hours of coursework. The thesis should address the area of interest of the candidate's course “cluster.”

Graduation Grade Point Average Requirement

In order to graduate from the program, students must complete all program requirements with a minimum GPA of 3.000.

Special Education (MED)

The Master of Education in Special Education will prepare you to teach students with exceptionalities in kindergarten through 12th grade in a variety of urban and suburban educational settings, including public and private schools. By completing the Special Education program, you will be eligible for the Illinois Learning and Behavior Specialist I (LBS1) license, provided you complete additional state requirements.
The program contains two tracks, a 6-quarter general program and a one-year residency program. The residency track will be offered in collaboration with the Academy for Urban School Leadership (AUSL) beginning in Summer 2015. The general track option will begin in Fall 2016.

### Degree Requirements

<table>
<thead>
<tr>
<th>Total hours required</th>
<th>58 hours</th>
</tr>
</thead>
</table>

### College Requirements

#### Dispositions

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

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural context to determine how to be responsive to learners and to proactively promote all students’ learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students’ learning and development
- Demonstrates professional, ethical, and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one’s behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

### Degree Requirements

#### Course Requirements

- LSI 402 INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION
- LSI 403 CLASSROOM AND BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION
- LSI 405 TEACHING LITERACY TO EXCEPTIONAL LEARNERS
- LSI 409 TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES
- LSI 410 TEACHING MATHEMATICS TO EXCEPTIONAL LEARNERS
- LSI 416 PRACTICUM IN SPECIAL EDUCATION I
- LSI 417 PRACTICUM IN SPECIAL EDUCATION II
- LSI 418 PRACTICUM IN SPECIAL EDUCATION III
- LSI 419 TEACHING LITERACY LAB
- LSI 421 FORMAL ASSESSMENT IN SPECIAL EDUCATION
- LSI 440 SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION
- LSI 470 STUDENT TEACHING IN SPECIAL EDUCATION
- LSI 471 STUDENT TEACHING IN SPECIAL EDUCATION SEMINAR
Sport, Fitness and Recreation Leadership (MS) Online

The Sport, Fitness and Recreation Leadership program at DePaul seeks to provide a rich online learning environment that will facilitate the development of leaders in the areas of sport, fitness and recreation. Increasing content knowledge and developing leadership skills are essential outcomes of a graduate program. However, this program is based on a commitment to social justice, democracy, and critical engagement with ethical issues affecting students, clients and athletes. Our program assists current professionals in reflecting on and strengthening their own practice and challenging themselves and their colleagues to work effectively for justice and professional excellence.

Students use critical reflection to improve practice, engage in rigorous theoretical inquiry, and identify, address, and build coalitions around opportunities and problems in sport, fitness and recreation. The Sport, Fitness and Recreation Leadership program is designed for current kinesiology professionals specifically working in sport, fitness or recreation environments such as university athletics departments, health clubs, recreation and fitness centers, high schools and athletics clubs or leagues.

Students will enhance their skills, leadership, and professionalism, have an increased awareness of current events and issues, build a professional network, create a personal ethics code specific to their professional goals and complete research specific to their field.

Current professionals in the sport, fitness, and recreation settings have demanding and unconventional schedules that routinely include evening and weekend commitments. Therefore, all coursework in this program will be offered online. Attendance at two on-campus summer seminars is required, ideally face-to-face but accommodations for virtual attendance may be made if necessary.

### Learning Outcomes

Students will be able to:

- Enhance skills in the areas of communication, leadership and professionalism.
- Acquire advanced content knowledge in kinesiology and administration.
- Apply knowledge specific to their field and professional goals in research activity.
- Develop an increased awareness of current events and issues in the area of sport, fitness and recreation.
  - Select resources to formulate appropriate responses to such issues.
- Build a professional network.
- Create a personal ethics code.
  - Versatile yet specific to their professional settings and goals, consistent with DePaul’s Vincentian principle, values and mission.
Admission Information

- A completed College of Education graduate application
- A conferred bachelor's degree conferred by an accredited, recognized institution, ideally in an undergraduate sport and fitness-related field such as physical education, athletic training, kinesiology, exercise science, and sport management. Individuals with degrees in other areas will be considered on a case-by-case basis, taking into consideration professional goals and experience.
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Virtual interview with faculty program advisor, upon request
- Evidence of 2-3 years previous or current work experience in a sport, fitness, or recreation field; preferably holding a current position
- Resume

College Requirements

Dispositions

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

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

Degree Conferral and Graduation

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

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

After you submit the application, you cannot register for any term after the one selected in the application.
Application deadlines are as follows:
Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer Quarter - July 15th

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

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

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

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

Degree Requirements

Content Area Prerequisites

Sport, Fitness and Recreation Leadership students need to have an understanding that DePaul’s program requires students to enroll into a cohort. This model requires students to take two courses each quarter (online), with the plan to complete the program in two years. The cohort program also requires 2 on-campus (or virtual attendance if accommodations cannot be made) summer seminars between the first and second year, and after completion of second year coursework.

Course Requirements

Core Curriculum Courses: 48 credit hours required

- PE 400 INTRODUCTION TO LEADERSHIP AND MANAGEMENT IN SPORT, FITNESS AND RECREATION
- PE 410 ORGANIZATIONAL LEADERSHIP AND MANAGEMENT IN SPORT, FITNESS AND RECREATION
- PE 420 FACILITY AND RISK MANAGEMENT IN SPORT, FITNESS AND RECREATION
- PE 440 STRATEGIC COMMUNICATION AND MARKETING IN SPORT, FITNESS AND RECREATION
- PE 445 PROGRAM AND SPECIAL EVENTS MANAGEMENT IN SPORT, FITNESS AND RECREATION
- LEADERSHIP
- PE 450 PSYCHOLOGY OF SPORT BEHAVIOR AND ATHLETIC PERFORMANCE
- PE 451 CURRENT ISSUES AND TRENDS IN ATHLETICS AND PHYSICAL EDUCATION
- PE 453 ADVANCED HEALTH CONCEPTS
- PE 454 ADVANCED CARE OF THE ATHLETE
- PE 456 LEGAL ISSUES IN SPORT, RECREATION AND FITNESS
- PE 480 FINANCE AND REVENUE GENERATION IN SPORT AND FITNESS
- A&S 493 DATA DRIVEN DECISION MAKING

On-Campus Summer Seminar: 4 credit hours required

There are 2 summer seminars required as the only face-to-face obligation of the program. Students will be required to attend a 3-day seminar after completion of the first year of the program, and again after completion of the second year. The seminar will consist of an on-campus colloquium that will provide students with the opportunity to connect and network with their peers, as well as current employers and leaders in various MSFRL fields from the Chicagoland area. It will also include an opportunity to learn, as we will invite local professionals in the field to present to the students. The last day of the seminar will be for the graduating students to present their research papers or projects. First year students will be required to observe these presentations as an example for their own research projects in the upcoming year. Therefore, each student will technically attend
this seminar twice, first the summer after their 1st year, and then again the summer after their 2nd year. The difference will be the first year they will watch the graduate capstone/research presentations, and the second year they will present their own. Each year the local area professional lectures will change, so they will be able to attend new seminars each year.

- PE 442 ON-CAMPUS SEMINAR (2 qh)
- PE 490 ON-CAMPUS SEMINAR (2 qh)

Culminating Thesis or Research Project: 6 credit hours required

Students will be required to complete an individualized project upon completion of coursework for the degree. Each project will be specific to respective career choices and will be developed in the second year spring quarter. Projects will be presented during summer seminar.

- PE 455 INTERNSHIP IN PHYSICAL EDUCATION

Academic Standards

Students must maintain a 3.0 average or higher to continue in the program. Any grade below a C will not count for credit toward completion of the program.

Sports Management (MBA)

In the Sports Management MBA concentration, you will learn the fundamentals of planning, organizing, directing and leading for sports organizations. The program will prepare you for professional opportunities with sports businesses that include professional and collegiate athletics, fitness and racquet clubs, youth sports, hotels and resorts, as well as sports-related consumer businesses that include athletic apparel, sports drinks and nutrition. It also is useful for managers who seek to apply sports coaching techniques to motivating employee performance.

Highlights

In this concentration, you will:

- Gain a real-world perspective of sports management from faculty who are well-connected to the industry and from sports management executives who regularly guest lecture and host behind-the-scenes management tours of Chicago professional sports organizations and sports-related businesses.
- Examine the major management, technological and legal issues facing sport managers in a variety of organizational settings.
- Learn the principles of sports management through the lens of organizational theory and behavior.

Career Outlook

This MBA concentration will put you on the career track for positions that include sports agent, sports marketing manager, university athletic director, community relations manager, youth program director and recreation director. DePaul's strong network of professional contacts and alumni in the sports management industry help connect students to career opportunities in this competitive field.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements (varies with admission term and prior coursework)</td>
<td>24-48 hours</td>
</tr>
<tr>
<td>Concentration Requirements (varies with admission term)</td>
<td>24-36 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>48-72 hours</strong></td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.

MBA Core Requirements

Course Requirements for the MBA Program

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Concentration Requirements

Course Requirements

To complete the Sports Management concentration, students must take the following three courses:

- MGT 519 SPORTS MANAGEMENT
- Choose two from the following:
  - MGT 508 QUALITY MANAGEMENT SYSTEMS
  - MGT 524 LEADERSHIP IN SPORTS: LESSONS FOR COACHING IN THE WORKPLACE
  - MGT 545 MANAGING SERVICE OPERATIONS
  - MGT 563 NEGOTIATION SKILLS
  - MGT 598 PROJECT MANAGEMENT
  - MGT 798 SPECIAL TOPICS: Legal and Ethical Issues in Sports
  - MKT 798 SPECIAL TOPICS: Sports Marketing
Strategy, Execution and Valuation (MBA)

The Strategy, Execution and Valuation MBA concentration is a unique and innovative program for students seeking positions in higher levels of corporate management, management consulting, investment banking, private equity and entrepreneurship. In this MBA concentration, you will learn to make the seamless connection between business strategy, execution, value creation and valuation to develop your strategic thinking skills. You will master strategy frameworks used by leading companies, consulting firms and entrepreneurs around the world. Courses are presented in an executive seminar format and include a team of top executives and thought leaders.

Highlights

In this concentration, you will learn:

- How to make a significant impact on the future of your organization and career by developing your strategic-thinking skills.
- How to evaluate and execute business strategies.
- Leading practices in strategic valuation and practical methods for driving valuations from strategic analysis by using the state-of-the-art tools of investment banks and research analysts.
- How to use strategy and valuation frameworks in real time to study and understand the performance of innovative high-performing companies.

Career Outlook

This concentration will prepare students for careers in all areas of corporate management, management consulting, investment banking, equity research, as well as prepare entrepreneurs. Graduates of the program have advanced to upper level management positions in many different industries.

<table>
<thead>
<tr>
<th>Core Requirements (varies with admission term and prior coursework)</th>
<th>24-48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Requirements (varies with admission term)</td>
<td>24-36 hours</td>
</tr>
<tr>
<td>Total hours required</td>
<td>48-72 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.
MBA Core Requirements

Course Requirements for the MBA Program

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.
If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

**Concentration Requirements**

**Course Requirements**

The SEV concentration is comprised of three advanced courses, focused on practical application:

- SEV 611 RETURN DRIVEN STRATEGY
- SEV 621 STRATEGY EXECUTION
- SEV 641 STRATEGIC VALUATION

**Supply Chain Management (MS)**

In DePaul’s MS in Supply Chain Management degree program, you will gain the leadership and technical skills necessary to manage supply chains. The program will provide you with a broad-based knowledge of sourcing, procurement, transportation, warehousing, production and distribution. You will have the flexibility to choose a focus, such as operations management, marketing, strategy, or risk and decision making involving supply chains. Professionals in the supply chain industry who aspire to leadership roles will especially benefit from this degree.

**Highlights**

In this degree program, you will learn to:

- Critically evaluate supply chain design and potential improvements.
- Use qualitative and quantitative techniques to model complex supply chain phenomena.
- Deliver meaningful analyses and solutions that can be understood easily by a variety of audiences.
- Recognize global practices and identify regional differences, as well as understand the interconnectedness and interdependencies of global supply chain management.
- Make socially conscious supply chain decisions that consider the global availability of resources.

The program also leverages its location in Chicago, a major transportation and distribution hub, and the business school’s connections to supply chain management organizations to provide students with practical learning experiences and career connections.

**Career Outlook**

Graduates of the MS in Supply Chain Management will be on the career track for positions that include operations manager, purchasing manager, transportation manager, transportation planner, storage and distribution manager, purchasing agent, logistician, logistics analyst and risk management specialists, among others. Supply chain manager is listed by the Department of Labor as a "Bright Outlook" occupation that is expected to grow rapidly in the next several years, will need large numbers of new job openings, or are new
Degree Requirements

Course Requirements

The MS in Supply and Chain Management (MSSCM) program requires 13 courses by taking ten core courses and three elective courses in addition to the program prerequisite. Students without prior coursework in calculus and statistics must complete GSB 420 prior to registering for MGT 502.

Core Courses (10 required courses)

- MGT 501 STRATEGIC SUPPLY CHAIN MANAGEMENT
- MGT 502 OPERATIONS MANAGEMENT
- MGT 507 GLOBAL SOURCING AND PROCUREMENT
- MGT 509 PRODUCTION AND INVENTORY MANAGEMENT
- MGT 511 TRANSPORTATION AND LOGISTICS
- MGT 516 SUPPLY CHAIN AND TECHNOLOGIES SEMINAR (2 cr. hrs)
- MGT 517 EMERGING ISSUES IN SUPPLY CHAIN MANAGEMENT SEMINAR (2 cr. hrs)
- MGT 545 MANAGING SERVICE OPERATIONS
- MGT 563 NEGOTIATION SKILLS
- MGT 598 PROJECT MANAGEMENT

Elective Requirements (3 courses)

- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 506 DECISION MAKING FOR MANAGERS
- MGT 508 QUALITY MANAGEMENT SYSTEMS
- MGT 515 SUSTAINABLE MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MGT 556 ETHICS AND LEADERSHIP: STREETS OF CHICAGO
- MGT 557 INTERNATIONAL MANAGEMENT
- MGT 798 SPECIAL TOPICS: Management of Humanitarian Supply Chains
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 511 BUSINESS AND ECONOMIC FORECASTING
- ECO 525 STRATEGIC DECISION MAKING AND GAME THEORY
- ECO 555 ECONOMICS FOR DECISION-MAKING
- ECO 558 INTERNATIONAL MACROECONOMICS
- FIN 555 FINANCIAL MANAGEMENT
- FIN 562 RISK MANAGEMENT
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 550 BUSINESS TO BUSINESS MARKETING
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MKT 559 EMERGING MARKETS

Degree Requirements

- Satisfactory completion of the college residency requirements.
- Satisfactory completion of the ten required courses and three elective courses.
- All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written approval of the director of the program or the Kellstadt Graduate School of Business.
Sustainable Management (MBA)

The Sustainable Management MBA concentration will prepare you to be a strategic manager of human, social, financial and natural resources in an organizational setting. In this program, you will gain a strategic, values-driven decision-making framework for developing economically viable and socially just business ventures within a finite ecology. The concentration also will position you for professional opportunities created by the growing demand for sustainable products and services. The multidisciplinary curriculum encompasses management, economics, environmental science, communications and finance courses.

Highlights

In this concentration, you will learn innovative skills and approaches to:

- Assess, challenge and re-frame traditional management practices through the lens of sustainability.
- Understand the impact organizations have on the social and ecological environment.
- Engage multiple stakeholder perspectives when addressing complex systems and problems.
- Analyze the values and assumptions for the use of natural, financial, social and human resources that are required to produce and deliver goods and services.
- Account, connect and measure the economic, social and environmental impacts of organizational decisions.
- Be able to persuasively communicate the benefits of sustainable goods and services.

Career Outlook

This MBA concentration will put you on the career track for positions that include chief sustainability officer, director of corporate responsibility, industrial production manager, distribution manager and transportation manager. The U.S. Bureau of Labor projects growing professional opportunities for sustainability managers in a wide range of sectors, from services—including finance and health care—to manufacturing and construction.

<table>
<thead>
<tr>
<th>Core Requirements (varies with admission term and prior coursework)</th>
<th>24-48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Requirements (varies with admission term)</td>
<td>24-36 hours</td>
</tr>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>48-72 hours</strong></td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Use analytical and problem-solving skills in decision making.
- Be knowledgeable about the differences among global economies, institutions, and cultures and understand the implications these have on global management.
- Recognize and analyze ethical and legal problems within applied business situations, choose a resolution, and justify that ethical choice.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Acquire broad-based knowledge and skills necessary to fulfill their professional goals.
MBA Core Requirements

Course Requirements for the MBA Program

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

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

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation, and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Course Requirements for the Full-time Cohort MBA and Weekend Cohort MBA Programs

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (selected by the Graduate Programs Committee)

Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.
If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Concentration Requirements

Course Requirements

To complete the Sustainable Management concentration, students must take three courses.

- MGT 515 SUSTAINABLE MANAGEMENT
- Choose two from the following:
  - CMNS 535 ENVIRONMENTAL RHETORIC AND POLITICS
  - ECO 798 SPECIAL TOPICS: Ecological Economics
  - ENV 506 EARTH RESOURCES AND HUMAN SOCIETY
  - FIN 559 SUSTAINABLE VALUE CREATION
  - GSB 595 DEVELOPING SUSTAINABLE STRATEGIES: PRACTICUM
  - MGT 595 SOCIAL ENTERPRISE

Sustainable Management (MS)

The Master of Science (MS) in Sustainable Management program combines courses from the College of Science and Health, College of Communication and Kellstadt Graduate School of Business, providing you with a broad base of knowledge and skills for implementing sustainable strategies in today's marketplace.

The program is designed for students with bachelor's degrees, or students who have earned or are earning MBAs.

Highlights

DePaul’s MS in Sustainable Management program has a unique curriculum that will enable you to develop:

- The ability to assess, challenge and reframe traditional practices of management.
- Decision-making abilities based on organizational strategies.
- Analytical skills focusing on how societies and organizations value resources required to deliver goods and services.
- Technical skills to analyze and measure the economic, social and environmental impacts of organizational decisions.

Career Outlook

The U.S. Bureau of Labor projects growing professional opportunities for sustainability managers in a wide range of sectors, from services—including finance and health care—to manufacturing and construction.
Learning Outcomes

Students will be able to:

- Recognize and evaluate assumptions, major alternative points of view and related theories, principles, and ideas relevant to the question, issue, and/or problem.
- Acquire both knowledge and skills that are broad, deep, and necessary to fulfill their professional goals.
- Effectively contribute to the performance of a group as the group addresses practical business situations, and assume a leadership role as appropriate.
- Produce a coherent written statement and oral presentation of the analysis of a complex business issue.
- Be knowledgeable about the differences among global economies, institutions, and cultures and will understand the implications these have on global management.

Degree Requirements

Course Requirements

To complete the Master of Science in Sustainable Management students must complete a total of 12 courses. Six courses are required core courses, three are selected from the list of business foundation electives and three are selected from the list of interdisciplinary electives.

**Required Core Courses (6 courses)**

- ACC 500 FINANCIAL ACCOUNTING
- ENV 506 EARTH RESOURCES AND HUMAN SOCIETY
- FIN 559 SUSTAINABLE VALUE CREATION
- GSB 595 DEVELOPING SUSTAINABLE STRATEGIES: PRACTICUM
- MGT 515 SUSTAINABLE MANAGEMENT
- MKT 798 SPECIAL TOPICS: Green Marketing

**Business Foundation Electives (3 courses)**

- ECO 509 BUSINESS CONDITIONS ANALYSIS
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 508 QUALITY MANAGEMENT SYSTEMS
- MGT 535 CHANGE MANAGEMENT AND CONSULTING
- MGT 556 ETHICS AND LEADERSHIP: STREETS OF CHICAGO
- MGT 595 SOCIAL ENTERPRISE
- MKT 559 EMERGING MARKETS

**Interdisciplinary Electives (3 courses)**

- CMNS 535 ENVIRONMENTAL RHETORIC AND POLITICS
- ECO 423 ENVIRONMENTAL ECONOMICS AND PUBLIC POLICY
- ECO 424 MICROECONOMIC THEORY
- ECO 425 PUBLIC ECONOMICS
- GEO 441 GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
- GSB 650 RELIGIOUS ETHICS AND ECONOMICS
Degree Requirements

1. Satisfactory completion of the college residency requirement.
2. Satisfactory completion of the 12 required courses, or their substitutes as approved by the Chair of the Management Department.
3. All courses for credit toward the degree must be completed within six calendar years after the candidate’s first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree.

Sustainable Urban Development (MA)

Chicago faces many questions about its urban future:

- How can urban communities be made more sustainable?
- What should the city do with its old industrial sites?
- Can Chicago’s transportation networks modernize?
- Where should the city invest its economic development dollars?
- What is the role for community organizations in these debates?

These questions are at the center of the Master of Arts in Sustainable Urban Development (MASUD). With classes in Chicago’s Loop and Lincoln Park campuses, this 13-course (52 credit hour) interdisciplinary graduate program integrates academics with practical learning. Instructors draw on the city’s resources and incorporate expert guest speakers, site visits, and industry-standard Geographic Information Systems (GIS) digital mapping and spatial analysis technology. A genuinely interdisciplinary program that incorporates perspectives from fields such as Urban Planning, Public Policy, Geography, Sociology, Public Service Management, Environmental Studies and Real Estate, the MASUD introduces students to sustainable urban development policy, data collection and analysis, planning processes, strategies for implementation, modes of communication, and evaluation mechanisms. The first year of study provides a theoretical background as well as an introduction to the technologies used in urban development and planning. The second year of the curriculum is dedicated to teaching advanced courses and completing a required internship and a capstone/portfolio component.

The MA in Sustainable Urban Development may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Sustainable Urban Development + Community Development Certificate
- Sustainable Urban Development + Global Health Certificate
- Sustainable Urban Development + Metro Planning and Development Certificate
- Sustainable Urban Development + Public Health Certificate
- Sustainable Urban Development + Social Research Certificate

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>52 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>52 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will be able to:

- Identify and describe the practical and theoretical links between sustainable urban development and issues of economic development, community development, social justice and the environment.
- Define and discuss interdisciplinary perspectives from subject areas including, but not limited to, geography, sociology, public policy studies, anthropology, and urban planning.
- Practice and apply critical insights associated with local urban development issues.
- Articulate details about strategies being used to transform U.S. urban areas to make them more environmentally, economically and socially sustainable.
- Define and describe contemporary urban issues and debates by citing and critiquing contemporary scholars and through employing either qualitative or quantitative methodologies.
- Formulate a cogent research question about the character of an urban, socio-cultural, or environment-society phenomenon and express that question in the form of a research plan or proposal.
- Identify, collect and assess data from either primary (including field work), or secondary sources.
- Articulate and present publicly an assessment of critical social, environmental and economic issues facing contemporary U.S. cities.
- Explain and analyze the structure of urban processes through case study analysis.
- Recognize the significant urban challenges posed by problems relating to brownfields, land use, neighborhood decline, and transportation, and offer solutions drawing on literature and/or primary data collection.
- Use with competence geographical information systems and/or other technology to assess and analyze sustainable urban development and design.
- Exhibit a range of practical and communication skills, including but not limited to:
  - Conducting independent research and writing.
  - Conducting research and writing as part of a team.
  - Conducting research and analysis for a community client or other third party.
  - Engaging in critical and analytical thinking.
  - Creating and delivering a presentation.
  - Writing a 10-page research paper or compiling a scholarly poster.

Degree Requirements

Course Requirements

Students complete 13 courses (52 credit hours).

Required Core (6 courses)

- SUD 401 SUSTAINABLE URBAN DEVELOPMENT I: PLANNING, POLICY & COMMUNITY DEVELOPMENT
- SUD 402 SUSTAINABLE URBAN DEVELOPMENT II: GREEN INFRASTRUCTURE & THE ENVIRONMENT
- SUD 403 BROWNFIELDS REDEVELOPMENT: PRACTICE AND IMPLEMENTATION
- SUD 404 URBAN DESIGN LABORATORY
- SUD 501 PROFESSIONAL INTERNSHIP
- SUD 502 CAPSTONE - PROFESSIONAL PORTFOLIO

Interdisciplinary Requirements (5 courses)

- GEO 441 GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
- GEO 442 GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT
- MPS 541 ECONOMIC FOUNDATIONS OF PUBLIC SERVICE
- MPS 571 METROPOLITAN PLANNING
  or MPS 573 URBAN AND COMMUNITY DEVELOPMENT
- SOC 402 STATISTICS FOR THE SOCIAL SCIENCES
Electives (select 2 courses)

- ENV 506 EARTH RESOURCES AND HUMAN SOCIETY
- MLS 404 THE CITY
- MPH 503 INTRODUCTION TO ENVIRONMENTAL HEALTH
- MPS 511 SUSTAINABLE INTERNATIONAL DEVELOPMENT
- MPS 526 LOCAL GOVERNMENT ADMINISTRATION
- MPS 572 URBAN POVERTY SEMINAR
- MPS 573 URBAN AND COMMUNITY DEVELOPMENT (if not taken as an Interdisciplinary Requirement)
- RE 798 SPECIAL TOPICS: Sustainability & the Built Environment
- RE 525 PROJECT MANAGEMENT: DESIGN AND CONSTRUCTION
- SOC 412 DATA ANALYSIS
- SOC 426 URBAN DEVELOPMENT POLICIES
- SUD 490 SPECIAL TOPICS
- SUD 499 INDEPENDENT STUDY

Other courses may be taken as electives, with advisor approval.

Non-Credit Courses

- SUD 600 CANDIDACY CONTINUATION
- SUD 601 CANDIDACY MAINTENANCE

Taxation (MS)

DePaul’s highly ranked Master of Science (MS) in Taxation is a rigorous program that prepares working professionals to excel in the field of taxation. In this program, you will develop a detailed understanding and base of knowledge regarding tax statutes, tax regulations and the Internal Revenue Code.

The MS in Taxation program is designed for working professionals with bachelor’s degrees who are dedicated to learning the complexities of the field of taxation. Students who have earned or are earning MBAs also may be admitted to the program.

The program is offered in the traditional classroom format and in a flexible and convenient online format. The Master of Science in Accountancy Online offers the same high-quality instruction, outstanding faculty and content-rich curriculum as its on-campus counterpart, but with more flexibility. Students may take some or all of their classes online to complete this degree.

Highlights

The MS in Taxation program is taught by faculty members with academic and professional expertise, bringing a mixture of technical and real-world knowledge into the classroom. Core courses in the program cover:

- Current problems in taxation
- Federal income tax procedures
- Tax accounting, periods and methods
- Tax research
- Taxation of corporations and shareholders

Most students complete the program within two to three years, and often do not take courses during busy periods such as the winter tax season.

Career Outlook

Alumni of our taxation program continue to achieve some of the highest advancement opportunities and are consistently recruited by some of the city’s major firms and organizations.

Introductory Courses (varies with prior coursework) 0-12 hours
Learning Outcomes

Students will be able to:

- Exhibit sophisticated knowledge related to tax accounting rules and regulations and analyze and resolve tax problems.
- Identify, define, and resolve tax issues through their understanding, knowledge, and application of research methods and databases.
- Recognize and apply relevant ethical standards as required in tax practice.
- Write and deliver skillful tax communications.
- Demonstrate an understanding of tax issues from an international perspective.

Degree Requirements

Course Requirements

Students complete the MS in Taxation degree by completing a minimum of 45 credits, normally 12 courses. Six courses (22 - 24 credits*) are required. Of the remaining credits, a maximum of 16 credits may be electives selected from any subject area within the Kellstadt Graduate School of Business, with exceptions and restrictions as noted below.

Prerequisite Courses

Students are expected to have completed ACC 500 FINANCIAL ACCOUNTING, ACC 548 TAX TREATMENT OF INDIVIDUALS AND PROPERTY TRANSACTIONS, and ACC 551 TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS, or their equivalents, prior to enrollment in courses in taxation.

Required Courses

The following six courses are required (22 - 24 credits*):

- ACC 558 TAX RESEARCH
- ACC 560 TAXATION OF CORPORATIONS AND SHAREHOLDERS
- ACC 565 TAX ACCOUNTING, PERIODS, AND METHODS
- ACC 566 FEDERAL INCOME TAX PROCEDURES
- ACC 598 SEMINAR ON CURRENT PROBLEMS IN TAXATION
- One international tax course to be chosen from:
  - ACC 567 INTERNATIONAL ASPECTS OF U.S. TAXATION
  - ACC 582 ADVANCED CONCEPTS IN INTERNATIONAL TAXATION
  - ACC 798 SPECIAL TOPICS: Expatriate Taxation
  - ACC 798 SPECIAL TOPICS: Comparative Tax Systems
  - ACC 798 SPECIAL TOPICS: Fundamentals of Transfer Pricing

Choose tax electives from among the following (normally 2 courses: a minimum of 7 credits*):

- ACC 559 TOPICS IN INDIVIDUAL AND CORPORATE TAXATION
- ACC 561 CORPORATE REORGANIZATIONS
- ACC 562 CONSOLIDATED RETURNS
- ACC 563 PARTNERSHIPS
ACC 564 TRANSACTIONS IN PROPERTY
ACC 567 INTERNATIONAL ASPECTS OF U.S. TAXATION
ACC 568 TAXATION OF CLOSELY HELD CORPORATIONS
ACC 569 CONCEPTS OF DEFERRED COMPENSATION
ACC 570 STATE AND LOCAL INCOME AND FRANCHISE TAXATION
ACC 571 ESTATE AND GIFT TAXATION
ACC 572 CONCEPTS OF STATE PROPERTY AND TRANSACTION TAXATION
ACC 573 INCOME TAXATION OF ESTATES, TRUSTS AND DECEDEANTS
ACC 574 ESTATE PLANNING
ACC 576 FEDERAL TAX VALUATION
ACC 580 ACCOUNTING FOR INCOME TAXES
ACC 581 TAXATION OF REAL ESTATE
ACC 582 ADVANCED CONCEPTS IN INTERNATIONAL TAXATION
ACC 591 TAX EXEMPT ORGANIZATIONS
ACC 592 OVERVIEW OF FEDERAL INCOME TAX FOR INDIVIDUALS
ACC 593 OVERVIEW OF TRANSFER PLANNING FOR WEALTH MANAGEMENT
ACC 594 MULTIGENERATIONAL ADVANCED PLANNING STRUCTURES
ACC 798 SPECIAL TOPICS IN TAXATION

Open Electives (normally 4 courses: a maximum of 16 credits*)

Choose open electives from the list above or in accordance with the statement on open electives found above and blow. May include non-tax courses only with the approval of the faculty program director, and may not include ACC 500, ACC 505, ACC 541, ACC 542, ACC 543, ACC 545, ACC 547, ACC 548, ACC 550, ACC 551, ACC 552, ACC 554, ACC 555, ACC 584, ACC 690, BLW 500, ECO 500, ECO 502, ECO 509, FIN 455, MGT 500, MGT 502, MGT 504, or MGT 529. This is a partial list of excluded courses. Students should meet with the faculty program director prior to selecting non-tax electives in order to avoid loss of credit.

*Please note more than 45 credits may be necessary depending on your choice of tax and open electives.

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of 45 credit hours applicable to the degree.
- Satisfactory completion of at least eight taxation courses and a minimum of 29 credit hours in taxation.
- All courses for credit toward the degree must be completed with satisfactory grades within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written permission of the faculty program director or the Kellstadt Graduate School of Business.

Secondary Education Biology (MED)

The TEACH Program combines a College of Science and Health (CSH) undergraduate Biology major or some other disciplinary major with a graduate level College of Education (COE) Master’s in Education Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a State of Illinois Secondary Biology Certification.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Master's level coursework builds on students’ undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students’ fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Master's level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content.
content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

**Licensure**

Illinois Professional Educator License with endorsement in Secondary Education Science-Biology (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Total hours required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Structure and interpret the central concepts and principles understood through:
  - Biology including molecular and cellular sciences, organisms and ecosystems.
  - Chemistry and physics, including matter, energy, force and motion.
  - Earth/space science; including the earth and the universe.
- Demonstrate in-depth knowledge of the concepts and principles understood through the science discipline of specialization (biology, chemistry, environmental science, physics).
- Understand the major unifying concepts of all sciences (systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; form and function).
  - Relate these concepts to other disciplines, particularly mathematics and the social sciences.
- Define the values, beliefs and assumptions inherent to the creation of scientific knowledge within the scientific community.
  - Contrast science to other ways of knowing.
  - Understand the characteristics distinguishing basic science, applied science, and technology.
  - Understand the processes and conventions of science as a professional activity.
  - Understand the standards defining acceptable evidence and scientific explanation.
- Engage students effectively in science inquiry (e.g., questioning and formulating solvable problems;
reflecting on, and constructing, knowledge from data; collaborating and exchanging information while seeking solutions; and developing concepts and relationships from empirical experience).

- Facilitate understanding of the role inquiry plays in the development of scientific knowledge.

- Relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding (e.g., relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values; and the relevance and importance of science to the personal lives of students).

- Understand the concepts, principles, and practices of technological design.

- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.

- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

- Create a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and learning.
  - Apply appropriate pedagogical skills to science teaching.
    - Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.

- Develop and apply a coherent, focused science curriculum (an extended framework of goals, plans, materials, and resources for instruction and the instructional context, both in and out of school, within which pedagogy is embedded) that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.

- Relate science teaching and learning to the needs and values of the community; and use human and institutional resources in the community (i.e., social and community support network and involvement of people and institutions from the community) to advance the education of their students in science.

- Use a variety of contemporary assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science (e.g., alignment of goals, instruction and outcomes; measurement and evaluation of student learning in a variety of dimensions and the use of outcome data to guide and change instruction).

- Design and manage safe and supportive learning environments (e.g., physical spaces within which learning occurs; psychological and social environment of the student engaged in learning science; treatment and ethical use of living organisms; and safety in all areas related to science instruction) that reflect high expectations for the success of all students.

- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

- Learn about and use technology, as appropriate for the discipline.

- Understand and use technology to enhance his/her teaching.

- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.

- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.

- Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).

- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.

- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

- Be a reflective practitioner who continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

- Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.
Admission Information

Criteria for admission to the TEACH Program

During Junior year

- Junior standing (88 or more credit hours)
- Declared, relevant CSH major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall GPA of 3.0

Application process

- Submit a completed COE application form
- Submit DePaul University unofficial transcripts
- Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
- Submit a 750-word essay on teaching interests and goals

A subcommittee of the Program’s Coordinating Committee with expertise in the student’s undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Master’s level coursework.

Criteria for admission to 5th year Master’s year

Upon completion of undergraduate major program

- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 GPA

College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
• Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
• Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
• Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
• Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
• Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
• Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
• Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
• Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
• Balances self-confidence and assertiveness with respect for others' perspectives
• Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

• Maintain a DePaul Graduate 3.00 GPA
• Pass the Illinois Test of Academic Proficiency (TAP)
• Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they
do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**
- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**
- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

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

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

After you submit the application, you cannot register for any term after the one selected in the application.
Application deadlines are as follows:

Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer Quarter - July 15th

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

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

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

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

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University’s College of Education.

**Degree Requirements**

**Course Requirements**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically
these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Master’s Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

All coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- Ecology
- Cell Biology
- Physiology
- Genetics
- Biology Elective
- Biology Elective
- Biology Elective
- Biology Elective (with lab)
- Biology Elective (with lab)
- College Algebra or Calculus I
- Trigonometry or Calculus II
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II
- General Physics III

**Junior Year Coursework : 4 undergraduate quarter hours required**

- TCH 320 EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills undergraduate Junior Year Experiential Course requirement)

**Senior Year Coursework : 4 quarter hours required**

- TCH 390 CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)

**Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.**

- TCH 401 TEACHING AS A PROFESSION IN SECONDARY SCHOOL
- TCH 414 THE NATURE OF SCIENCE
- TCH 424 INQUIRY & APPLICATION IN DEVELOPING SECONDARY SCIENCE PEDAGOGY

**5th Year Master’s Year Coursework, excluding Student Teaching : 32 graduate quarter hours required, grade of C or better required.**

- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- TCH 454 RESEARCH METHODS & DISCIPLINARY INQUIRY: SCIENCE (Taken in conjunction with TCH 484)
- TCH 474 TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
- TCH 484 TEACHING THE SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM

**Student Teaching: 8 graduate quarter hours required.**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

- TCH 590 STUDENT TEACHING (6 credit hours, grade of B- or better required)
- TCH 591 STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)
Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Biology students must complete the following tests:

- **Test of Academic Proficiency (TAP) (test #400)** - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- **Science: Biology Content Area Test (test #105)** – assesses knowledge of biological and physical science. Test is required before Student Teaching (deadlines apply)
- **Assessment of Professional Teaching (APT)** – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- **EdTPA** - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Secondary Education Chemistry (MED)

The TEACH Program combines a College of Science and Health (CSH) undergraduate Chemistry major or some other disciplinary major with a graduate level College of Education (COE) Master’s in Education Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a Professional Educator License and chemistry endorsement in the State of Illinois.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Master’s level coursework builds on students’ undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students’ fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Master’s level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with
coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

**Licensure**

Illinois Professional Educator License with endorsement in Secondary Education Science-Chemistry (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>40 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>40 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Structure and interpret the central concepts and principles understood through:
  - Biology including molecular and cellular sciences, organisms and ecosystems.
  - Chemistry and physics, including matter, energy, force and motion.
  - Earth/space science; including the earth and the universe.
- Demonstrate in-depth knowledge of the concepts and principles understood through the science discipline of specialization (biology, chemistry, environmental science, physics).
- Understand the major unifying concepts of all sciences (systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; form and function).
  - Relate these concepts to other disciplines, particularly mathematics and the social sciences.
- Define the values, beliefs and assumptions inherent to the creation of scientific knowledge within the scientific community.
  - Contrast science to other ways of knowing.
  - Understand the characteristics distinguishing basic science, applied science, and technology.
  - Understand the processes and conventions of science as a professional activity.
  - Understand the standards defining acceptable evidence and scientific explanation.
- Engage students effectively in science inquiry (e.g., questioning and formulating solvable problems; reflecting on, and constructing, knowledge from data; collaborating and exchanging information while seeking solutions; and developing concepts and relationships from empirical experience).
  - Facilitate understanding of the role inquiry plays in the development of scientific knowledge.
- Relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding (e.g., relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values; and the relevance and importance of science to the personal lives of students).
- Understand the concepts, principles, and practices of technological design.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Create a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and learning.

- Apply appropriate pedagogical skills to science teaching.
  - Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.

Develop and apply a coherent, focused science curriculum (an extended framework of goals, plans, materials, and resources for instruction and the instructional context, both in and out of school, within which pedagogy is embedded) that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.

Relate science teaching and learning to the needs and values of the community; and use human and institutional resources in the community (i.e., social and community support network and involvement of people and institutions from the community) to advance the education of their students in science.

Use a variety of contemporary assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science (e.g., alignment of goals, instruction and outcomes; measurement and evaluation of student learning in a variety of dimensions and the use of outcome data to guide and change instruction).

Create a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and learning.

Create a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and learning.

Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.

Design and manage safe and supportive learning environments (e.g., physical spaces within which learning of science occurs; psychological and social environment of the student engaged in learning science; treatment and ethical use of living organisms; and safety in all areas related to science instruction) that reflect high expectations for the success of all students.

Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

Learn about and use technology, as appropriate for the discipline.

Understand and use technology to enhance his/her teaching.

Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.

Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.

Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).

Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.

Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Be a reflective practitioner who continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

---

**Admission Information**

**Criteria for admission to the TEACH Program**

**During Junior Year**

- Junior standing (88 or more credit hours)
- Declared, relevant CSH major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall gpa of 3.0

**Application process**
Submit a completed COE application form
Submit DePaul University unofficial transcripts
Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
Submit a 750-word essay on teaching interests and goals

A subcommittee of the Program's Coordinating Committee with expertise in the student's undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Master's level coursework.

Criteria for admission to 5th year Master’s year

Upon completion of undergraduate major program

- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 GPA

College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
Balances self-confidence and assertiveness with respect for others’ perspectives
Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses.

Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements
Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

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

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

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

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

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

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

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

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment (“edTPA”), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University’s College of Education.

---

**Degree Requirements**

**Course Requirements**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Master’s Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

**Content Area Requirements for Secondary Chemistry Education:**

All coursework in the content area must earn a grade of C or better.

- General Chemistry I
- General Chemistry II
- General Chemistry III
- Organic Chemistry I
- Organic Chemistry II
- Analytical Chemistry
- Physical Chemistry I
- Physical Chemistry II
Choose three of the following Chemistry courses: 12 quarter hours

- Organic Chemistry III
- Air Chemistry
- Solid Waste Chemistry
- Physical Chemistry III
- Intermediate Inorganic Chemistry
- Intermediate Organic Chemistry
- Biochemistry I
- Biochemistry II
- Biochemistry III
- Nuclear Chemistry
- Biophysical Chemistry
- Medicinal Chemistry
- Drugs and Toxicology
- Nutrition
- Applied Spectroscopy

**Junior Year Coursework : 4 undergraduate quarter hours required**

- TCH 320 EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills undergraduate Junior Year Experiential Course requirement)

**Senior Year Coursework : 4 quarter hours required**

- TCH 390 CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)

**Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.**

- TCH 401 TEACHING AS A PROFESSION IN SECONDARY SCHOOL
- TCH 414 THE NATURE OF SCIENCE
- TCH 424 INQUIRY & APPLICATION IN DEVELOPING SECONDARY SCIENCE PEDAGOGY

**5th Year Master's Year Coursework, excluding Student Teaching : 32 graduate quarter hours required, grade of C or better required.**

- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- TCH 454 RESEARCH METHODS & DISCIPLINARY INQUIRY: SCIENCE (Taken in conjunction with TCH 484)
- TCH 474 TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
- TCH 484 TEACHING THE SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM

**Student Teaching : 8 graduate quarter hours required.**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

- TCH 590 STUDENT TEACHING (6 credit hours, grade of B- or better required)
- TCH 591 STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)
Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Chemistry students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Science: Chemistry Content Area Test (test #106) – assesses knowledge of both geological and chemical science as well as general biological and physical sciences. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Secondary Education English (MED)

The TEACH Program combines a College of Liberal Arts and Social Sciences (LAS) undergraduate English major or some other disciplinary major with a graduate level College of Education (COE) Master’s in Education Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a Professional Educator License and English endorsement in the State of Illinois.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Master’s level coursework builds on students’ undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students’ fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Master’s level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.
Licensure

Illinois Professional Educator License with endorsement in Secondary Education English (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>40 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>40 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction of:
  - The English language.
  - The practices of oral, visual, and written literacy.
  - The communication processes and the importance of effective communication including adapting communication to the listener(s), situation and/or setting.
  - Communication in relation to ethical issues, including issues of diversity.
  - Listening skills and identification and management of barriers to listening.
  - Evaluation of oral messages, uses of oral messages, and management of anxiety.
  - Reading processes.
  - Different composing processes.
  - An extensive range of literature.
  - The range and influence of print and nonprint media and technology in contemporary culture.
- Demonstrate knowledge of an extensive range of literature.
- Demonstrate knowledge of research theory and findings in English language arts.
- Adopt and strengthen professional attitudes needed by English language arts teachers.
- Understand:
  - How children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
  - How students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
  - Individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
  - Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
  - Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the social sciences.
  - Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
  - Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
  - Learn about and use technology, as appropriate to the discipline.
- Understand and use technology to enhance his/her teaching.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally.
- Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

**Admission Information**

**Criteria for admission to the TEACH Program**

**During Junior Year**

- Junior standing (88 or more credit hours)
- Declared, relevant LAS major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall gpa of 3.0

**Application process**

- Submit a completed COE application form
- Submit DePaul University unofficial transcripts
- Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
- Submit a 750-word essay on teaching interests and goals

A subcommittee of the Program’s Coordinating Committee with expertise in the student’s undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Master’s level coursework.

**Criteria for admission to 5th year Master’s year**

**Upon completion of undergraduate major program**

- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 GPA
College Requirements

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing
Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests
All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences
Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
Academic requirements are due one quarter before expected quarter of student teaching.
Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

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

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

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

Application deadlines are as follows:

- **Fall Quarter** - October 1st
- **Winter Quarter** - January 15th
- **Spring Quarter** - February 1st
- **Summer Quarter** - July 15th

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

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

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

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

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For
Degree Requirements

Course Requirements

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the LAS undergraduate degree program. Prior to admission to the 5th Year Master's Year, students must meet with their LAS academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

Content Area Requirements for Secondary English Education

All coursework in the content area must earn a grade of C or better, and a minimum of 18 quarter hours must be coursework at an undergraduate upper level or graduate level.

- Introduction to Literature course
- Reading Poetry course
- Shakespeare course
- Literary Research and Writing/Reading Prose course
- Linguistics/Grammar/History of the English Language course
- 3 British Literature courses
- Romanticism in American Literature course
- 2 American Literature courses
- 2 300-level Literature elective courses

Junior Year Coursework: 4 undergraduate quarter hours required

- TCH 320 EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills undergraduate Junior Year Experiential Course requirement)

Senior Year Coursework: 4 quarter hours required

- TCH 390 CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

- TCH 401 TEACHING AS A PROFESSION IN SECONDARY SCHOOL
- TCH 411 THE NATURE OF ENGLISH
- TCH 421 INQUIRY & APPLICATION IN DEVELOPING SECONDARY ENGLISH PEDAGOGY

5th Year Master’s Year Coursework, excluding Student Teaching: 32 graduate quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
Student Teaching: 8 graduate quarter hours required.

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

- TCH 590 STUDENT TEACHING (6 credit hours, grade of B- or better required)
- TCH 591 STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education English students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- English Language Arts Content Area Test (test #111) – assesses reading, writing and research, speaking and listening, and literature. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Secondary Education Environmental Science (MED)

The TEACH Program combines a College of Science and Health (CSH) undergraduate Environmental Science major or some other disciplinary major with a graduate level College of Education (COE) Master’s in Education Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a Professional Educator License and environmental science endorsement in the State of Illinois.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.
The 5th-year Master's level coursework builds on students' undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Master's level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

**Licensure**

Illinois Professional Educator License with endorsement in Secondary Education Science-Environmental Science (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Total hours required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Structure and interpret the central concepts and principles understood through:
  - Biology including molecular and cellular sciences, organisms and ecosystems.
  - Chemistry and physics, including matter, energy, force and motion.
  - Earth/space science; including the earth and the universe.
- Demonstrate in-depth knowledge of the concepts and principles understood through the science discipline of specialization (biology, chemistry, environmental science, physics).
- Understand the major unifying concepts of all sciences (systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; form and function).
  - Relate these concepts to other disciplines, particularly mathematics and the social sciences.
- Define the values, beliefs and assumptions inherent to the creation of scientific knowledge within the scientific community.
Contrast science to other ways of knowing.
Understand the characteristics distinguishing basic science, applied science, and technology.
Understand the processes and conventions of science as a professional activity.
Understand the standards defining acceptable evidence and scientific explanation.

- Engage students effectively in science inquiry (e.g., questioning and formulating solvable problems; reflecting on, and constructing, knowledge from data; collaborating and exchanging information while seeking solutions; and developing concepts and relationships from empirical experience).
- Facilitate understanding of the role inquiry plays in the development of scientific knowledge.
- Relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding (e.g., relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values; and the relevance and importance of science to the personal lives of students).
- Understand the concepts, principles, and practices of technological design.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Create a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and learning.
  - Apply appropriate pedagogical skills to science teaching.
    - Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Develop and apply a coherent, focused science curriculum (an extended framework of goals, plans, materials, and resources for instruction and the instructional context, both in and out of school, within which pedagogy is embedded) that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.
- Relate science teaching and learning to the needs and values of the community; and use human and institutional resources in the community (i.e., social and community support network and involvement of people and institutions from the community) to advance the education of their students in science.
- Use a variety of contemporary assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science (e.g., alignment of goals, instruction and outcomes; measurement and evaluation of student learning in a variety of dimensions and the use of outcome data to guide and change instruction).
- Design and manage safe and supportive learning environments (e.g., physical spaces within which learning of science occurs; psychological and social environment of the student engaged in learning science; treatment and ethical use of living organisms; and safety in all areas related to science instruction) that reflect high expectations for the success of all students.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Be a reflective practitioner who continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.
Admission Information

Criteria for admission to the TEACH Program

During Junior Year

- Junior standing (88 or more credit hours)
- Declared, relevant CSH major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall GPA of 3.0

Application process

- Submit a completed COE application form
- Submit DePaul University unofficial transcripts
- Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
- Submit a 750-word essay on teaching interests and goals

A subcommittee of the Program’s Coordinating Committee with expertise in the student’s undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Master’s level coursework.

Criteria for admission to 5th year Master’s year

Upon completion of undergraduate major program

- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 GPA

College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
• Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being

• Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively

• Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner

• Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning

• Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students

• Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development

• Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)

• Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy

• Balances self-confidence and assertiveness with respect for others' perspectives

• Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

• Maintain a DePaul Graduate 3.00 GPA
• Pass the Illinois Test of Academic Proficiency (TAP)
• Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they
do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

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

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

After you submit the application, you cannot register for any term after the one selected in the application.
Application deadlines are as follows:

Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer Quarter - July 15th

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

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

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

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

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment (“edTPA”), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

**Degree Requirements**

**Course Requirements**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically
these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Master’s Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

All coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II
- General Physics III
- Ecology
- Earth System Science
- Human Impacts on the Environment
- Environmental Rhetoric and Politics
- Environmental Data Analysis
- Environmental Science Seminar
- Environmental Impact Analysis

**Junior Year Coursework: 4 undergraduate quarter hours required**

- TCH 320 EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills undergraduate Junior Year Experiential Course requirement)

**Senior Year Coursework : 4 quarter hours required**

- TCH 390 CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)

**Undergraduate/ Graduate Double-Counted Courses: 12 undergraduate/ graduate quarter hours required, grade of C or better required.**

- TCH 401 TEACHING AS A PROFESSION IN SECONDARY SCHOOL
- TCH 414 THE NATURE OF SCIENCE
- TCH 424 INQUIRY & APPLICATION IN DEVELOPING SECONDARY SCIENCE PEDAGOGY

**5th Year Master’s Year Coursework, excluding Student Teaching: 32 graduate quarter hours required, grade of C or better required.**

- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- TCH 454 RESEARCH METHODS & DISCIPLINARY INQUIRY: SCIENCE (Taken in conjunction with TCH 484)
- TCH 474 TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
- TCH 484 TEACHING THE SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM

**Student Teaching: 8 graduate quarter hours required.**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

- TCH 590 STUDENT TEACHING (6 credit hours, grade of B- or better required)
- TCH 591 STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Licensure Tests**
All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Environmental Science students must complete the following tests:

- **Test of Academic Proficiency (TAP) (test #400)** - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- **Science: Environmental Science Content Area Test (test #112)** – assesses knowledge life science, physical science, and the living environment. Test is required before Student Teaching (deadlines apply)
- **Assessment of Professional Teaching (APT)** – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- **EdTPA** - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

**Field Experiences**

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Secondary Education History (MED)**

The TEACH Program combines a College of Liberal Arts and Social Sciences (LAS) undergraduate History major or some other disciplinary major with a graduate level College of Education (COE) Master’s in Education Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a Professional Educator License and history endorsement in the State of Illinois.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Master's level coursework builds on students' undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Master's level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a
minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Licensure

Illinois Professional Educator License with endorsement in Secondary Education Social Science-History (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>40 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>40 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of:
  - Culture and cultural diversity.
  - Time, continuity, and change, including Illinois history.
  - People, places, and environment, including Illinois geography.
  - Individual development and identity.
  - Individuals, groups, and institutions.
  - Power, authority and governance, including Illinois government.
  - Production, distribution, and consumption, including Illinois economics.
  - Science, technology and society.
  - Global connections.
  - Civic ideals and practices, including Illinois civics.
  - The major (history or geography) including Illinois history or geography.
- Understand:
  - How children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
  - How students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
  - Individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the social sciences.
- Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and to use technology, as appropriate to the discipline.
Understand and use technology to enhance his/her teaching.
Know a broad range of literacy techniques and strategies for every aspect of communication
Develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).
Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
Be a reflective practitioner who continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

Admission Information

Criteria for admission to the TEACH Program

During Junior Year

- Junior standing (88 or more credit hours)
- Declared, relevant LAS major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall gpa of 3.0

Application process

- Submit a completed COE application form
- Submit DePaul University unofficial transcripts
- Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
- Submit a 750-word essay on teaching interests and goals

A subcommittee of the Program's Coordinating Committee with expertise in the student's undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Master's level coursework.

Criteria for admission to 5th year Master’s year

Upon completion of undergraduate major program

- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 GPA
College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences
Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
• Academic requirements are due one quarter before expected quarter of student teaching.
• Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

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

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

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

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

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

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

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

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

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For
Degree Requirements

Course Requirements

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the LAS undergraduate degree program. Prior to admission to the 5th Year Master's Year, students must meet with their LAS academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

Content Area Requirements for Secondary History Education

All coursework in the content area must earn a grade of C or better.

- HST 298 INTRODUCTION TO HISTORICAL SOURCES AND METHODS (serves as prerequisite for HST 299)
- HST 299 CRAFT OF HISTORY (serves as prerequisite for upper division History courses)
- 4 US History courses
- 4 Non-US History courses
  *A minimum of four History courses must be at the upper division level (300-level) with at least one of those courses in non-US History.
- Additional licensure requirements (minimum of one course in each discipline required):
  - GEO 101 EARTH'S PHYSICAL LANDSCAPE: LITHOSPHERE, HYDROSHERE, BIOSPHERE
  - ECO 106 PRINCIPLES OF MACROECONOMICS
  - PSC 120 THE AMERICAN POLITICAL SYSTEM
  - SOC 101 INTRODUCTION TO SOCIOLOGY
  - ANT 102 CULTURAL ANTHROPOLOGY
  - PSY 105 INTRODUCTORY PSYCHOLOGY 1

Junior Year Coursework: 4 undergraduate quarter hours required

- TCH 320 EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills undergraduate Junior Year Experiential Course requirement)

Senior Year Coursework: 4 quarter hours required

- TCH 390 CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

- TCH 401 TEACHING AS A PROFESSION IN SECONDARY SCHOOL
- TCH 412 THE NATURE OF HISTORY AND THE SOCIAL SCIENCES
- TCH 422 INQUIRY & APPLICATION IN DEVELOPING SECONDARY HISTORY AND SOCIAL SCIENCES PEDAGOGY

5th Year Master’s Year Coursework, excluding Student Teaching: 32 graduate
quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- TCH 452 RESEARCH METHODS & DISCIPLINARY INQUIRY: HISTORY AND THE SOCIAL SCIENCES (Taken in conjunction with TCH 482)
- TCH 472 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 1
- TCH 482 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM

Student Teaching: 8 graduate quarter hours required.

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

- TCH 590 STUDENT TEACHING (6 credit hours, grade of B- or better required)
- TCH 591 STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. 160; Secondary Education History students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Social Science: History Test (test #114) – assesses core knowledge of history and social science fields. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Secondary Education Mathematics (MED)

The TEACH Program combines a College of Science and Health (CSH) undergraduate Mathematics major or some other disciplinary major with a graduate level College of Education (COE) Master’s in Education Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a Professional Educator License and math endorsement in the State of Illinois.
The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Master's level coursework builds on students' undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Master's level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

**Licensure**

Illinois Professional Educator License with endorsement in Secondary Education Mathematics (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>40 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>40 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Know, understand and apply the process of mathematical problem solving.
- Create reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.
- Communicate own mathematical thinking orally and in writing to peers, faculty and others.
- Recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.
Use varied representations of mathematical ideas to support and deepen students’ mathematical understanding.

Demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and the meaning of operations.

Emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.

Use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.

Demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in techniques and application of calculus.

Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.

Demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.

Apply and use measurement concepts and tools.

Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.

Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Support a positive disposition toward mathematical processes and mathematical learning consistent with reform in mathematics teaching and learning.

Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the social sciences.

Use knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

Learn about and use technology, as appropriate for the discipline.

Understand and use technology to enhance his/her teaching.

Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student’s ability to read, write, speak and listen to his or her potential within the demands of the discipline.

Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.

Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.

Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).

Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.

Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Be a reflective practitioner who evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

Admission Information

Criteria for admission to the TEACH Program

During Junior Year

- Junior standing (88 or more credit hours)
- Declared, relevant CSH major
• Completion of at least 16 credit hours here at DePaul
• Completion of TCH 320 (JYEL course)
• Overall gpa of 3.0

Application process

• Submit a completed COE application form
• Submit DePaul University unofficial transcripts
• Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
• Submit a 750-word essay on teaching interests and goals

A subcommittee of the Program’s Coordinating Committee with expertise in the student’s undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Master’s level coursework.

Criteria for admission to 5th year Master’s year

Upon completion of undergraduate major program

• Completion of undergraduate degree audit
• Completion of TCH sequence and capstone coursework (during Senior Year)
• Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
• Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
• Maintenance of a 3.0 GPA

College Requirements

Dispositions

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

• Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
• Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
• Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
• Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
• Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
• Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
• Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
• Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
• Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
• Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
• Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
• Is committed to collaboration with colleagues, families, and communities in order to promote all students'
learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others’ perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:
- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are
required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

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

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

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

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.
DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

---

**Degree Requirements**

**Course Requirements**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Master’s Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

**Content Area Requirements for Secondary Mathematics Education:**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Calculus I
- Calculus II
- Calculus III
Junior Year Coursework: 4 undergraduate quarter hours required

- TCH 320 EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills undergraduate Junior Year Experiential Course requirement)

Senior Year Coursework: 4 quarter hours required

- TCH 390 CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

- TCH 401 TEACHING AS A PROFESSION IN SECONDARY SCHOOL
- TCH 413 THE NATURE OF MATHEMATICS
- TCH 423 INQUIRY & APPLICATION IN DEVELOPING SECONDARY MATHEMATICS PEDAGOGY

5th Year Master’s Year Coursework, excluding Student Teaching: 32 graduate quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- TCH 453 RESEARCH METHODS & DISCIPLINARY INQUIRY: MATHEMATICS (Taken in conjunction with TCH 483)
- TCH 473 TEACHING MATHEMATICS IN THE HIGH SCHOOL 1
- TCH 483 TEACHING MATHEMATICS IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM

Student Teaching: 8 graduate quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

- TCH 590 STUDENT TEACHING (6 credit hours, grade of B- or better required)
- TCH 591 STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Math students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Mathematics Content Area Test (test #115) – assesses knowledge of processes and applications of mathematics. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery,
assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.

- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Secondary Education Physics (MED)

The TEACH Program combines a College of Science and Health (CSH) undergraduate Physics major or some other disciplinary major with a graduate level College of Education (COE) Master’s in Education Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a Professional Educator License and physics endorsement in the State of Illinois.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Master’s level coursework builds on students’ undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students’ fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Master’s level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Licensure

Illinois Professional Educator License with endorsement in Secondary Education Science-Physics (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>40 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>40 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Know, understand and apply the process of mathematical problem solving.
- Create reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.
- Communicate own mathematical thinking orally and in writing to peers, faculty and others.
- Recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.
- Use varied representations of mathematical ideas to support and deepen students' mathematical understanding.
- Demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and the meaning of operations.
- Emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.
- Use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.
- Demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in techniques and application of calculus.
- Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.
- Demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.
- Apply and use measurement concepts and tools.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Support a positive disposition toward mathematical processes and mathematical learning consistent with reform in mathematics teaching and learning.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the social sciences.
- Use knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student’s ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
• Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
• Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).
• Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
• Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
• Be a reflective practitioner who evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
• Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

Admission Information

Criteria for admission to the TEACH Program

During Junior Year

• Junior standing (88 or more credit hours)
• Declared, relevant CSH major
• Completion of at least 16 credit hours here at DePaul
• Completion of TCH 320 (JYEL course)
• Overall gpa of 3.0

Application process

• Submit a completed COE application form
• Submit DePaul University unofficial transcripts
• Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
• Submit a 750-word essay on teaching interests and goals

A subcommittee of the Program's Coordinating Committee with expertise in the student's undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Master's level coursework.

Criteria for admission to 5th year Master's year

Upon completion of undergraduate major program

• Completion of undergraduate degree audit
• Completion of TCH sequence and capstone coursework (during Senior Year)
• Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
• Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
• Maintenance of a 3.0 GPA
College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences
Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
Degree Conferral and Graduation

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

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

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

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

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

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

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

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

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

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For
Degree Requirements

Course Requirements

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Master’s Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

All coursework in the content area must earn a grade of C or better.

- Physics I
- Physics II
- Physics III
- Physics IV
- Meth of Computational & Theoretical Physics I
- Meth of Computational & Theoretical Physics II
- 5 Physics Electives
- Mechanics
- Calculus I
- Calculus II
- Calculus III
- Multivariable Calculus I
- Multivariable Calculus II
- General Chemistry I
- General Chemistry II
- General Chemistry III

Junior Year Coursework: 4 undergraduate quarter hours required

- TCH 320 EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills undergraduate Junior Year Experiential Course requirement)

Senior Year Coursework: 4 quarter hours required

- TCH 390 CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

- TCH 401 TEACHING AS A PROFESSION IN SECONDARY SCHOOL
- TCH 414 THE NATURE OF SCIENCE
- TCH 424 INQUIRY & APPLICATION IN DEVELOPING SECONDARY SCIENCE PEDAGOGY

5th Year Master’s Year Coursework, excluding Student Teaching: 32 graduate quarter hours required, grade of C or better required.

DePaul University
Student Teaching: 8 graduate quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

- TCH 590 STUDENT TEACHING (6 credit hours, grade of B- or better required)
- TCH 591 STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education History students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Science: Physics Content Area Test (test #116) – assesses knowledge of life and physical science, including Earth systems, technology, and the universe. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Secondary Education Social Science (MED)

The TEACH Program combines a Liberal Arts and Social Sciences (LAS) undergraduate Social Science major (Anthropology, Economics, Geography, Political Science, Psychology, or Sociology) or some other disciplinary major with a graduate level College of Education (COE) Master’s in Education Program. Students graduate with a BA or BS in their LAS disciplinary major and a MEd in Education with a Professional Educator License and social science-history endorsement in the State of Illinois.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted
undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies
and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major
requirements, please refer to the appropriate undergraduate program website.

The 5th-year Master's level coursework builds on students' undergraduate experiences through a series of
integrated courses that include consistent and long-term field experiences culminating in a student-teaching
experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course,
Capstone Course, and Master's level coursework are part of the Department of Teacher Education. This
coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary
content with an understanding of human development; diverse students; middle-school and secondary
education, research on pedagogical content knowledge; the social and cultural contexts of education; and the
development and assessment of content-area curricula. The Program engages teacher candidates in critical
reflection on their teacher development and practice. It fosters engagement in schools through placement of
students in field experiences in schools and community agencies. Upon completion of the TEACH Program,
teacher candidates measure themselves against the values of the COE conceptual framework through the
development of professional portfolios. Values that are part of this framework include: commitment to social
justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism
that honors the dignity of each person.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field
experiences in schools and community sites. These field experience hours are completed in conjunction with
coursework and are integral to successful completion of the Program. In addition, students must complete a
minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Licensure
Illinois Professional Educator License with endorsement in Secondary Education Social Science-History (grades 9-
12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>40 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>40 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes
Core Outcomes
Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis
  through the use of the humanities, social sciences and psychological sciences within the disciplinary
  foundations of education (anthropology of education, history of education, philosophy of education,
  psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or
  praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in
  bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as
  they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize
  the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes
Students will be able to:

- Structure and interpret the central concepts and principles understood through:
  - Biology including molecular and cellular sciences, organisms and ecosystems.
  - Chemistry and physics, including matter, energy, force and motion.
  - Earth/space science; including the earth and the universe.
- Demonstrate in-depth knowledge of the concepts and principles understood through the science discipline
  of specialization (biology, chemistry, environmental science, physics).
- Understand the major unifying concepts of all sciences (systems, order, and organization; evidence,
  models, and explanation; constancy, change, and measurement; evolution and equilibrium; form and
function).

- Relate these concepts to other disciplines, particularly mathematics and the social sciences.
- Define the values, beliefs and assumptions inherent to the creation of scientific knowledge within the scientific community.
  - Contrast science to other ways of knowing.
  - Understand the characteristics distinguishing basic science, applied science, and technology.
  - Understand the processes and conventions of science as a professional activity.
  - Understand the standards defining acceptable evidence and scientific explanation.
- Engage students effectively in science inquiry (e.g., questioning and formulating solvable problems; reflecting on, and constructing, knowledge from data; collaborating and exchanging information while seeking solutions; and developing concepts and relationships from empirical experience).
  - Facilitate understanding of the role inquiry plays in the development of scientific knowledge.
- Relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding (e.g., relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values; and the relevance and importance of science to the personal lives of students).
- Understand the concepts, principles, and practices of technological design.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Create a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and learning.
  - Apply appropriate pedagogical skills to science teaching.
    Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Develop and apply a coherent, focused science curriculum (an extended framework of goals, plans, materials, and resources for instruction and the instructional context, both in and out of school, within which pedagogy is embedded) that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.
- Relate science teaching and learning to the needs and values of the community; and use human and institutional resources in the community (i.e., social and community support network and involvement of people and institutions from the community) to advance the education of their students in science.
- Use a variety of contemporary assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science (e.g., alignment of goals, instruction and outcomes; measurement and evaluation of student learning in a variety of dimensions and the use of outcome data to guide and change instruction).
- Design and manage safe and supportive learning environments (e.g., physical spaces within which learning of science occurs; psychological and social environment of the student engaged in learning science; treatment and ethical use of living organisms; and safety in all areas related to science instruction) that reflect high expectations for the success of all students.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literary techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Be a reflective practitioner who continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.
Admission Information

Criteria for admission to the TEACH Program

During Junior year

- Junior standing (88 or more credit hours)
- Declared, relevant LAS major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall gpa of 3.0

Application process

- Submit a completed COE application form
- Submit DePaul University unofficial transcripts
- Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
- Submit a 750-word essay on teaching interests and goals

A subcommittee of the Program’s Coordinating Committee with expertise in the student’s undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Master’s level coursework.

Criteria for admission to 5th year Master’s year

Upon completion of undergraduate major program

- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 GPA

College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the
professional field, including pedagogical content knowledge

- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements.
in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

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

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

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

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

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

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

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

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

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University’s College of Education.
Degree Requirements

Course Requirements

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the LAS undergraduate degree program. Prior to admission to the 5th Year Master's Year, students must meet with their LAS academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

Content Area Requirements for Secondary History Education:

All coursework in the content area must earn a grade of C or better.

- HST 298 INTRODUCTION TO HISTORICAL SOURCES AND METHODS
- HST 299 CRAFT OF HISTORY
- 3 US History courses
- 2 Non-US History courses
- Secondary Field (6 courses minimum): Choose single field from Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.
- Additional licensure requirements: (one course in each area required)
  - GEO 101 EARTH'S PHYSICAL LANDSCAPE: LITHOSPHERE, HYDROSPHERE, BIOSPHERE
  - ECO 106 PRINCIPLES OF MACROECONOMICS
  - PSC 120 THE AMERICAN POLITICAL SYSTEM
  - SOC 101 INTRODUCTION TO SOCIOLOGY
  - ANT 102 CULTURAL ANTHROPOLOGY
  - PSY 105 INTRODUCTORY PSYCHOLOGY I

Junior Year Coursework: 4 undergraduate quarter hours required

- TCH 320 EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills undergraduate Junior Year Experiential Course requirement)

Senior Year Coursework: 4 quarter hours required

- TCH 390 CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required, grade of C or better required.

- TCH 401 TEACHING AS A PROFESSION IN SECONDARY SCHOOL
- TCH 412 THE NATURE OF HISTORY AND THE SOCIAL SCIENCES
- TCH 422 INQUIRY & APPLICATION IN DEVELOPING SECONDARY HISTORY AND SOCIAL SCIENCES PEDAGOGY

5th Year Master's Year Coursework, excluding Student Teaching: 32 graduate quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- TCH 452 RESEARCH METHODS & DISCIPLINARY INQUIRY: HISTORY AND THE SOCIAL SCIENCES
  (Taken in conjunction with TCH 482)
- TCH 472 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 1
- TCH 482 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM

Student Teaching: 8 graduate quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core
section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

- TCH 590 STUDENT TEACHING (6 credit hours, grade of B- or better required)
- TCH 591 STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education History students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Social Science History Test (test #114) – assesses core knowledge of history and social science fields. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

**Field Experiences**

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Teaching and Learning: Early Childhood Education (MA)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 145 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with curriculum and theory courses that require students to spend a half-day each week in a child care center or school; some of the field experience can be completed in worksite locations. Twenty-five the hours that apply to working with families may be completed in evenings or weekends. In addition, the student must spend a minimum of 12 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.
The program in early childhood education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary schools and child care centers. Graduates earn the Master of Arts or Master of Education degree and are entitled to apply for the Illinois Professional Educator License. In addition, teacher candidates meet IL Approval for Teaching Young Children with Special Needs, ages 3-6. All of these elements are built into the required curriculum.

An additional Early Childhood Bilingual/ESL endorsement option of seven courses including a practicum is available.

**Licensure**

Illinois Professional Educator License with endorsement in Early Childhood Education (birth-grade 3) and Early Childhood Special Education Approval for Preschool (ages 3-6), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>64 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>64 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Student will be able to:

- Understand the importance of English language arts in young children's learning.
  - Know the essential concepts, inquiry tools, and structure of English language arts and identify resources to deepen their understanding.
- Know a broad range of literacy techniques and strategies for every aspect of communication and be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Understand the importance of mathematics in young children’s learning.
  - Know the essential concepts, inquiry tools, and structure of mathematics and identify resources to deepen their understanding.
- Understand the importance of science in young children’s learning. Students should know the essential concepts, inquiry tools, and structure of science and can identify resources to deepen their understanding.
- Understand the importance of social sciences in young children’s learning.
  - Know the essential concepts, inquiry tools, and structure of social sciences and identify resources to deepen their understanding.
- Understand the importance of physical and health education in young children’s learning.
  - Know the essential concepts, inquiry tools, and structure of physical development, health &
safety and identify resources to deepen their understanding.

- Understand the importance of fine arts in young children's learning.
  - Know the essential concepts, inquiry tools, and structure of fine arts and identify resources to deepen their understanding.
- Use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.
- Know about, understand, and value the importance and complex characteristics of children's families and communities.
  - Create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.
- Know about and understand the goals, benefits, and uses of assessment.
  - Know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children's development and learning.
- Use positive relationships and supportive interactions as the foundation for work with young children.
- Know, understand, and use a wide array of effective approaches, strategies, and tools to support children's development and learning.
- Use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.
- Use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Implement appropriate assessment, instruction, and environment that supports children and youth with disabilities in mainstream/inclusive settings.
- Learn about and use technology, as appropriate for the discipline.
- Use technology to enhance his/her teaching.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume
Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences
Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:
- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:
- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
• Academic requirements are due one quarter before expected quarter of student teaching.
• Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

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

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

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

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

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

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

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

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

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment (“edTPA”), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For
Degree Requirements

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required, grade of C or better required.

- SCG 404 CHILD GROWTH AND DEVELOPMENT
- T&L 421 CHILD AND FAMILY IN THE URBAN COMMUNITY
- T&L 423 FUNCTIONAL BEHAVIOR ASSESSMENT: POSITIVE BEHAVIORAL SUPPORT AND INTERVENTION METHODS
- T&L 406 LANGUAGE DEVELOPMENT OF THE YOUNG CHILD

Advanced Standing Courses: 32 quarter hours required, grade of C or better required.

- T&L 434 LITERACY, LITERATURE, & THE YOUNG CHILD
- T&L 411 ASSESSMENT IN EARLY CHILDHOOD SPECIAL EDUCATION
- T&L 420 MATH AND SCIENCE IN EARLY CHILDHOOD
- T&L 427 YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS
- T&L 432 EARLY CHILDHOOD CURRICULUM STRATEGIES AND PHILOSOPHY (BIRTH-8)
- T&L 481 INTERNSHIP IN PRESCHOOL SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE) (2 credit hours)
- T&L 482 INTERNSHIP IN PRIMARY SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE) (2 credit hours) (T&L 432 is co-requisite)
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Health, Safety and Child Nutrition Requirement

Candidates should be prepared to document course or other experience that shows they meet the knowledge and skills to provide experiences for young, which appreciates the interrelationships among child, family and the areas of health, safety and nutrition. Candidates should demonstrate comprehension of the issues of health, safety and nutrition that affect young children from the ages of birth through age 8. In addition, candidates are expected to demonstrate understanding of cultural issues and special needs of children with health impairments. Finally candidates should be familiar with the knowledge and application of practices that promote good nutrition, dental health, physical, social and emotional well being of young children.

- Can be completed by ECE 298 CHILD HEALTH SAFETY AND NUTRITION, transferred equivalent, or by individual competency experience with a full-time early childhood faculty member.

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 595 EARLY CHILDHOOD STUDENT TEACHING (6 credit hours, grade of B- or better
Recommended/Optional Courses

T&L 480 provides experience with a targeted population, which is in increasing demand for highly qualified educators.

- T&L 480 INTERNSHIP WITH INFANTS AND TODDLERS (2 credit hours)

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Early Childhood majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Early Childhood Content Area Test (test #107) – assesses knowledge of language and literacy development, learning across the curriculum, diversity, collaboration, and professionalism in the early childhood program. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of age levels (birth-age 8), multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. Two internship-type field-based courses (T&L 481, T&L 482) are associated with theory courses and should be taken concurrently with them. Since these internship courses are scheduled only once per academic year, be sure to work with your advisor in carefully mapping out when you will take them. FEDS entry of these clinical hours is not required. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Early Childhood Education (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure
themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 145 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with curriculum and theory courses that require students to spend a half-day each week in a child care center or school; some of the field experience can be completed in worksite locations. Twenty-five the hours that apply to working with families may be completed in evenings or weekends. In addition, the student must spend a minimum of 12 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

The program in early childhood education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary schools and child care centers. Graduates earn the Master of Arts or Master of Education degree and are entitled to apply for the IL Type 04 Certificate. In addition, teacher candidates meet IL Approval for Teaching Young Children with Special Needs, ages 3-6. All of these elements are built into the required curriculum.

An additional Early Childhood Bilingual/ESL endorsement option of seven courses including a practicum is available.

**Licensure**

Illinois Professional Educator License with endorsement in Early Childhood Education (birth-grade 3) and Early Childhood Special Education Approval for Preschool (ages 3-6), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Student will be able to:

- Understand the importance of English language arts in young children's learning.
  - Know the essential concepts, inquiry tools, and structure of English language arts and identify resources to deepen their understanding.
- Know a broad range of literacy techniques and strategies for every aspect of communication and be able to
develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Understand the importance of mathematics in young children’s learning.
  - Know the essential concepts, inquiry tools, and structure of mathematics and identify resources to deepen their understanding.
- Understand the importance of science in young children’s learning. Students should know the essential concepts, inquiry tools, and structure of science and can identify resources to deepen their understanding.
- Understand the importance of social sciences in young children’s learning.
  - Know the essential concepts, inquiry tools, and structure of social sciences and identify resources to deepen their understanding.
- Understand the importance of physical and health education in young children’s learning.
  - Know the essential concepts, inquiry tools, and structure of physical development, health & safety and identify resources to deepen their understanding.
- Understand the importance of fine arts in young children’s learning.
  - Know the essential concepts, inquiry tools, and structure of fine arts and identify resources to deepen their understanding.
- Use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.
- Know about, understand, and value the importance and complex characteristics of children's families and communities.
  - Create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.
- Know about and understand the goals, benefits, and uses of assessment.
  - Know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children's development and learning.
- Use positive relationships and supportive interactions as the foundation for work with young children.
- Know, understand, and use a wide array of effective approaches, strategies, and tools to support children's development and learning.
- Use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.
- Use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Implement appropriate assessment, instruction, and environment that supports children and youth with disabilities in mainstream/inclusive settings.
- Learn about and use technology, as appropriate for the discipline.
- Use technology to enhance his/her teaching.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume
College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests
All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education
Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

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

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

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

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

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

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

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

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

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment (“edTPA”), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and
EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of EdTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in EdTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for EdTPA; however, the process of EdTPA is external to DePaul University and is not monitored by DePaul University’s College of Education.

Degree Requirements

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required, grade of C or better required.

- SCG 404 CHILD GROWTH AND DEVELOPMENT
- T&L 421 CHILD AND FAMILY IN THE URBAN COMMUNITY
- T&L 423 FUNCTIONAL BEHAVIOR ASSESSMENT: POSITIVE BEHAVIORAL SUPPORT AND INTERVENTION METHODS
- T&L 406 LANGUAGE DEVELOPMENT OF THE YOUNG CHILD

Advanced Standing Courses: 32 quarter hours required, grade of C or better required.

- T&L 434 LITERACY, LITERATURE, & THE YOUNG CHILD
- T&L 411 ASSESSMENT IN EARLY CHILDHOOD SPECIAL EDUCATION
- T&L 420 MATH AND SCIENCE IN EARLY CHILDHOOD
- T&L 427 YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS
- T&L 432 EARLY CHILDHOOD CURRICULUM STRATEGIES AND PHILOSOPHY (BIRTH-8)
- T&L 481 INTERNSHIP IN PRESCHOOL SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE) (2 credit hours) (T&L 432 is prerequisite)
- T&L 482 INTERNSHIP IN PRIMARY SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE) (2 credit hours) (T&L 432 is co-requisite)
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Heath, Safety and Child Nutrition Requirement

Candidates should be prepared to document course or other experience that shows they meet the knowledge and skills to provide experiences for young, which appreciates the interrelationships among child, family and the areas of health, safety and nutrition. Candidates should demonstrate comprehension of the issues of health, safety and nutrition that affect young children from the ages of birth through age 8. In addition, candidates are expected to demonstrate understanding of cultural issues and special needs of children with health impairments. Finally candidates should be familiar with the knowledge and application of practices that promote good nutrition, dental health, physical, social and emotional well being of young children.

- Can be completed by ECE 298 CHILD HEALTH SAFETY AND NUTRITION, a transferred equivalent, or by individual competency experience with a full-time early childhood faculty member.

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core
section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 595 EARLY CHILDHOOD STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 596 EARLY CHILDHOOD STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Courses

T&L 595 offers experience with a targeted population, which is in increasing demand for highly qualified educators.

- T&L 480 INTERNSHIP WITH INFANTS AND TODDLERS (2 credit hours)

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Early Childhood majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Early Childhood Content Area Test (test #107) – assesses knowledge of language and literacy development, learning across the curriculum, diversity, collaboration, and professionalism in the early childhood program. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of age levels (birth-age 8), multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. Two internship-type field-based courses (T&L 481, T&L 482) are associated with theory courses and should be taken concurrently with them. Since these internship courses are scheduled only once per academic year, be sure to work with your advisor in carefully mapping out when you will take them. FEDS entry of these clinical hours is not required. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Elementary Education (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.
The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

The program in elementary education prepares students to teach children in a variety of educational settings, including urban and suburban as well as public and private elementary schools. Students follow a suggested course of study for elementary and middle school levels with corresponding field experiences. Graduates earn the Master of Arts or Master of Education degree and are qualified for elementary school teacher licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in elementary education work in diverse settings such as museums, corporations, media and the arts.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 125-135 hours of daytime field experiences in schools. These school-based clinical experiences are completed in conjunction with methodology courses that require students to spend a regular periods of time in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

**Licensure**

Illinois Professional Educator License with endorsement in Elementary Education (self-contained) (kindergarten-grade 9), an Illinois State Board of Education (ISBE) approved program

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Know, understand, and use:
  - Major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.
  - Central concepts, tools of inquiry, and structures of content and can create meaningful learning experiences that develop students’ competence in subject matter and skills for various developmental levels.
  - Central concepts, tools of inquiry and structures of content and create meaningful learning experiences that develop subject matter competence and performance skills across developmental levels.
  - Fundamental concepts in science (physical, life, earth, space sciences), science and technology, science in personal and social perspectives, history and nature of science, unifying concepts of science, scientific inquiry processes.
  - Help students learn scientific inquiry, scientific understanding of the natural world, and the nature and utility of science.
• Major concepts, procedures, and reasoning processes of mathematics that define number systems, number sense, geometry, measurement, statistics and probability, and algebra in order to foster patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.
• Major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related area—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.
• Content, functions, and achievements of dance, music, theater, and the visual arts as primary media to promote communication, inquiry, and insight among elementary students, as appropriate to their own knowledge and skill.
• Major concepts in health education to create opportunities for students to develop and practice skills that contribute to good health.
• Human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students, as appropriate to their own understanding and skills.
• Connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues.
• Formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status
College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.
Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

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

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

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

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

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

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

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

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

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application
form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Prerequisites

Elementary Education teachers need to have an understanding of the subjects taught in classrooms at the Elementary level. DePaul's program requires that students in the Elementary program have a minimum of one course in the following areas: writing, fine arts or literature, mathematics*, science, social science, and either US history or American government. These courses may be taken at the undergraduate level and may have been included in the student's bachelor's degree program. Elementary Education students will be evaluated by an academic advisor after admission to determine if additional coursework is needed. Completion of content area requirements are not prerequisites for admission, however coursework must be completed before student teaching. It is strongly encouraged that applicants meet with an advisor after admission and prior to taking content courses.

*DePaul alumni that have taken LSP 120 or ISP 120 can receive credit towards the math requirement.

Course Requirements:

Pre-Education Introductory Courses: 17 quarter hours required, grade of C or better required.

- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
- SCG 403 HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
- T&L 583 FIELD EXPERIENCE LAB (1 credit hour)
- T&L 418 LEARNING THROUGH THE ARTS
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 31 quarter hours required, grade of C or better
required.

- T&L 412 EMERGING READING AND LANGUAGE ARTS
- T&L 416 TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS
- T&L 583 FIELD EXPERIENCE LAB (1 credit hour)
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 413 READING/LANGUAGE ARTS IN THE MIDDLE GRADES
- T&L 583 FIELD EXPERIENCE LAB (1 credit hour, public school setting required)
- T&L 415 TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE
- T&L 419 CURRICULUM AND STRATEGIES: SOCIAL STUDIES
- T&L 584 PRE-STUDENT TEACHING FIELD EXPERIENCE (1 credit hour)
- T&L 422 CLASSROOM ASSESSMENT

**Student Teaching : 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 585 ELEMENTARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 586 ELEMENTARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Recommended/ Optional Course:**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Master of Arts (M.A.) Degree Requirements: 4 quarter hours required**

A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Elementary majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Elementary/Middle Grades Content Area Test (test #110) – assesses knowledge of language arts and literacy, mathematics, science, social sciences, the arts, health, and physical education. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed, recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

**Field Experiences**

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate lab settings in conjunction with education courses. Students are required to register for one lab for designated paired course. For example, during the first quarter of the program students must register for T&L 404 and SCG 403 plus one field experience lab. During the quarter when students take T&L 413 and LSI 446, a public school that services students with special needs is required. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.
Teaching and Learning: Elementary Education (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

The program in elementary education prepares students to teach children in a variety of educational settings, including urban and suburban as well as public and private elementary schools. Students follow a suggested course of study for elementary and middle school levels with corresponding field experiences. Graduates earn the Master of Arts or Master of Education degree and are qualified for elementary school teacher licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in elementary education work in diverse settings such as museums, corporations, media and the arts.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 125-135 hours of daytime field experiences in schools. These school-based clinical experiences are completed in conjunction with methodology courses that require students to spend a regular periods of time in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

Licensure

Illinois Professional Educator License with endorsement in Elementary Education (self-contained) (kindergarten-grade 9), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>56 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>56 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Know, understand, and use:
  - Major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.
  - Central concepts, tools of inquiry, and structures of content and can create meaningful learning experiences that develop students’ competence in subject matter and skills for various developmental levels.
  - Central concepts, tools of inquiry and structures of content and create meaningful learning experiences that develop subject matter competence and performance skills across developmental levels.
  - Fundamental concepts in science (physical, life, earth, space sciences), science and technology, science in personal and social perspectives, history and nature of science, unifying concepts of science, scientific inquiry processes.
    - Help students learn scientific inquiry, scientific understanding of the natural world, and the nature and utility of science.
  - Major concepts, procedures, and reasoning processes of mathematics that define number systems, number sense, geometry, measurement, statistics and probability, and algebra in order to foster patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.
  - Major concepts and modes of inquiry from the social studies--the integrated study of history, geography, the social sciences, and other related area—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.
  - Content, functions, and achievements of dance, music, theater, and the visual arts as primary media to promote communication, inquiry, and insight among elementary students, as appropriate to their own knowledge and skill.
  - Major concepts in health education to create opportunities for students to develop and practice skills that contribute to good health.
  - Human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students, as appropriate to their own understanding and skills.
  - Connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues.
  - Formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student.
  - Plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.
  - Understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse students.
  - Develop critical thinking, problem solving and performance skills.
  - Understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.
  - Use their knowledge and understanding of individual and group motivation and behavior among students to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.
  - Use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
  - Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
  - Enable students to learn about and to use technology, as appropriate for the discipline.
  - Understand and use technology to enhance his/her teaching.
  - Design and implement learning engagements that enable all students to build their literacy, as appropriate to the discipline and age level.
  - Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
  - Understand and apply practices and behaviors that are characteristic of developing career teachers.
    - Analyzing and solving instructional problems,
    - Engaging in professional development including technology,
    - Adhering to code of ethics,
Understanding interrelationships and interdependencies within the profession.

- Reflect on practice in light of research and available resources for professional development.
- Evaluate the effects of educational decisions and actions on students, parents and professionals.
- Actively seek out opportunities to grow professionally.
- Know the importance of establishing and maintaining positive collaboration with families to promote growth and learning in children.
- Foster relationships with school colleagues and agencies in the community to support students' learning and well-being.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
• Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
• Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
• Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
• Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
• Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
• Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
• Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
• Balances self-confidence and assertiveness with respect for others' perspectives
• Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.
Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

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

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

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

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

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

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

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

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

**Degree Requirements**

**Content Area Prerequisites**

Elementary Education teachers need to have an understanding of the subjects taught in classrooms at the Elementary level. DePaul's program requires that students in the Elementary program have a minimum of one course in the following areas: writing, fine arts or literature, mathematics*, science, social science, and either US history or American government. These courses may be taken at the undergraduate level and may have been
included in the student's bachelor's degree program. Elementary Education students will be evaluated by an academic advisor after admission to determine if additional coursework is needed. Completion of content area requirements are not prerequisites for admission, however coursework must be completed before student teaching. It is strongly encouraged that applicants meet with an advisor after admission and prior to taking content courses.

*DePaul alumni that have taken LSP 120 or ISP 120 can receive credit towards the math requirement.

**Course Requirements:**

**Pre-Education Introductory Courses: 17 quarter hours required, grade of C or better required.**

- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
- SCG 403 HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
- T&L 583 FIELD EXPERIENCE LAB (1 credit hour)
- T&L 418 LEARNING THROUGH THE ARTS
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

**Advanced Standing Courses: 31 quarter hours required, grade of C or better required.**

- T&L 412 EMERGING READING AND LANGUAGE ARTS
- T&L 416 TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS
- T&L 583 FIELD EXPERIENCE LAB (1 credit hour)
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 413 READING/LANGUAGE ARTS IN THE MIDDLE GRADES
- T&L 583 FIELD EXPERIENCE LAB (1 credit hour, public school setting required)
- T&L 415 TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE
- T&L 419 CURRICULUM AND STRATEGIES: SOCIAL STUDIES
- T&L 584 PRE-STUDENT TEACHING FIELD EXPERIENCE (1 credit hour)
- T&L 422 CLASSROOM ASSESSMENT

**Student Teaching : 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 585 ELEMENTARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 586 ELEMENTARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Recommended/ Optional Course:**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Elementary majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Elementary/Middle Grades Content Area Test (test #110) – assesses knowledge of language arts and literacy, mathematics, science, social sciences, the arts, health, and physical education. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed, recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction,
lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate lab settings in conjunction with education courses. Students are required to register for one lab for designated paired course. For example, during the first quarter of the program students must register for T&L 404 and SCG 403 plus one field experience lab. During the quarter when students take T&L 413 and LSI 446, a public school that services students with special needs is required. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Biology (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student’s choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure
Illinois Professional Educator License with endorsement in Secondary Education Science-Biology (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>

## Learning Outcomes

### Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

### Program Specific Outcomes

Students will be able to:

- Structure and interpret the central concepts and principles understood through:
  - Biology including molecular and cellular sciences, organisms and ecosystems.
  - Chemistry and physics, including matter, energy, force and motion.
  - Earth/space science: including the earth and the universe.
- Demonstrate in-depth knowledge of the concepts and principles understood through the science discipline of specialization (biology, chemistry, environmental science, physics).
- Understand the major unifying concepts of all sciences (systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; form and function).
  - Relate these concepts to other disciplines, particularly mathematics and the social sciences.
- Define the values, beliefs and assumptions inherent to the creation of scientific knowledge within the scientific community.
  - Contrast science to other ways of knowing.
  - Understand the characteristics distinguishing basic science, applied science, and technology.
  - Understand the processes and conventions of science as a professional activity.
  - Understand the standards defining acceptable evidence and scientific explanation.
- Engage students effectively in science inquiry (e.g., questioning and formulating solvable problems; reflecting on, and constructing, knowledge from data; collaborating and exchanging information while seeking solutions; and developing concepts and relationships from empirical experience).
  - Facilitate understanding of the role inquiry plays in the development of scientific knowledge.
- Relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding (e.g., relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values; and the relevance and importance of science to the personal lives of students).
- Understand the concepts, principles, and practices of technological design.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Create a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and learning.
Apply appropriate pedagogical skills to science teaching.
Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.

- Develop and apply a coherent, focused science curriculum (an extended framework of goals, plans, materials, and resources for instruction and the instructional context, both in and out of school, within which pedagogy is embedded) that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.
- Relate science teaching and learning to the needs and values of the community; and use human and institutional resources in the community (i.e., social and community support network and involvement of people and institutions from the community) to advance the education of their students in science.
- Use a variety of contemporary assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science (e.g., alignment of goals, instruction and outcomes; measurement and evaluation of student learning in a variety of dimensions and the use of outcome data to guide and change instruction).
- Design and manage safe and supportive learning environments (e.g., physical spaces within which learning of science occurs; psychological and social environment of the student engaged in learning science; treatment and ethical use of living organisms; and safety in all areas related to science instruction) that reflect high expectations for the success of all students.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Be a reflective practitioner who continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

---

**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

---

DePaul University
Autumn 2015-2016
Page 603 of 2506
College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.
Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:
• Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
• Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
• Academic requirements are due one quarter before expected quarter of student teaching.
• Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

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

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

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

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

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

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

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

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

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses...
Degree Requirements

Course Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Biology

Note: Effective for all individuals applying for licensure after February 1, 2012, all coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- Ecology
- Cell Biology
- Physiology
- Genetics
- Biology Elective
- Biology Elective
- Biology Elective
- Biology Elective (with lab)
- Biology Elective (with lab)
- College Algebra or Calculus I
- Trigonometry or Calculus II
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II

Pre-Education Introductory Courses: 12 quarter hours required, grade of C or better required.

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
Advanced Standing Courses: 28 quarter hours required, grade of C or better required.

- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- SCG 451 DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION (Taken in conjunction with TCH 484)
- TCH 474 TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
- TCH 484 TEACHING THE SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required

Two courses in Biology at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- BIO 300 or 400 level biology course 1
- BIO 300 or 400 level biology course 2

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Licensure Tests

All individuals licensure by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Biology majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Science: Biology Content Area Test (test #105) – assesses knowledge of both biological science and physical science. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete
supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Biology (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Secondary Education Science-Biology (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.
Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Structure and interpret the central concepts and principles understood through:
  - Biology including molecular and cellular sciences, organisms and ecosystems.
  - Chemistry and physics, including matter, energy, force and motion.
  - Earth/space science; including the earth and the universe.
- Demonstrate in-depth knowledge of the concepts and principles understood through the science discipline of specialization (biology, chemistry, environmental science, physics).
- Understand the major unifying concepts of all sciences (systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; form and function).
  - Relate these concepts to other disciplines, particularly mathematics and the social sciences.
- Define the values, beliefs and assumptions inherent to the creation of scientific knowledge within the scientific community.
  - Contrast science to other ways of knowing.
  - Understand the characteristics distinguishing basic science, applied science, and technology.
  - Understand the processes and conventions of science as a professional activity.
  - Understand the standards defining acceptable evidence and scientific explanation.
- Engage students effectively in science inquiry (e.g., questioning and formulating solvable problems; reflecting on, and constructing, knowledge from data; collaborating and exchanging information while seeking solutions; and developing concepts and relationships from empirical experience).
  - Facilitate understanding of the role inquiry plays in the development of scientific knowledge.
- Relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding (e.g., relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values; and the relevance and importance of science to the personal lives of students).
- Understand the concepts, principles, and practices of technological design.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Create a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and learning.
  - Apply appropriate pedagogical skills to science teaching.
    - Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Develop and apply a coherent, focused science curriculum (an extended framework of goals, plans, materials, and resources for instruction and the instructional context, both in and out of school, within which pedagogy is embedded) that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.
- Relate science teaching and learning to the needs and values of the community; and use human and institutional resources in the community (i.e., social and community support network and involvement of people and institutions from the community) to advance the education of their students in science.
Use a variety of contemporary assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science (e.g., alignment of goals, instruction and outcomes; measurement and evaluation of student learning in a variety of dimensions and the use of outcome data to guide and change instruction).

Design and manage safe and supportive learning environments (e.g., physical spaces within which learning of science occurs; psychological and social environment of the student engaged in learning science; treatment and ethical use of living organisms; and safety in all areas related to science instruction) that reflect high expectations for the success of all students.

Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

Learn about and use technology, as appropriate for the discipline.

Understand and use technology to enhance his/her teaching.

Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.

Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.

Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).

Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.

Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Be a reflective practitioner who continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

---

**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume
College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences
Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
• Academic requirements are due one quarter before expected quarter of student teaching.
• Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

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

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

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

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

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

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

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

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

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment (“edTPA”), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson.
Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Biology

Note: Effective for all individuals applying for licensure after February 1, 2012, all coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- Ecology
- Cell Biology
- Physiology
- Genetics
- Biology Elective
- Biology Elective
- Biology Elective (with lab)
- Biology Elective (with lab)
- College Algebra or Calculus I
- Trigonometry or Calculus II
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II

Course Requirements

Pre-Education Introductory Courses: 12 quarter hours required, grade of C or better required.

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required, grade of C or better required.
Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required.

Two courses in Biology at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- BIO 300 or 400 level biology course 1
- BIO 300 or 400 level biology course 2

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Biology majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Science: Biology Content Area Test (test #105) – assesses knowledge of both biological science and physical science. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.
Teaching and Learning: Secondary Education - Chemistry (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Secondary Education Science-Chemistry (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Structure and interpret the central concepts and principles understood through:
  - Biology including molecular and cellular sciences, organisms and ecosystems.
  - Chemistry and physics, including matter, energy, force and motion.
  - Earth/space science; including the earth and the universe.
- Demonstrate in-depth knowledge of the concepts and principles understood through the science discipline of specialization (biology, chemistry, environmental science, physics).
- Understand the major unifying concepts of all sciences (systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; form and function).
  - Relate these concepts to other disciplines, particularly mathematics and the social sciences.
- Define the values, beliefs and assumptions inherent to the creation of scientific knowledge within the scientific community.
  - Contrast science to other ways of knowing.
  - Understand the characteristics distinguishing basic science, applied science, and technology.
  - Understand the processes and conventions of science as a professional activity.
  - Understand the standards defining acceptable evidence and scientific explanation.
- Engage students effectively in science inquiry (e.g., questioning and formulating solvable problems; reflecting on, and constructing, knowledge from data; collaborating and exchanging information while seeking solutions; and developing concepts and relationships from empirical experience).
  - Facilitate understanding of the role inquiry plays in the development of scientific knowledge.
- Relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding (e.g., relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values; and the relevance and importance of science to the personal lives of students).
- Understand the concepts, principles, and practices of technological design.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Create a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and learning.
  - Apply appropriate pedagogical skills to science teaching.
  - Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Develop and apply a coherent, focused science curriculum (an extended framework of goals, plans, materials, and resources for instruction and the instructional context, both in and out of school, within which pedagogy is embedded) that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.
- Relate science teaching and learning to the needs and values of the community; and use human and institutional resources in the community (i.e., social and community support network and involvement of people and institutions from the community) to advance the education of their students in science.
Use a variety of contemporary assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science (e.g., alignment of goals, instruction and outcomes; measurement and evaluation of student learning in a variety of dimensions and the use of outcome data to guide and change instruction).

Design and manage safe and supportive learning environments (e.g., physical spaces within which learning of science occurs; psychological and social environment of the student engaged in learning science; treatment and ethical use of living organisms; and safety in all areas related to science instruction) that reflect high expectations for the success of all students.

Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

Learn about and use technology, as appropriate for the discipline.

Understand and use technology to enhance his/her teaching.

Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.

Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.

Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).

Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.

Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Be a reflective practitioner who continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

---

**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume
College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences
Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
• Academic requirements are due one quarter before expected quarter of student teaching.
• Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

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

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

After you submit the application, you cannot register for any term after the one selected in the application. Application deadlines are as follows:

Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer Quarter - July 15th

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

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

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

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

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For
Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Chemistry

Note: Effective for all individuals applying for licensure after February 1, 2012, all coursework in the content area must earn a grade of C or better.

Chemistry Core: 36 quarter hours required, grade of C or better required

- General Chemistry I
- General Chemistry II
- General Chemistry III
- Organic Chemistry I
- Organic Chemistry II
- Analytical Chemistry
- Physical Chemistry I
- Physical Chemistry II
- Applied Probability and Statistics (2 qh)
- Chemistry Seminar (2qh)
- Calculus I
- Calculus II
- Calculus III
- University Physics I
- University Physics II
- University Physics III

Choose three of the following Chemistry courses: 12 quarter hours

- Organic Chemistry III
- Air Chemistry
- Solid Waste Chemistry
- Physical Chemistry III
- Intermediate Inorganic Chemistry
- Intermediate Organic Chemistry
- Biochemistry I
- Biochemistry II
- Biochemistry III
- Nuclear Chemistry
- Biophysical Chemistry
- Medicinal Chemistry
Course Requirements

Pre-Education Introductory Courses: 12 quarter hours required, grade of C or better required.

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required, grade of C or better required.

- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- SCG 451 DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION (Taken in conjunction with TCH 484)
- TCH 474 TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
- TCH 484 TEACHING THE SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required.

Two courses in Chemistry at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- CHE 300 or 400 level chemistry course 1
- CHE 300 or 400 level chemistry course 2

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING
Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Chemistry majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Science: Chemistry Content Area Test (test #106) – assesses knowledge of both geological and chemical science. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Chemistry (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.
Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

**Licensure**

Illinois Professional Educator License with endorsement in Secondary Education Science-Chemistry (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>56 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total hours required</strong></td>
<td><strong>56 hours</strong></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Structure and interpret the central concepts and principles understood through:
  - Biology including molecular and cellular sciences, organisms and ecosystems.
  - Chemistry and physics, including matter, energy, force and motion.
  - Earth/space science; including the earth and the universe.
  - Demonstrate in-depth knowledge of the concepts and principles understood through the science discipline of specialization (biology, chemistry, environmental science, physics).
  - Understand the major unifying concepts of all sciences (systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; form and function).
  - Relate these concepts to other disciplines, particularly mathematics and the social sciences.
- Define the values, beliefs and assumptions inherent to the creation of scientific knowledge within the scientific community.
  - Contrast science to other ways of knowing.
  - Understand the characteristics distinguishing basic science, applied science, and technology.
  - Understand the processes and conventions of science as a professional activity.
  - Understand the standards defining acceptable evidence and scientific explanation.
- Engage students effectively in science inquiry (e.g., questioning and formulating solvable problems; reflecting on, and constructing, knowledge from data; collaborating and exchanging information while seeking solutions; and developing concepts and relationships from empirical experience).
  - Facilitate understanding of the role inquiry plays in the development of scientific knowledge.
• Relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding (e.g., relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values; and the relevance and importance of science to the personal lives of students).
• Understand the concepts, principles, and practices of technological design.
• Understand how children learn and develop, and provide learning opportunities that support their intellectual, social, and personal development.
• Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
• Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
• Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
• Create a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and learning.
  - Apply appropriate pedagogical skills to science teaching.
  - Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
• Develop and apply a coherent, focused science curriculum (an extended framework of goals, plans, materials, and resources for instruction and the instructional context, both in and out of school, within which pedagogy is embedded) that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.
• Relate science teaching and learning to the needs and values of the community; and use human and institutional resources in the community (i.e., social and community support network and involvement of people and institutions from the community) to advance the education of their students in science.
• Use a variety of contemporary assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science (e.g., alignment of goals, instruction and outcomes; measurement and evaluation of student learning in a variety of dimensions and the use of outcome data to guide and change instruction).
• Design and manage safe and supportive learning environments (e.g., physical spaces within which learning of science occurs; psychological and social environment of the student engaged in learning science; treatment and ethical use of living organisms; and safety in all areas related to science instruction) that reflect high expectations for the success of all students.
• Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
• Learn about and use technology, as appropriate for the discipline.
• Understand and use technology to enhance his/her teaching.
• Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
• Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
• Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
• Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).
• Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
• Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
• Be a reflective practitioner who continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
• Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

DePaul University  Autumn 2015-2016  Page 627 of 2506
College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.
Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
Meet all other program requirements (e.g., residency requirements)
Meet designated program standards
Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

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

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

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

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

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

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

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

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

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application
form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Chemistry

Note: Effective for all individuals applying for licensure after February 1, 2012, all coursework in the content area must earn a grade of C or better.

Chemistry Core: 36 quarter hours required, grade of C or better required

- General Chemistry I
- General Chemistry II
- General Chemistry III
- Organic Chemistry I
- Organic Chemistry II
- Analytical Chemistry
- Physical Chemistry I
- Physical Chemistry II
- Applied Probability and Statistics (2 qh)
- Chemistry Seminar (2qh)
- Calculus I
- Calculus II
- Calculus III
Choose three of the following Chemistry courses: 12 quarter hours

- Organic Chemistry III
- Air Chemistry
- Solid Waste Chemistry
- Physical Chemistry III
- Intermediate Inorganic Chemistry
- Intermediate Organic Chemistry
- Biochemistry I
- Biochemistry II
- Biochemistry III
- Nuclear Chemistry
- Biophysical Chemistry
- Medicinal Chemistry
- Drugs and Toxicology
- Nutrition
- Applied Spectroscopy

Course Requirements

Pre-Education Introductory Courses: 12 quarter hours required, grade of C or better required.

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required, grade of C or better required.

- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- SCG 451 DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION (Taken in conjunction with TCH 484)
- TCH 474 TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
- TCH 484 TEACHING THE SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better.

Two courses in Chemistry at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- CHE 300 or 400 level chemistry course 1
- CHE 300 or 400 level chemistry course 2

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)
**Recommended/Optional Course:**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Chemistry majors must complete the following tests:

- **Test of Academic Proficiency (TAP) (test #400)** - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- **Science: Chemistry Content Area Test (test #106)** – assesses knowledge of both geological and chemical science. Test is required before Student Teaching (deadlines apply)
- **Assessment of Professional Teaching (APT)** – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- **EdTPA** - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

**Field Experiences**

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Teaching and Learning: Secondary Education - English (MA)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:
1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

**Licensure**

Illinois Professional Educator License with endorsement in Secondary Education English Language Arts (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction of:
  - The English language.
  - The practices of oral, visual, and written literacy.
  - The communication processes and the importance of effective communication including adapting communication to the listener(s), situation and/or setting.
  - Communication in relation to ethical issues, including issues of diversity.
  - Listening skills and identification and management of barriers to listening.
  - Evaluation of oral messages, uses of oral messages, and management of anxiety.
  - Reading processes.
  - Different composing processes.
  - An extensive range of literature.
  - The range and influence of print and nonprint media and technology in contemporary culture.
- Demonstrate knowledge of an extensive range of literature.
• Demonstrate knowledge of research theory and findings in English language arts.
• Adopt and strengthen professional attitudes needed by English language arts teachers.
• Understand:
  ■ How children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
  ■ How students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
  ■ Individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
• Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
• Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the social sciences.
• Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
• Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
• Learn about and use technology, as appropriate to the discipline.
• Understand and use technology to enhance his/her teaching.
• Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
• Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
• Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally.
• Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

• A completed College of Education graduate application
• A bachelor’s degree conferred by an accredited, recognized institution
• A previous grade point average of 2.75 or above on a 4.0 scale
• Two letters of recommendation from professors or supervisors
• One official transcript from each college or university attended
• Statement of purpose (see application for details)
• Interview with faculty program advisor, upon request
• Evidence of adequate background for the program
• Resume

**College Requirements**

**Dispositions**

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure
Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).
**Degree Conferral and Graduation**

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

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

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

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

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

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

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

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

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

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment (“edTPA”), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University’s College of Education.
Degree Requirements

Content Area Course

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education English

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Introduction to Literature
- Reading Poetry
- Shakespeare
- Literary Research and Writing/Reading Prose
- Linguistics/Grammar/History of the English Language
- 3 British Literature courses
- Romanticism in American Literature
- 2 American Literature courses
- 300 level Literature elective

Course Requirements

Pre-Education Introductory Courses: 12 quarter hours required, grade of C or better.

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required, grade of C or better.

- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- SCG 451 DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION  (Taken in conjunction with TCH 481)
- TCH 471 TEACHING ENGLISH IN THE HIGH SCHOOL 1
- TCH 481 TEACHING ENGLISH IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM

Graduate Level Content Area Course: 8 quarter hours required, grade of C or better required.

Two courses in English at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and require graduate level registration.

- ENG 300 or 400 level English course
- ENG 300 or 400 level English course

Student Teaching: 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Recommended/Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Master of Arts (M.A.) Degree Requirements: 4 quarter hours required**

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education English majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- English Language Arts Content Area Test (test #111) assesses reading, writing and research, speaking and listening, and literature. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) - assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

**Field Experiences**

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Teaching and Learning: Secondary Education - English (MED)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and
positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student’s choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Secondary Education English Language Arts (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>56 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>56 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction of:
  - The English language.
  - The practices of oral, visual, and written literacy.
The communication processes and the importance of effective communication including
adapting communication to the listener(s), situation and/or setting.
- Communication in relation to ethical issues, including issues of diversity.
- Listening skills and identification and management of barriers to listening.
- Evaluation of oral messages, uses of oral messages, and management of anxiety.
- Reading processes.
- Different composing processes.
- An extensive range of literature.
- The range and influence of print and nonprint media and technology in contemporary culture.
- Demonstrate knowledge of an extensive range of literature.
- Demonstrate knowledge of research theory and findings in English language arts.
- Adopt and strengthen professional attitudes needed by English language arts teachers.
- Understand:
  - How children learn and develop, and provide learning opportunities that support their
    intellectual, social and personal development.
  - How students differ in their approaches to learning and create instructional opportunities that
    are adapted to diverse learners.
  - Individual and group motivation and behavior to create a learning environment that encourages
    positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students’ development of critical thinking,
  problem solving, and performance skills in the social sciences.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous
  intellectual, social and physical development of the learner.
- Implement appropriate assessment and instruction that supports students with disabilities in
  mainstream/inclusive settings.
- Learn about and use technology, as appropriate to the discipline.
- Understand and use technology to enhance his/her teaching.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry
  process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support
  students’ learning and well-being.
- Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others
  (students, parents, and other professionals in the learning community) and who actively seek out
  opportunities to grow professionally.
- Understand education as a profession, maintain standards of professional conduct, and provide leadership
  to improve student learning and well-being.

**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional
requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume
College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others’ perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:
- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences
Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
• Academic requirements are due one quarter before expected quarter of student teaching.
• Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

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

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

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

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

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

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

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

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

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For
this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education English

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Introduction to Literature
- Reading Poetry
- Shakespeare
- Literary Research and Writing/Reading Prose
- Linguistics/Grammar/History of the English Language
- 3 British Literature courses
- Romanticism in American Literature
- 2 American Literature courses
- 300 level Literature elective

Course Requirements

Pre-Education Introductory Courses: 12 quarter hours required, grade of C or better required.

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required, grade of C or better required.

- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- SCG 451 DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION (Taken in conjunction with TCH 481)
- TCH 471 TEACHING ENGLISH IN THE HIGH SCHOOL 1
- TCH 481 TEACHING ENGLISH IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
Graduate Level Content Area Course: 8 quarter hours required, grade of C or better required.

Two courses in English at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and require graduate level registration.

- ENG 300 or 400 level English course
- ENG 300 or 400 level English course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education English majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- English Language Arts Content Area Test (test #111) assesses reading, writing and research, speaking and listening, and literature. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) - assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.
Teaching and Learning: Secondary Education - Environmental Science (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school license. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Secondary Education Science-Environmental Science (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Total hours required</th>
<th>60 hours</th>
</tr>
</thead>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary
Program Specific Outcomes

Students will be able to:

- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

- Structure and interpret the central concepts and principles understood through:
  - Biology including molecular and cellular sciences, organisms and ecosystems.
  - Chemistry and physics, including matter, energy, force and motion.
  - Earth/space science; including the earth and the universe.
- Demonstrate in-depth knowledge of the concepts and principles understood through the science discipline of specialization (biology, chemistry, environmental science, physics).
- Understand the major unifying concepts of all sciences (systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; form and function).
  - Relate these concepts to other disciplines, particularly mathematics and the social sciences.
- Define the values, beliefs and assumptions inherent to the creation of scientific knowledge within the scientific community.
  - Contrast science to other ways of knowing.
  - Understand the characteristics distinguishing basic science, applied science, and technology.
  - Understand the processes and conventions of science as a professional activity.
  - Understand the standards defining acceptable evidence and scientific explanation.
- Engage students effectively in science inquiry (e.g., questioning and formulating solvable problems; reflecting on, and constructing, knowledge from data; collaborating and exchanging information while seeking solutions; and developing concepts and relationships from empirical experience).
  - Facilitate understanding of the role inquiry plays in the development of scientific knowledge.
- Relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding (e.g., relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values; and the relevance and importance of science to the personal lives of students).
- Understand the concepts, principles, and practices of technological design.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Create a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and learning.
  - Apply appropriate pedagogical skills to science teaching.
    - Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Develop and apply a coherent, focused science curriculum (an extended framework of goals, plans, materials, and resources for instruction and the instructional context, both in and out of school, within which pedagogy is embedded) that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.
- Relate science teaching and learning to the needs and values of the community; and use human and institutional resources in the community (i.e., social and community support network and involvement of people and institutions from the community) to advance the education of their students in science.
- Use a variety of contemporary assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science (e.g., alignment of goals, instruction and outcomes; measurement and evaluation of student learning in a variety of dimensions and the use of outcome data to guide and change instruction).
- Design and manage safe and supportive learning environments (e.g., physical spaces within which learning of science occurs; psychological and social environment of the student engaged in learning science; treatment and ethical use of living organisms; and safety in all areas related to science instruction) that reflect high expectations for the success of all students.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.

Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.

Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).

Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.

Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Be a reflective practitioner who continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence
of critical thinking through discussion and writing (e.g., journals, response to prompts)

- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses.
Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**
- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**
- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

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

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

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

Application deadlines are as follows:

Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer Quarter - July 15th

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

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

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

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

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment (“edTPA”), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University’s College of Education.
Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Environmental Science

All coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II
- General Physics III
- Ecology
- Earth System Science
- Human Impacts on the Environment
- Environmental Rhetoric and Politics
- Environmental Data Analysis
- Environmental Science Seminar
- Environmental Impact Analysis
- Plus two courses on Environmental Sciences at the Graduate Level, as noted below in the Graduate Content Area

Course Requirements

Pre-Education Introductory Courses: 12 quarter hours required, grade of C or better required.

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required, grade of C or better required.

- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- SCG 451 DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION (Taken in conjunction with TCH 484)
- TCH 474 TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
- TCH 484 TEACHING THE SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required.

Two courses in Environmental Science at the graduate level are required. Courses must be taken before student
teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- ENV 300 or 400 level environmental science course 1
- ENV 300 or 400 level environmental science course 2

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Recommended/Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Master of Arts (M.A.) Degree Requirements: 4 quarter hours required**

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Environmental Science majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Science: Environmental Science Content Area Test (test #112) – assesses knowledge of life science, physical science, and the living environment. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

**Field Experiences**

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.
Teaching and Learning: Secondary Education - Environmental Science (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school license. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Secondary Education Science-Environmental Science (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>56 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>56 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary
foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).

- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Structure and interpret the central concepts and principles understood through:
  - Biology including molecular and cellular sciences, organisms and ecosystems.
  - Chemistry and physics, including matter, energy, force and motion.
  - Earth/Space science; including the earth and the universe.
- Demonstrate in-depth knowledge of the concepts and principles understood through the science discipline of specialization (biology, chemistry, environmental science, physics).
- Understand the major unifying concepts of all sciences (systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; form and function).
  - Relate these concepts to other disciplines, particularly mathematics and the social sciences.
- Define the values, beliefs and assumptions inherent to the creation of scientific knowledge within the scientific community.
  - Contrast science to other ways of knowing.
  - Understand the characteristics distinguishing basic science, applied science, and technology.
  - Understand the processes and conventions of science as a professional activity.
  - Understand the standards defining acceptable evidence and scientific explanation.
- Engage students effectively in science inquiry (e.g., questioning and formulating solvable problems; reflecting on, and constructing, knowledge from data; collaborating and exchanging information while seeking solutions; and developing concepts and relationships from empirical experience).
  - Facilitate understanding of the role inquiry plays in the development of scientific knowledge.
- Relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding (e.g., relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values; and the relevance and importance of science to the personal lives of students).
- Understand the concepts, principles, and practices of technological design.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Create a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and learning.
  - Apply appropriate pedagogical skills to science teaching.
    - Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Develop and apply a coherent, focused science curriculum (an extended framework of goals, plans, materials, and resources for instruction and the instructional context, both in and out of school, within which pedagogy is embedded) that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.
- Relate science teaching and learning to the needs and values of the community; and use human and institutional resources in the community (i.e., social and community support network and involvement of people and institutions from the community) to advance the education of their students in science.
- Use a variety of contemporary assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science (e.g., alignment of goals, instruction and outcomes; measurement and evaluation of student learning in a variety of dimensions and the use of outcome data to guide and change instruction).
- Design and manage safe and supportive learning environments (e.g., physical spaces within which learning of science occurs; psychological and social environment of the student engaged in learning science; treatment and ethical use of living organisms; and safety in all areas related to science instruction) that reflect high expectations for the success of all students.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.

Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.

Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).

Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.

Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Be a reflective practitioner who continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence
of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses.
Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**
- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**
- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

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

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

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

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

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

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

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

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

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University’s College of Education.
Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Environmental Science

All coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II
- General Physics III
- Ecology
- Earth System Science
- Human Impacts on the Environment
- Environmental Rhetoric and Politics
- Environmental Data Analysis
- Environmental Science Seminar
- Environmental Impact Analysis
- Plus two courses on Environmental Sciences at the Graduate Level, as noted below in the Graduate Content Area

Course Requirements

Pre-Education Introductory Courses: 12 quarter hours required, grade of C or better required.

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required, grade of C or better required.

- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- SCG 451 DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION (Taken in conjunction with TCH 484)
- TCH 474 TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
- TCH 484 TEACHING THE SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required.

Two courses in Environmental Science at the graduate level are required. Courses must be taken before student
teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- ENV 300 or 400 level environmental science course 1
- ENV 300 or 400 level environmental science course 2

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Recommended/ Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching licensure. Secondary Education Environmental Science majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Science: Environmental Science Content Area Test (test #112) – assesses knowledge of life science, physical science, and the living environment. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

**Field Experiences**

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Teaching and Learning: Secondary Education - History (MA)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical
reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Secondary Education Social Science-History (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>

Learn Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:
Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of:

- Culture and cultural diversity.
- Time, continuity, and change, including Illinois history.
- People, places, and environment, including Illinois geography.
- Individual development and identity.
- Individuals, groups, and institutions.
- Power, authority and governance, including Illinois government.
- Production, distribution, and consumption, including Illinois economics.
- Science, technology and society.
- Global connections.
- Civic ideals and practices, including Illinois civics.
- The major (history or geography) including Illinois history or geography.

Understand:

- How children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- How students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Use a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the social sciences.

Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.

Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

Learn about and to use technology, as appropriate to the discipline.

Understand and use technology to enhance his/her teaching.

Know a broad range of literacy techniques and strategies for every aspect of communication.

Develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.

Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.

Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).

Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.

Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Be a reflective practitioner who continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

---

**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form
Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

*Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**
Completion of all required field experiences  
Three satisfactory evaluations in field experiences  
Three satisfactory faculty recommendations  
Attendance at mandatory meeting for student teaching  
Application for student teaching, resume, transcripts, and writing sample (check deadlines)  
Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.  
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.  
- Academic requirements are due one quarter before expected quarter of student teaching.  
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

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

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

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

Application deadlines are as follows:

Fall Quarter - October 1st  
Winter Quarter - January 15th  
Spring Quarter - February 1st  
Summer Quarter - July 15th

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

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

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

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

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an
evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University’s College of Education.

**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for Secondary Education History**

All coursework in the content area must earn a grade of C or better.

- T&L 455 (also a required graduate class)
- US History I
- US History II
- US History – upper level
- US History – upper level
- World History I
- World History II
- Non-US, World History – upper level
- Non-US, World History – upper level
- Non-US, World History – upper level

**Additional licensure requirements:** (one course in each area required)

- Geography
- Economics
- Political Science
- Sociology/Anthropology

**Course Requirements**

Pre-Education Introductory Courses: 12 quarter hours required, grade of C or better required.

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

**Advanced Standing Courses: 28 quarter hours required, grade of C or better required.**

- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- SCG 451 DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION (Taken in conjunction with TCH 482)
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- TCH 472 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 1
- TCH 482 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION

**Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required.**

Two courses in History or the Social Sciences at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- HST 300 or 400 level history or social science course 1
- T&L 455 READINGS IN AMERICAN HISTORY

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Recommended/ Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Master of Arts (M.A.) Degree Requirements: 4 quarter hours required**

This is a Master of Arts degree requirement only. A master’s thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education History majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Social Science: History Content Area Test (test #114) – assesses and measures the candidate’s core knowledge across history and social science fields. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by
Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - History (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Secondary Education Social Science-History (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>56 hours</th>
</tr>
</thead>
</table>

DePaul University Autumn 2015-2016 Page 671 of 2506
Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Demonstrate the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of:
  - Culture and cultural diversity.
  - Time, continuity, and change, including Illinois history.
  - People, places, and environment, including Illinois geography.
  - Individual development and identity.
  - Individuals, groups, and institutions.
  - Power, authority and governance, including Illinois government.
  - Production, distribution, and consumption, including Illinois economics.
  - Science, technology and society.
  - Global connections.
  - Civic ideals and practices, including Illinois civics.
  - The major (history or geography) including Illinois history or geography.
- Understand:
  - How children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
  - How students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
  - Individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the social sciences.
- Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and to use technology, as appropriate to the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication
- Develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
• Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).
• Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
• Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
• Be a reflective practitioner who continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
• Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

• A completed College of Education graduate application
• A bachelor’s degree conferred by an accredited, recognized institution
• A previous grade point average of 2.75 or above on a 4.0 scale
• Two letters of recommendation from professors or supervisors
• One official transcript from each college or university attended
• Statement of purpose (see application for details)
• Interview with faculty program advisor, upon request
• Evidence of adequate background for the program
• Resume

College Requirements

Dispositions

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

• Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
• Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
• Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
• Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
• Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
• Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they
Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as coursework. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

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

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

After you submit the application, you cannot register for any term after the one selected in the application.
Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

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

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

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

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

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment (“edTPA”), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students
should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education History

All coursework in the content area must earn a grade of C or better.

- T&L 455 (also a required graduate class)
- US History I
- US History II
- US History – upper level
- US History – upper level
- World History I
- World History II
- Non-US, World History – upper level
- Non-US, World History – upper level
- Non-US, World History – upper level

Additional licensure requirements: (one course in each area required)

- Geography
- Economics
- Political Science
- Sociology/Anthropology

Course Requirements

Pre-Education Introductory Courses: 12 quarter hours required, grade of C or better required.

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required, grade of C or better required.

- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- SCG 451 DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION (Taken in conjunction with TCH 482)
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- TCH 472 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 1
- TCH 482 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required.

Two courses in History or the Social Sciences at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- HST 300 or 400 level history or social science course 1
- T&L 455 READINGS IN AMERICAN HISTORY

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education History majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Social Science: History Content Area Test (test #114) – assesses and measures the candidate’s core knowledge across history and social science fields. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Mathematics (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.
The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

**Licensure**

Illinois Professional Educator License with endorsement in Secondary Education Mathematics (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Know, understand and apply the process of mathematical problem solving.
- Create reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.
- Communicate own mathematical thinking orally and in writing to peers, faculty and others.
- Recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.
- Use varied representations of mathematical ideas to support and deepen students' mathematical understanding.
- Demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and the meaning of operations.
- Emphasize relationships among quantities including functions, ways of representing mathematical
relationships, and the analysis of change.
- Use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.
- Demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in techniques and application of calculus.
- Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.
- Demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.
- Apply and use measurement concepts and tools.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Support a positive disposition toward mathematical processes and mathematical learning consistent with reform in mathematics teaching and learning.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the social sciences.
- Use knowledge and understanding of effective oral, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student’s ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Be a reflective practitioner who evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.
Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
Application for student teaching, resume, transcripts, and writing sample (check deadlines)
Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

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

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

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

Application deadlines are as follows:

Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer Quarter - July 15th

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

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

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

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

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure
Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University’s College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Mathematics

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Calculus I
- Calculus II
- Calculus III
- Intro to Math Reasoning OR Discrete Math I and Discrete Math II
- Multivariable Calculus I
- Multivariable Calculus II
- Linear Algebra
- Programming Language
- Abstract Algebra I
- Theory of Numbers or Abstract Algebra II
- Geometry I
- Geometry II or Real Analysis I
- Probability & Statistics
- History of Mathematics

Course requirements

Pre-Education Introductory Courses: 12 quarter hours required, grade of C or better required.

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
Advanced Standing Courses: 28 quarter hours required, grade of C or better required.

- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- SCG 451 DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION (Taken in conjunction with TCH 483)
- TCH 473 TEACHING MATHEMATICS IN THE HIGH SCHOOL 1
- TCH 483 TEACHING MATHEMATICS IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM

Graduate Level Content Area Course: 8 quarter hours required, grade of C or better required, grade of C or better required.

Two courses in Mathematics at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- MAT 300 or 400 level math course 1
- MAT 300 or 400 level math course 2

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Mathematics majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Mathematics Content Area Test (test #115) – assesses knowledge of both the processes and applications of mathematics. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences
Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Mathematics (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Secondary Education Mathematics (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.
Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Know, understand and apply the process of mathematical problem solving.
- Create reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.
- Communicate own mathematical thinking orally and in writing to peers, faculty and others.
- Recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.
- Use varied representations of mathematical ideas to support and deepen students’ mathematical understanding.
- Demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and the meaning of operations.
- Emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.
- Use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.
- Demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in techniques and application of calculus.
- Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.
- Demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Support a positive disposition toward mathematical processes and mathematical learning consistent with reform in mathematics teaching and learning.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the social sciences.
- Use knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student’s ability to read, write, speak and listen to his or her potential within the demands of the
Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.

- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Be a reflective practitioner who evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

### Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

#### Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

### College Requirements

#### Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in
traditional and in new and emerging digital formats

- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.
Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.
Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

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

Application deadlines are as follows:

Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer Quarter - July 15th

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

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

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

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

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.
Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Mathematics

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Calculus I
- Calculus II
- Calculus III
- Intro to Math Reasoning OR Discrete Math I and Discrete Math II
- Multivariable Calculus I
- Multivariable Calculus II
- Linear Algebra
- Programming Language
- Abstract Algebra I
- Theory of Numbers or Abstract Algebra II
- Geometry I
- Geometry II or Real Analysis I
- Probability & Statistics
- History of Mathematics

Course Requirements

Pre-Education Introductory Courses: 12 quarter hours required, grade of C or better required.

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required, grade of C or better required.

- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- SCG 451 DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION (Taken in conjunction with TCH 483)
- TCH 473 TEACHING MATHEMATICS IN THE HIGH SCHOOL 1
- TCH 483 TEACHING MATHEMATICS IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM

Graduate Level Content Area Course: 8 quarter hours required, grade of C or better required

Two courses in Mathematics at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.
MAT 300 or 400 level math course 1
MAT 300 or 400 level math course 2

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Mathematics majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Mathematics Content Area Test (test #115) – assesses knowledge of both the processes and applications of mathematics. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Physics (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of
Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

**Licensure**

Illinois Professional Educator License with endorsement in Secondary Education Science-Physics (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

---

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Know, understand and apply the process of mathematical problem solving.
- Create reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.
- Communicate own mathematical thinking orally and in writing to peers, faculty and others.
Recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.

Use varied representations of mathematical ideas to support and deepen students' mathematical understanding.

Demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and the meaning of operations.

Emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.

Use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.

Demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in techniques and application of calculus.

Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.

Demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.

Apply and use measurement concepts and tools.

Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.

Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Support a positive disposition toward mathematical processes and mathematical learning consistent with reform in mathematics teaching and learning.

Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Use a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the social sciences.

Use knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

Learn about and use technology, as appropriate for the discipline.

Understand and use technology to enhance his/her teaching.

Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.

Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.

Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).

Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.

Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Be a reflective practitioner who evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

---

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students’ learning
- Values and is responsive to diverse learners’ academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students’ learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others’ perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:
- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
• Pass the required Illinois licensure content area test

**Clinical Requirements:**

• Completion of all required field experiences
• Three satisfactory evaluations in field experiences
• Three satisfactory faculty recommendations
• Attendance at mandatory meeting for student teaching
• Application for student teaching, resume, transcripts, and writing sample (check deadlines)
• Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

• Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
• Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
• Academic requirements are due one quarter before expected quarter of student teaching.
• Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

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

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

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

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

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

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

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

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

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.
All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

---

**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for Secondary Education Physics**

All coursework in the content area must earn a grade of C or better.

- Physics I
- Physics II
- Physics III
- Physics IV
- Meth of Computational & Theoretical Phys I
- Meth of Computational & Theoretical Phys II
- Physics Elective
- Physics Elective
- Physics Elective
- Physics Elective
- Mechanics
- Calculus I
- Calculus II
- Calculus III
- Multivariable Analysis & Linear Algebra I
- Multivariable Analysis & Linear Algebra II
- General Chemistry I
- General Chemistry II
General Chemistry III

Course requirements

Pre-Education Introductory Courses: 12 quarter hours required, grade of C or better required.

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required, grade of C or better required.

- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- SCG 451 DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION (Taken in conjunction with TCH 484)
- TCH 474 TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
- TCH 484 TEACHING THE SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required

Two courses in Physics at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- PHY 300 or 400 level physics course 1
- PHY 300 or 400 level physics course 2

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Physics majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about
qualifying for a waiver with acceptable ACT or SAT test scores.

- **Science: Physics Content Area Test (test #116)** – assesses knowledge of both life and physical science, including Earth systems, technology, and the universe. Test is required before Student Teaching (deadlines apply).
- **Assessment of Professional Teaching (APT)** – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- **EdTPA** - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

### Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

### Teaching and Learning: Secondary Education - Physics (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student’s choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.
Licensure

Illinois Professional Educator License with endorsement in Secondary Education Science-Physics (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>56 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>56 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Know, understand and apply the process of mathematical problem solving.
- Create reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.
- Communicate own mathematical thinking orally and in writing to peers, faculty and others.
- Recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.
- Use varied representations of mathematical ideas to support and deepen students' mathematical understanding.
- Demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and the meaning of operations.
- Emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.
- Use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.
- Demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in techniques and application of calculus.
- Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.
- Demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.
- Apply and use measurement concepts and tools.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Support a positive disposition toward mathematical processes and mathematical learning consistent with reform in mathematics teaching and learning.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the social sciences.
- Use knowledge and understanding of effective verbal, nonverbal, and media communication techniques to
foster active inquiry, collaboration, and supportive interaction in the classroom.

- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student’s ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Be a reflective practitioner who evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

**College Requirements**

**Dispositions**

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.
The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

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

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

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

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

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

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

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

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

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

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment (“edTPA”), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.
Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Physics

All coursework in the content area must earn a grade of C or better.

- Physics I
- Physics II
- Physics III
- Physics IV
- Meth of Computational & Theoretical Phys I
- Meth of Computational & Theoretical Phys II
- Physics Elective
- Physics Elective
- Physics Elective
- Physics Elective
- Physics Elective
- Mechanics
- Calculus I
- Calculus II
- Calculus III
- Multivariable Analysis & Linear Algebra I
- Multivariable Analysis & Linear Algebra II
- General Chemistry I
- General Chemistry II
- General Chemistry III

Course Requirements

Pre-Education Introductory Courses: 12 quarter hours required, grade of C or better required.

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required, grade of C or better required.

- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- SCG 451 DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION (Taken in conjunction with TCH 484)
- TCH 474 TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
- TCH 484 TEACHING THE SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required

Two courses in Physics at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- PHY 300 or 400 level physics course 1
- PHY 300 or 400 level physics course 2

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Physics majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Science: Physics Content Area Test (test #116) – assesses knowledge of both life and physical science, including Earth systems, technology, and the universe. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.
Teaching and Learning: Secondary Education - Social Science (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Secondary Education Social Science-History (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary
students will be able:

**Program Specific Outcomes**

Students will be able to:

- Structure and interpret the central concepts and principles understood through:
  - Biology including molecular and cellular sciences, organisms and ecosystems.
  - Chemistry and physics, including matter, energy, force and motion.
  - Earth/space science; including the earth and the universe.
- Demonstrate in-depth knowledge of the concepts and principles understood through the science discipline of specialization (biology, chemistry, environmental science, physics).
- Understand the major unifying concepts of all sciences (systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; form and function).
  - Relate these concepts to other disciplines, particularly mathematics and the social sciences.
- Define the values, beliefs and assumptions inherent to the creation of scientific knowledge within the scientific community.
  - Contrast science to other ways of knowing.
  - Understand the characteristics distinguishing basic science, applied science, and technology.
  - Understand the processes and conventions of science as a professional activity.
  - Understand the standards defining acceptable evidence and scientific explanation.
- Engage students effectively in science inquiry (e.g., questioning and formulating solvable problems; reflecting on, and constructing, knowledge from data; collaborating and exchanging information while seeking solutions; and developing concepts and relationships from empirical experience).
  - Facilitate understanding of the role inquiry plays in the development of scientific knowledge.
- Relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding (e.g., relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values; and the relevance and importance of science to the personal lives of students).
- Understand the concepts, principles, and practices of technological design.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Create a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and learning.
  - Apply appropriate pedagogical skills to science teaching.
    - Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Develop and apply a coherent, focused science curriculum (an extended framework of goals, plans, materials, and resources for instruction and the instructional context, both in and out of school, within which pedagogy is embedded) that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.
- Relate science teaching and learning to the needs and values of the community; and use human and institutional resources in the community (i.e., social and community support network and involvement of people and institutions from the community) to advance the education of their students in science.
- Use a variety of contemporary assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science (e.g., alignment of goals, instruction and outcomes; measurement and evaluation of student learning in a variety of dimensions and the use of outcome data to guide and change instruction).
- Design and manage safe and supportive learning environments (e.g., physical spaces within which learning of science occurs; psychological and social environment of the student engaged in learning science; treatment and ethical use of living organisms; and safety in all areas related to science instruction) that reflect high expectations for the success of all students.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.

Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.

Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).

Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.

Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Be a reflective practitioner who continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence
of critical thinking through discussion and writing (e.g., journals, response to prompts)

- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well-being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses.
Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

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

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

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

Application deadlines are as follows:

- Fall Quarter: October 1st
- Winter Quarter: January 15th
- Spring Quarter: February 1st
- Summer Quarter: July 15th

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

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

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

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

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.
Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Social Science

All coursework in the content area must earn a grade of C or better.

- US History I
- US History II
- US History – upper level
- US History – upper level
- World History I
- World History II
- Non-US, World History – upper level
- Non-US, World History – upper level
- Secondary Field (6 courses minimum): Choose single field from Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.

Additional licensure requirements

- One course in each area required
  - Geography
  - Economics
  - Political Science
  - Sociology/Anthropology

Course Requirements

Pre-Education Introductory Courses: 12 quarter hours required, grade of C or better required.

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required, grade of C or better required.

- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- SCG 451 DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION (Taken in conjunction with TCH 482)
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- TCH 472 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 1
- TCH 482 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required.

Two courses in History or the Social Sciences the graduate level are required. Courses must be taken before
student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- HST 300 or 400 level history or social science course 1
- HST 300 or 400 level history or social science course 2 (Recommend T&L 455 for students needing a U.S. History course)

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Recommended/ Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Master of Arts (M.A.) Degree Requirements: 4 quarter hours required**

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Social Science majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Social Science: History Content Area Test (test #114) – assesses and measures the candidate's core knowledge across history and social science fields. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

**Field Experiences**

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.
Teaching and Learning: Secondary Education - Social Science (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Secondary Education Social Science-History (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>56 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>56 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary
foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).

- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Structure and interpret the central concepts and principles understood through:
  - Biology including molecular and cellular sciences, organisms and ecosystems.
  - Chemistry and physics, including matter, energy, force and motion.
  - Earth/space science; including the earth and the universe.
- Demonstrate in-depth knowledge of the concepts and principles understood through the science discipline of specialization (biology, chemistry, environmental science, physics).
- Understand the major unifying concepts of all sciences (systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; form and function).
  - Relate these concepts to other disciplines, particularly mathematics and the social sciences.
- Define the values, beliefs and assumptions inherent to the creation of scientific knowledge within the scientific community.
  - Contrast science to other ways of knowing.
  - Understand the characteristics distinguishing basic science, applied science, and technology.
  - Understand the processes and conventions of science as a professional activity.
  - Understand the standards defining acceptable evidence and scientific explanation.
- Engage students effectively in science inquiry (e.g., questioning and formulating solvable problems; reflecting on, and constructing, knowledge from data; collaborating and exchanging information while seeking solutions; and developing concepts and relationships from empirical experience).
  - Facilitate understanding of the role inquiry plays in the development of scientific knowledge.
- Relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding (e.g., relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values; and the relevance and importance of science to the personal lives of students).
- Understand the concepts, principles, and practices of technological design.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Create a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and learning.
  - Apply appropriate pedagogical skills to science teaching.
    - Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Develop and apply a coherent, focused science curriculum (an extended framework of goals, plans, materials, and resources for instruction and the instructional context, both in and out of school, within which pedagogy is embedded) that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.
- Relate science teaching and learning to the needs and values of the community; and use human and institutional resources in the community (i.e., social and community support network and involvement of people and institutions from the community) to advance the education of their students in science.
- Use a variety of contemporary assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science (e.g., alignment of goals, instruction and outcomes; measurement and evaluation of student learning in a variety of dimensions and the use of outcome data to guide and change instruction).
- Design and manage safe and supportive learning environments (e.g., physical spaces within which learning of science occurs; psychological and social environment of the student engaged in learning science; treatment and ethical use of living organisms; and safety in all areas related to science instruction) that reflect high expectations for the success of all students.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
• Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
• Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
• Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
• Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).
• Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
• Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
• Be a reflective practitioner who continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
• Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

• A completed College of Education graduate application
• A bachelor's degree conferred by an accredited, recognized institution
• A previous grade point average of 2.75 or above on a 4.0 scale
• Two letters of recommendation from professors or supervisors
• One official transcript from each college or university attended
• Statement of purpose (see application for details)
• Interview with faculty program advisor, upon request
• Evidence of adequate background for the program
• Resume

College Requirements

Dispositions

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

• Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
• Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
• Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence
of critical thinking through discussion and writing (e.g., journals, response to prompts)

- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well-being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses.
Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

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

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

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

Application deadlines are as follows:

Fall Quarter - October 1st  
Winter Quarter - January 15th  
Spring Quarter - February 1st  
Summer Quarter - July 15th

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

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

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

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

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.
Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Social Science

All coursework in the content area must earn a grade of C or better.

- US History I
- US History II
- US History – upper level
- US History – upper level
- World History I
- World History II
- Non-US, World History – upper level
- Non-US, World History – upper level
- Secondary Field (6 courses minimum): Choose single field from Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.

Additional licensure requirements

- One course in each area required
  - Geography
  - Economics
  - Political Science
  - Sociology/Anthropology

Course Requirements

Pre-Education Introductory Courses: 12 quarter hours required, grade of C or better required.

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required, grade of C or better required.

- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- SCG 451 DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION (Taken in conjunction with TCH 482)
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- TCH 472 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 1
- TCH 482 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required.

Two courses in History or the Social Sciences the graduate level are required. Courses must be taken before
student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- HST 300 or 400 level history or social science course 1
- HST 300 or 400 level history or social science course 2 (Recommend T&L 455 for students needing a U.S. History course)

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Recommended/ Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Social Science majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Social Science: History Content Area Test (test #114) – assesses and measures the candidate’s core knowledge across history and social science fields. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

**Field Experiences**

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Teaching and Learning: Secondary Education - Visual Arts (MA)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse
society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Secondary Education Visual Arts (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes
Students will be able to:

- Understand the:
  - Sensory elements, organizational principles, and expressive qualities of the visual arts.
  - Commonalities, distinctions, and connections in and among the fine arts.
  - Process and production of the visual arts.
- Apply knowledge and skills necessary to create expressively and with technical proficiency in a range of media and processes.
- Analyze how the visual arts function in history, society and everyday life.
- Understand how:
  - The visual arts shape and reflect history, society, and everyday life.
  - Children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
  - Students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the visual arts.
- Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to grow professionally.
- Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
College Requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others’ perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses
Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japnese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
• Three satisfactory faculty recommendations
• Attendance at mandatory meeting for student teaching
• Application for student teaching, resume, transcripts, and writing sample (check deadlines)
• Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

• Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
• Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
• Academic requirements are due one quarter before expected quarter of student teaching.
• Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

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

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

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

Application deadlines are as follows:

• Fall Quarter - October 1st
• Winter Quarter - January 15th
• Spring Quarter - February 1st
• Summer Quarter - July 15th

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

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

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.
Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Visual Arts

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Two Dimensional Foundation
- Three Dimensional Foundation
- Drawing
- Intermediate or Adv. Drawing
- Painting
- Sculpture
- Computer Graphics
- Printmaking
- Principles of Art History
- Photography
- Video
- Art & Design I
- Art & Design II

Course Requirements

Pre-Education Introductory Courses: 12 quarter hours required, grade of C or better required.

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
Advanced Standing Courses: 28 quarter hours required, grade of C or better required.

- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- SCG 451 DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION (Taken in conjunction with T&L 466)
- T&L 465 ART AND PEDAGOGY
- T&L 466 TEACHER AS ARTIST
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required.

Two courses in Visual Art at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- T&L 565 INDEPENDENT STUDIO TOPICS
- ART 300 or 400 level art course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required. Visual Art candidates are required to take this course.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Visual Arts majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Visual Arts Content Area Test (test #145) – assesses knowledge of elements, principles, and expressive features of visual arts. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.
Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Visual Arts (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Secondary Education Visual Arts (grades 9-12 or grades 6-12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>56 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>56 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Understand the:
  - Sensory elements, organizational principles, and expressive qualities of the visual arts.
  - Commonalities, distinctions, and connections in and among the fine arts.
  - Process and production of the visual arts.
- Apply knowledge and skills necessary to create expressively and with technical proficiency in a range of media and processes.
- Analyze how the visual arts function in history, society and everyday life.
- Understand how:
  - The visual arts shape and reflect history, society, and everyday life.
  - Children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
  - Students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the visual arts.
- Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Understand the process of reading and demonstrate instructional abilities to teach reading in the discipline (math, science, social science & visual arts).
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities
to grow professionally.
- Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve student learning and well-being.

**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

**College Requirements**

**Dispositions**

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to
proactively promote all students' learning

- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign
language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then
APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Visual Arts

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12
semester hours) must be coursework at an undergraduate upper level or graduate level.

- Two Dimensional Foundation
- Three Dimensional Foundation
- Drawing
- Intermediate or Adv. Drawing
- Painting
- Sculpture
- Computer Graphics
- Printmaking
- Principles of Art History
- Photography
- Video
- Art & Design I
- Art & Design II

Course Requirements

Pre-Education Introductory Courses: 12 quarter hours required, grade of C or better required.

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required, grade of C or better required.

- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- SCG 451 DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION (Taken in conjunction with T&L 466)
- T&L 465 ART AND PEDAGOGY
- T&L 466 TEACHER AS ARTIST
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION

Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required.

Two courses in Visual Art at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- T&L 565 INDEPENDENT STUDIO TOPICS
- ART 300 or 400 level art history or multimedia course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/ Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required. Visual Art candidates are required to take this course.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Visual Arts majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Visual Arts Content Area Test (test #145) – assesses knowledge of elements, principles, and expressive features of visual arts. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensed from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: World Language - Arabic (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban
educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Foreign Language – Arabic (kindergarten-grade 12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
- Demonstrate a high level of proficiency in the target language.
- Know the target language culture(s), practices, and products and integrate them into foreign language instruction.
- Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).
- Integrate knowledge of other disciplines into foreign language study.
- Use the target language to demonstrate knowledge and understanding of a variety of career options.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the visual arts.
- Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.
- Understand the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.
- Know multiple ways of assessing students and adjust instruction based on the results of assessments, and
reports the results of student performances to all stakeholders.

- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and to use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to that strengthen their own linguistic and cultural competence and grow professionally.
- Understand education as a profession, maintain standards of professional conduct, and provide leadership and advocacy to improve student learning and well-being.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success,
finding alternatives for inappropriate strategies, and modifying future practices

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.
Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete \textit{SCG 439}. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require \textit{SCG 439}. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

\textbf{Student Teaching Requirements}

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

\textbf{Academic Requirements:}

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

\textbf{Clinical Requirements:}

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

\textbf{Student Teaching Timeline and Deadlines:}

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

\textbf{Degree Conferral and Graduation}

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).
It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

- **Fall Quarter - October 1st**
- **Winter Quarter - January 15th**
- **Spring Quarter - February 1st**
- **Summer Quarter - July 15th**

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.
Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Arabic

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Arabic I
- Advanced Arabic II
- Advanced Arabic III
- Advanced High Arabic I
- Advanced High Arabic II
- Advanced High Arabic III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Arabic at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.
Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Master's of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Recommended/ Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching licensed. World Language Education Arabic majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program. Test is required before Student Teaching (deadlines apply). *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Foreign Language: Arabic Content Area Test (test #137) – assesses knowledge of the Arabic language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.
Teaching and Learning: World Language - Arabic (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Foreign Language – Arabic (kindergarten-grade 12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>56 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>56 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary
foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).

- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
- Demonstrate a high level of proficiency in the target language.
- Know the target language culture(s), practices, and products and integrate them into foreign language instruction.
- Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).
- Integrate knowledge of other disciplines into foreign language study.
- Use the target language to demonstrate knowledge and understanding of a variety of career options.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the visual arts.
- Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.
- Understand the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.
- Know multiple ways of assessing students and adjust instruction based on the results of assessments, and reports the results of student performances to all stakeholders.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and to use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student’s ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to that strengthen their own linguistic and cultural competence and grow professionally.
- Understand education as a profession, maintain standards of professional conduct, and provide leadership and advocacy to improve student learning and well-being.
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) or the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**
Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.
Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Arabic

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Arabic I
- Advanced Arabic II
- Advanced Arabic III
- Advanced High Arabic I
- Advanced High Arabic II
- Advanced High Arabic III
- Literature/Culture Elective
- Literature/Culture Elective
Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Arabic at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- ARB 300-600 level Arabic course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Arabic majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language
Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Chinese (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

**Licensure**

Illinois Professional Educator License with endorsement in Foreign Language Chinese (kindergarten-grade 12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
- Demonstrate a high level of proficiency in the target language.
- Know the target language culture(s), practices, and products and integrate them into foreign language instruction.
- Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).
- Integrate knowledge of other disciplines into foreign language study.
- Use the target language to demonstrate knowledge and understanding of a variety of career options.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Use a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the visual arts.

Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.

Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.

Understand the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.

Know multiple ways of assessing students and adjust instruction based on the results of assessments, and reports the results of student performances to all stakeholders.

Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

Learn about and to use technology, as appropriate for the discipline.

Understand and use technology to enhance his/her teaching.

Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.

Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.

Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.

Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to that strengthen their own linguistic and cultural competence and grow professionally.

Understand education as a profession, maintain standards of professional conduct, and provide leadership and advocacy to improve student learning and well-being.

---

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume
Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences
Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
• Academic requirements are due one quarter before expected quarter of student teaching.
• Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson.
Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Chinese

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Chinese I
- Advanced Chinese II
- Advanced Chinese III
- Advanced High Chinese I
- Advanced High Chinese II
- Advanced High Chinese III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIETY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Education Elective Course: 4 quarter hours are required, grade of C or better
required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

**Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.**

Either a course in Chinese at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- CHN 300-600 level Chinese course

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Master's of Arts (M.A.) Degree Requirements: 4 quarter hours required**

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

**Recommended/ Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Chinese majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program. Test is required before Student Teaching (deadlines apply). *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Foreign Language: Chinese Content Area Test (test #126) – assesses knowledge of the Chinese language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

**Field Experiences**

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience.
requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Oral Proficiency Interview (OPI) Test**

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

**Teaching and Learning: World Language - Chinese (MED)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

**Licensure**

Illinois Professional Educator License with endorsement in Foreign Language Chinese (kindergarten-grade 12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>56 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>56 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
- Demonstrate a high level of proficiency in the target language.
- Know the target language culture(s), practices, and products and integrate them into foreign language instruction.
- Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).
- Integrate knowledge of other disciplines into foreign language study.
- Use the target language to demonstrate knowledge and understanding of a variety of career options.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the visual arts.
- Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.
- Understand the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.
- Know multiple ways of assessing students and adjust instruction based on the results of assessments, and reports the results of student performances to all stakeholders.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and to use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to strengthen their own linguistic and cultural competence and grow professionally.

Understand education as a profession, maintain standards of professional conduct, and provide leadership and advocacy to improve student learning and well-being.

**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

**College Requirements**

**Dispositions**

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social,
emotional, and physical development of the learner

- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.
* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th
To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Chinese
All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Chinese I
- Advanced Chinese II
- Advanced Chinese III
- Advanced High Chinese I
- Advanced High Chinese II
- Advanced High Chinese III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Chinese at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- CHN 300-600 level Chinese course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.
Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Chinese majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program. Test is required before Student Teaching (deadlines apply). *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT scores.
- Foreign Language: Chinese Content Area Test (test #126) – assesses knowledge of the Chinese language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - French (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.
The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

**Licensure**

Illinois Professional Educator License with endorsement in Foreign Language French (kindergarten-grade 12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>

### Learning Outcomes

#### Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

#### Program Specific Outcomes

Students will be able to:

- Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
- Demonstrate a high level of proficiency in the target language.
- Know the target language culture(s), practices, and products and integrate them into foreign language instruction.
- Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).
- Integrate knowledge of other disciplines into foreign language study.
- Use the target language to demonstrate knowledge and understanding of a variety of career options.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the visual arts.

Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.

Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.

Understand the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.

Know multiple ways of assessing students and adjust instruction based on the results of assessments, and reports the results of student performances to all stakeholders.

Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

Learn about and to use technology, as appropriate for the discipline.

Understand and use technology to enhance his/her teaching.

Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student’s ability to read, write, speak and listen to his or her potential within the demands of the discipline.

Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.

Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.

Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.

Foster relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to that strengthen their own linguistic and cultural competence and grow professionally.

Understand education as a profession, maintain standards of professional conduct, and provide leadership and advocacy to improve student learning and well-being.

---

**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences
Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
• Academic requirements are due one quarter before expected quarter of student teaching.
• Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

- **Fall Quarter**: October 1st
- **Winter Quarter**: January 15th
- **Spring Quarter**: February 1st
- **Summer Quarter**: July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For
Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education French

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced French I
- Advanced French II
- Advanced French III
- Advanced High French I
- Advanced High French II
- Advanced High French III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Education Elective Course: 4 quarter hours are required, grade of C or better
required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

**Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.**

Either a course in French at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- FCH 300-600 level French course

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Master's of Arts (M.A.) Degree Requirements: 4 quarter hours required**

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

**Recommended/ Optional Course:**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education French majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program. Test is required before Student Teaching (deadlines apply). *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Foreign Language: French Content Area Test (test #127) – assesses knowledge of the French language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed, recommended to take before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

**Field Experiences**

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences
must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education
settings. All field experiences must be completed prior to final approval for student teaching. Field experience
hours should be entered by the student into the FEDS system when completing courses with field experience
requirements. For details on requirements, expectations, documentation, & courses in your program that
require hours, visit the College of Education website.

**Oral Proficiency Interview (OPI) Test**

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese,
Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching.
You must earn a rating of "intermediate high" or better on the test. It is recommended that the OPI be taken
during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of
Education website.

**Teaching and Learning: World Language - French (MED)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated
program of courses and field experiences. Programs offered are designed for the preparation of future
educators. The programs of study center around our commitment to excellence in teaching in today's diverse
society through the investigation of significant educational issues, inquiry into student learning and effective
teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical
reflection upon their practice throughout the program. We foster engagement in schools through our Partnership
Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure
themselves against the values of our guiding conceptual framework through the completion of professional
portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and
positive educational transformation within the context of a Vincentian personalism that honors the dignity of
each person.

Students entering the program must be able and willing to devote themselves to a program requiring a
minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are
completed in conjunction with methodology courses that require students to spend daytime hours in schools. In
addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of
   teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete
those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide
candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban
educational settings, including public and private elementary and high schools. Students follow a general pattern
of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role.
The program combines theoretical principles of education and field work with the student's choice of major.
Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school licensure. Yet,
not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse
settings such as museums, corporations, media, and the arts.

**Licensure**

Illinois Professional Educator License with endorsement in Foreign Language French (kindergarten-grade 12), an
Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>56 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>56 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
- Demonstrate a high level of proficiency in the target language.
- Know the target language culture(s), practices, and products and integrate them into foreign language instruction.
- Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).
- Integrate knowledge of other disciplines into foreign language study.
- Use the target language to demonstrate knowledge and understanding of a variety of career options.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the visual arts.
- Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.
- Understand the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.
- Know multiple ways of assessing students and adjust instruction based on the results of assessments, and reports the results of student performances to all stakeholders.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and to use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student’s ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
• Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
• Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
• Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
• Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to that strengthen their own linguistic and cultural competence and grow professionally.
• Understand education as a profession, maintain standards of professional conduct, and provide leadership and advocacy to improve student learning and well-being.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

• A completed College of Education graduate application
• A bachelor’s degree conferred by an accredited, recognized institution
• A previous grade point average of 2.75 or above on a 4.0 scale
• Two letters of recommendation from professors or supervisors
• One official transcript from each college or university attended
• Statement of purpose (see application for details)
• Interview with faculty program advisor, upon request
• Evidence of adequate background for the program
• Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

• Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
• Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
• Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
• Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
• Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
• Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they
do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.
Application deadlines are as follows:

Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment (“edTPA”), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University’s College of Education.

**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students
should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for World Language Education French**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced French I
- Advanced French II
- Advanced French III
- Advanced High French I
- Advanced High French II
- Advanced High French III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

**Course Requirements**

**Education Courses: 40 quarter hours required, grade of C or better required.**

- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

**Education Elective Course: 4 quarter hours are required, grade of C or better required.**

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

**Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.**

Either a course in French at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- FCH 300-600 level French course

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade
**Recommended/Optional Course:**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education French majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program. Test is required before Student Teaching (deadlines apply). *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Foreign Language: French Content Area Test (test #127) – assesses knowledge of the French language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

**Field Experiences**

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Oral Proficiency Interview (OPI) Test**

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

**Teaching and Learning: World Language - German (MA)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and
positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

**Licensure**

Illinois Professional Educator License with endorsement in Foreign Language German (kindergarten-grade 12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
- Demonstrate a high level of proficiency in the target language.
• Know the target language culture(s), practices, and products and integrate them into foreign language instruction.
• Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).
• Integrate knowledge of other disciplines into foreign language study.
• Use the target language to demonstrate knowledge and understanding of a variety of career options.
• Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
• Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
• Use an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning, and self-motivation.
• Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
• Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the visual arts.
• Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
• Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.
• Understand the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.
• Know multiple ways of assessing students and adjust instruction based on the results of assessments, and reports the results of student performances to all stakeholders.
• Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
• Learn about and to use technology, as appropriate for the discipline.
• Understand and use technology to enhance his/her teaching.
• Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
• Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
• Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
• Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
• Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
• Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to that strengthen their own linguistic and cultural competence and grow professionally.
• Understand education as a profession, maintain standards of professional conduct, and provide leadership and advocacy to improve student learning and well-being.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

• A completed College of Education graduate application
• A bachelor's degree conferred by an accredited, recognized institution
• A previous grade point average of 2.75 or above on a 4.0 scale
• Two letters of recommendation from professors or supervisors
• One official transcript from each college or university attended
• Statement of purpose (see application for details)
• Interview with faculty program advisor, upon request
• Evidence of adequate background for the program
• Resume
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.
Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in
the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education German

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced German I
- Advanced German II
- Advanced German III
- Advanced High German I
- Advanced High German II
- Advanced High German III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirement

Education Courses: 40 quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12
Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in German at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- GER 300-600 level German course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Master’s of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master’s thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Recommended/ Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Licensure Tests

All individuals licensure by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education German majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program. Test is required before Student Teaching (deadlines apply). *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Foreign Language: German Content Area Test (test #128) – assesses knowledge of the German language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.
**Field Experiences**

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Oral Proficiency Interview (OPI) Test**

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

**Teaching and Learning: World Language - German (MED)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

**Licensure**
Illinois Professional Educator License with endorsement in Foreign Language German (kindergarten-grade 12), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>56 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>56 hours</td>
</tr>
</tbody>
</table>

## Learning Outcomes

### Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

### Program Specific Outcomes

Students will be able to:

- Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
- Demonstrate a high level of proficiency in the target language.
- Know the target language culture(s), practices, and products and integrate them into foreign language instruction.
- Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).
- Integrate knowledge of other disciplines into foreign language study.
- Use the target language to demonstrate knowledge and understanding of a variety of career options.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the visual arts.
- Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.
- Understand the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.
- Know multiple ways of assessing students and adjust instruction based on the results of assessments, and reports the results of student performances to all stakeholders.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and to use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to that strengthen their own linguistic and cultural competence and grow professionally.
- Understand education as a profession, maintain standards of professional conduct, and provide leadership and advocacy to improve student learning and well-being.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German,
Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are
completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University’s College of Education.
Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education German

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced German I
- Advanced German II
- Advanced German III
- Advanced High German I
- Advanced High German II
- Advanced High German III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirement

Education Courses: 40 quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in German at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.
Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education German majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program. Test is required before Student Teaching (deadlines apply). *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Foreign Language: German Content Area Test (test #128) – assesses knowledge of the German language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.
Teaching and Learning: World Language - Italian (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Foreign Language Italian (kindergarten-grade 12), Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
● Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
● Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
● Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

● Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
● Demonstrate a high level of proficiency in the target language.
● Know the target language culture(s), practices, and products and integrate them into foreign language instruction.
● Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).
● Integrate knowledge of other disciplines into foreign language study.
● Use the target language to demonstrate knowledge and understanding of a variety of career options.
● Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
● Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
● Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
● Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
● Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the visual arts.
● Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
● Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.
● Understand the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.
● Know multiple ways of assessing students and adjust instruction based on the results of assessments, and reports the results of student performances to all stakeholders.
● Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
● Learn about and to use technology, as appropriate for the discipline.
● Understand and use technology to enhance his/her teaching.
● Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student’s ability to read, write, speak and listen to his or her potential within the demands of the discipline.
● Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
● Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
● Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
● Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
● Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to that strengthen their own linguistic and cultural competence and grow professionally.
● Understand education as a profession, maintain standards of professional conduct, and provide leadership and advocacy to improve student learning and well-being.
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
• Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**
Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**
- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**
- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:
- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.
Additional information about degree conferral and graduation can be found on the College of Education website.

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University’s College of Education.

**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for World Language Education Italian include:**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Italian I
- Advanced Italian II
- Advanced Italian III
- Advanced High Italian I
- Advanced High Italian II
- Advanced High Italian III
- Literature/Culture Elective
- Literature/Culture Elective
Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Italian at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- ITA 300-600 level Italian course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Master's of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Recommended/ Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Italian majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program. Test is required before Student Teaching (deadlines apply). *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Foreign Language: Italian Content Area Test (test #130) – assesses knowledge of the Italian language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Tes (see below).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Italian (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:
1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching.
2. Multiculturalism is infused throughout the curriculum.
3. Field experiences are an integral part of the curriculum.
4. Students are exposed to a variety of educational theories.
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role.

The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

**Licensure**

Illinois Professional Educator License with endorsement in Foreign Language Italian (kindergarten-grade 12), Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>56 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>56 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
- Demonstrate a high level of proficiency in the target language.
- Know the target language culture(s), practices, and products and integrate them into foreign language instruction.
- Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).
- Integrate knowledge of other disciplines into foreign language study.
- Use the target language to demonstrate knowledge and understanding of a variety of career options.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
• Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
• Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
• Use a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the visual arts.
• Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
• Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.
• Understand the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.
• Know multiple ways of assessing students and adjust instruction based on the results of assessments, and reports the results of student performances to all stakeholders.
• Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
• Learn about and to use technology, as appropriate for the discipline.
• Understand and use technology to enhance his/her teaching.
• Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student’s ability to read, write, speak and listen to his or her potential within the demands of the discipline.
• Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
• Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
• Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
• Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
• Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to that strengthen their own linguistic and cultural competence and grow professionally.
• Understand education as a profession, maintain standards of professional conduct, and provide leadership and advocacy to improve student learning and well-being.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

• A completed College of Education graduate application
• A bachelor’s degree conferred by an accredited, recognized institution
• A previous grade point average of 2.75 or above on a 4.0 scale
• Two letters of recommendation from professors or supervisors
• One official transcript from each college or university attended
• Statement of purpose (see application for details)
• Interview with faculty program advisor, upon request
• Evidence of adequate background for the program
• Resume
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences
Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
• Academic requirements are due one quarter before expected quarter of student teaching.
• Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

- **Fall Quarter** - October 1st
- **Winter Quarter** - January 15th
- **Spring Quarter** - February 1st
- **Summer Quarter** - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For
Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Italian I
- Advanced Italian II
- Advanced Italian III
- Advanced High Italian I
- Advanced High Italian II
- Advanced High Italian III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12
  (Secondary )
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.
Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Italian at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- ITA 300-600 level Italian course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/ Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Italian majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program. Test is required before Student Teaching (deadlines apply). *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Foreign Language: Italian Content Area Test (test #130) – assesses knowledge of the Italian language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.
For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Japanese (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Foreign Language Japanese (kindergarten-grade 12), Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
- Demonstrate a high level of proficiency in the target language.
- Know the target language culture(s), practices, and products and integrate them into foreign language instruction.
- Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).
- Integrate knowledge of other disciplines into foreign language study.
- Use the target language to demonstrate knowledge and understanding of a variety of career options.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the visual arts.
- Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.
- Use the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.
- Know multiple ways of assessing students and adjust instruction based on the results of assessments, and reports the results of student performances to all stakeholders.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and to use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student’s ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to that strengthen their own linguistic and cultural competence and grow professionally.
Understand education as a profession, maintain standards of professional conduct, and provide leadership and advocacy to improve student learning and well-being.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
Balances self-confidence and assertiveness with respect for others' perspectives
Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the
content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.
Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Japanese I
Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12
  (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Japanese at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- JPN 300-600 level Japanese course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Master's of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING
Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Japanese majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program. Test is required before Student Teaching (deadlines apply). *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Foreign Language: Japanese Content Area Test (test #131) – assesses knowledge of the Japanese language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- Assessment of Professional Teaching (APT) - assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Japanese (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional
portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

**Licensure**

Illinois Professional Educator License with endorsement in Foreign Language Japanese (kindergarten-grade 12), Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>56 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>56 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
Demonstrate a high level of proficiency in the target language.
Know the target language culture(s), practices, and products and integrate them into foreign language instruction.
Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).
Integrate knowledge of other disciplines into foreign language study.
Use the target language to demonstrate knowledge and understanding of a variety of career options.
Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Use a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the visual arts.
Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.
Understand the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.
Know multiple ways of assessing students and adjust instruction based on the results of assessments, and reports the results of student performances to all stakeholders.
Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
Learn about and to use technology, as appropriate for the discipline.
Understand and use technology to enhance his/her teaching.
Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
 Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to that strengthen their own linguistic and cultural competence and grow professionally.
Understand education as a profession, maintain standards of professional conduct, and provide leadership and advocacy to improve student learning and well-being.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.
Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in
the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Japanese

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Japanese I
- Advanced Japanese II
- Advanced Japanese III
- Advanced High Japanese I
- Advanced High Japanese II
- Advanced High Japanese III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12
Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Japanese at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- JPN 300-600 level Japanese course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Japanese majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program. Test is required before Student Teaching (deadlines apply). *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Foreign Language: Japanese Content Area Test (test #131) – assesses knowledge of the Japanese language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- Assessment of Professional Teaching (APT) - assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience
hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Oral Proficiency Interview (OPI) Test**

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

---

**Teaching and Learning: World Language - Latin (MA)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student’s choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

**Licensure**

Illinois Professional Educator License with endorsement in Foreign Language Latin (kindergarten-grade 12), Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>
Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
- Demonstrate a high level of proficiency in the target language.
- Know the target language culture(s), practices, and products and integrate them into foreign language instruction.
- Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).
- Integrate knowledge of other disciplines into foreign language study.
- Use the target language to demonstrate knowledge and understanding of a variety of career options.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the visual arts.
- Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.
- Understand the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.
- Know multiple ways of assessing students and adjust instruction based on the results of assessments, and reports the results of student performances to all stakeholders.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and to use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student’s ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.
- Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities.
to that strengthen their own linguistic and cultural competence and grow professionally.

- Understand education as a profession, maintain standards of professional conduct, and provide leadership and advocacy to improve student learning and well-being.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to
proactively promote all students' learning

- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign...
language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.**

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then
APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Latin

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12
semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Latin I
- Advanced Latin II
- Advanced Latin III
- Advanced High Latin I
- Advanced High Latin II
- Advanced High Latin III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Latin at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- LAT 300-600 level Latin course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Master's of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING
Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Latin majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program. Test is required before Student Teaching (deadlines apply). *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Foreign Language: Latin Content Area Test (test #133) – assesses knowledge of the Latin language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Latin (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of
each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role.

The program combines theoretical principles of education and field work with the student's choice of major.

Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

**Licensure**

Illinois Professional Educator License with endorsement in Foreign Language Latin (kindergarten-grade 12), Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Total hours required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>56 hours</td>
</tr>
</tbody>
</table>

---

**Learning Outcomes**

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
- Demonstrate a high level of proficiency in the target language.
- Know the target language culture(s), practices, and products and integrate them into foreign language
Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).

Integrate knowledge of other disciplines into foreign language study.

Use the target language to demonstrate knowledge and understanding of a variety of career options.

Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.

Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Use a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the visual arts.

Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.

Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.

Understand the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.

Know multiple ways of assessing students and adjust instruction based on the results of assessments, and report the results of student performances to all stakeholders.

Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

Learn about and to use technology, as appropriate for the discipline.

Understand and use technology to enhance his/her teaching.

Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.

Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.

Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.

Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to that strengthen their own linguistic and cultural competence and grow professionally.

Understand education as a profession, maintain standards of professional conduct, and provide leadership and advocacy to improve student learning and well-being.

---

**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests
All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education
**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the commencement ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment (“edTPA”), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and...
EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Latin I
- Advanced Latin II
- Advanced Latin III
- Advanced High Latin I
- Advanced High Latin II
- Advanced High Latin III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
**Education Elective Course:** 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

**Graduate Level Content Area Courses:** 4 quarter hours required, grade of C or better required.

Either a course in Latin at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- LAT 300-600 level Latin course

**Student Teaching:** 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Recommended/Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Latin majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program. Test is required before Student Teaching (deadlines apply). *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Foreign Language: Latin Content Area Test (test #133) – assesses knowledge of the Latin language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

**Field Experiences**

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.
Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Russian (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Foreign Language Russian (kindergarten-grade 12), Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>
Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
- Demonstrate a high level of proficiency in the target language.
- Know the target language culture(s), practices, and products and integrate them into foreign language instruction.
- Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).
- Integrate knowledge of other disciplines into foreign language study.
- Use the target language to demonstrate knowledge and understanding of a variety of career options.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the visual arts.
- Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.
- Understand the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.
- Know multiple ways of assessing students and adjust instruction based on the results of assessments, and reports the results of student performances to all stakeholders.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and to use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to that strengthen their own linguistic and cultural competence and grow professionally.
- Understand education as a profession, maintain standards of professional conduct, and provide leadership and advocacy to improve student learning and well-being.
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learners
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students'
learning and development

- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are
required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.
DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for World Language Education Russian**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Russian I
- Advanced Russian II
- Advanced Russian III
Advanced High Russian I
Advanced High Russian II
Advanced High Russian III
Literature/Culture Elective
Course Requirements

Pre-Education Introductory Courses: 40 quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Russian at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- RUS 300-600 level Russian course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Master’s of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master’s thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Recommended/Optional Course
SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Russian majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program.
  - Test is required before Student Teaching (deadlines apply). *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Foreign Language: Russian Content Area Test (test #134) – assesses knowledge of the Russian language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Russian (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a
minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

**Licensure**

Illinois Professional Educator License with endorsement in Foreign Language Russian (kindergarten-grade 12), Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>56 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>56 hours</td>
</tr>
</tbody>
</table>

**Core Outcomes**

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

**Program Specific Outcomes**

Students will be able to:

- Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
- Demonstrate a high level of proficiency in the target language.
- Know the target language culture(s), practices, and products and integrate them into foreign language instruction.
- Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).
- Integrate knowledge of other disciplines into foreign language study.
- Use the target language to demonstrate knowledge and understanding of a variety of career options.
- Understand how children learn and develop, and provide learning opportunities that support their
intellectual, social and personal development.

- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the visual arts.
- Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.
- Understand the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.
- Know multiple ways of assessing students and adjust instruction based on the results of assessments, and reports the results of student performances to all stakeholders.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and to use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to that strengthen their own linguistic and cultural competence and grow professionally.
- Understand education as a profession, maintain standards of professional conduct, and provide leadership and advocacy to improve student learning and well-being.

**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume
Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Field Experiences
Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
Academic requirements are due one quarter before expected quarter of student teaching. Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:
- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson.
this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Russian

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Russian I
- Advanced Russian II
- Advanced Russian III
- Advanced High Russian I
- Advanced High Russian II
- Advanced High Russian III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Education Introductory Courses: 40 quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Russian at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- RUS 300-600 level Russian course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/ Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Russian majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program. Test is required before Student Teaching (deadlines apply). *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Foreign Language: Russian Content Area Test (test #134) – assesses knowledge of the Russian language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test
Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Spanish (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Foreign Language Spanish (kindergarten-grade 12), Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>60 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
- Demonstrate a high level of proficiency in the target language.
- Know the target language culture(s), practices, and products and integrate them into foreign language instruction.
- Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).
- Integrate knowledge of other disciplines into foreign language study.
- Use the target language to demonstrate knowledge and understanding of a variety of career options.
- Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the visual arts.
- Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.
- Understand the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.
- Know multiple ways of assessing students and adjust instruction based on the results of assessments, and reports the results of student performances to all stakeholders.
- Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
- Learn about and to use technology, as appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student’s ability to read, write, speak and listen to his or her potential within the demands of the discipline.
- Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
- Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to that strengthen their own linguistic and cultural competence and grow professionally.
Understand education as a profession, maintain standards of professional conduct, and provide leadership and advocacy to improve student learning and well-being.

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts
(including careful instructional planning, implementation, and differentiation) and through everyday interactions with students:

- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others’ perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

**Field Experiences**

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.
**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.**

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.
Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment (“edTPA”), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University’s College of Education.

**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for World Language Education Spanish**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Spanish I
- Advanced Spanish II
- Advanced Spanish
Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Spanish at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- SPN 300-600 level Spanish course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Master’s of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master’s thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Recommended/ Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for
endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Spanish majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program. Test is required before Student Teaching (deadlines apply). *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Foreign Language: Spanish Content Area Test (test #135) – assesses knowledge of the Spanish language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Spanish (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are
completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school licensure. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Foreign Language Spanish (kindergarten-grade 12), Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>56 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>56 hours</td>
</tr>
</tbody>
</table>

Learning Outcomes

Core Outcomes

Students will be able to:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of differences.

Program Specific Outcomes

Students will be able to:

- Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
- Demonstrate a high level of proficiency in the target language.
- Know the target language culture(s), practices, and products and integrate them into foreign language instruction.
- Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).
- Integrate knowledge of other disciplines into foreign language study.
Use the target language to demonstrate knowledge and understanding of a variety of career options.

Understand how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development.

Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Use a variety of instructional skills and strategies to encourage students’ development of critical thinking, problem solving, and performance skills in the visual arts.

Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.

Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.

Understand the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.

Know multiple ways of assessing students and adjust instruction based on the results of assessments, and reports the results of student performances to all stakeholders.

Implement appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

Learn about and to use technology, as appropriate for the discipline.

Understand and use technology to enhance his/her teaching.

Know a broad range of literacy techniques and strategies for every aspect of communication and develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

Model effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.

Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.

Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.

Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to that strengthen their own linguistic and cultural competence and grow professionally.

Understand education as a profession, maintain standards of professional conduct, and provide leadership and advocacy to improve student learning and well-being.

**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Test of Academic Proficiency (TAP)
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.
Field Experiences

Each student seeking licensure from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main licensure area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:
- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

Clinical Requirements:
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:
- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to
student teaching.

Academic requirements are due one quarter before expected quarter of student teaching.

Clinical requirements are completed as course requirements. Field experience hours are entered by the
student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the
Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements
(application, training, background check, etc.).

**Degree Conferral and Graduation**

The awarding of a degree is not automatic. You must submit an application to be considered for the degree.
DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I
and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application.
Submitting an application means you intend to finish your degree requirements by the end of the term for which
you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction
courses to be cleared for the degree. Student must submit graduation application for the quarter you are
completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then
APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end
of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply
for degree conferral for the current academic year and then submit a cap and gown order. Honors are not
announced at the ceremony for undergraduates completing their final courses in spring quarter because a final
GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Licensure**

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI
for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of
requirements and after DePaul has submitted notification to ISBE. Application requirements include application
form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are
subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the license must contact ISBE directly for an
evaluation request.

**Teacher Licensure**

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in
the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated
by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and
beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment,
teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses
of student learning, and teacher candidate reflective commentaries for a learning segment and submit these...
components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University’s College of Education.

**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for World Language Education Spanish**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Spanish I
- Advanced Spanish II
- Advanced Spanish III
- Advanced High Spanish I
- Advanced High Spanish II
- Advanced High Spanish III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

**Course Requirements**

**Education Courses: 40 quarter hours required, grade of C or better required.**

- SCG 406 HUMAN DEVELOPMENT AND LEARNING-SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required.

Either a course in Spanish at the graduate level or an education language course is required; either course must be approved by the WLE Program director. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- SPN 300-600 level Spanish course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 credit hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 credit hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education Spanish majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program. Test is required before Student Teaching (deadlines apply). *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Foreign Language: Spanish Content Area Test (test #135) – assesses knowledge of the Spanish language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test
Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test. It is recommended that the OPI be taken during the first year in the program and in consultation with the WLE content advisor in Modern Languages.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

**Wealth Management (MS)**

The Master of Science in Wealth Management program consists of rigorous course work and real-world case analyses related to all aspects of wealth management, including accounting, decision-making, estate planning and financial planning.

The MS in Wealth Management is a cohort program designed for:

- Career-changers or professionals seeking entry into the wealth management and financial planning industries.
- Professionals currently working in the wealth management industry or a related field.
- Students who have earned or are earning an MBA.

**Highlights**

The program is designed to help you:

- Develop an understanding of complex issues in wealth management while building a strong network of peers.
- Explore the industry's best practices based on real-world experiences brought into the classroom.
- Engage in the subject through course materials as well as in discussions and debates with your classmates.

The MS in Wealth Management program also includes a seminar series that complements the material covered in courses.

**Career Outlook**

Graduates are equipped with specialized knowledge and credentials to meet the growing industry demand for personal financial advisors — a field that is expected to grow 32 percent by 2020.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Acquire both knowledge and skills that are broad, deep, and necessary to fulfill their professional goals.
- Use analytical and decision-making skills to solve problems encountered by individuals with respect to the preservation and enhancement of wealth.
- Produce a coherent written document and oral presentation of the analysis of a complex wealth management issue.
- Develop the foundation to think about and address ethical issues in the context of financial markets and
Wealth Management (MS)

The Wealth Management Boot Camp (FIN 570) and 12 courses are required to complete the Master of Science in Wealth Management.

- FIN 570 WEALTH MANAGEMENT BOOT CAMP (Zero Credit Hours)
- ACC 592 OVERVIEW OF FEDERAL INCOME TAX FOR INDIVIDUALS
- ACC 593 OVERVIEW OF TRANSFER PLANNING FOR WEALTH MANAGEMENT
- ACC 594 MULTIGENERATIONAL ADVANCED PLANNING STRUCTURES
- FIN 555 FINANCIAL MANAGEMENT
- FIN 501 ETHICS IN FINANCIAL MARKETS
- FIN 523 INVESTMENT ANALYSIS
- FIN 528 ALTERNATIVE INVESTMENTS
- FIN 564 RISK MANAGEMENT FOR INDIVIDUALS, FAMILIES AND ENTITIES
- FIN 572 FINANCIAL PLANNING, CAPSTONE I
- FIN 573 FINANCIAL PLANNING, CAPSTONE II
- FIN 581 THE PSYCHOLOGY OF FINANCIAL DECISION MAKING
- RE 530 REAL ESTATE INVESTMENT AND FINANCE

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of the twelve required courses.
- All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written approval of the director of the program or the Kellstadt Graduate School of Business.

Women's and Gender Studies (MA)

The MA in Women's and Gender Studies offers a cutting edge curriculum that focuses on the interconnectedness of local, global, and transnational feminist theories, methodologies, research, public policies, and social movements; attends to interlocking systems of oppression and privilege—gender, race, sexuality, class, nation—to address issues of power, resistance, and social transformation; connects feminist theories to activism and social justice; and engages communities through research, advocacy, and service.

Women's Studies and Gender Studies are complementary interdisciplinary fields whose research, scholarship, and creative activities examine women's lives, conditions, and contributions within their historical, social, cultural, national, and transnational contexts and explore how gender is constructed and negotiated within and across societies. Women's and men's identities and experiences are examined through the constructs of gender, race, class, sexuality, age, ability, culture, religion, nation etc. within broader historical, social, and global contexts, such as colonialism and globalization, among others.

Through feminist and gender-based theories and methodologies, the Department of Women's and Gender Studies offers critical analyses, reflections, and contributions to knowledge regarding interlocking systems of oppression and privilege, thereby addressing issues of power, resistance and social transformation. In addition, the emphasis on critical theory and analysis allows for work that interrogates feminist discourses as well as those...
of other disciplines in the arts, humanities, social sciences, and natural sciences. By crossing the boundaries of traditional fields of study, the department seeks to create new, coherent understandings of human experiences. For more information, contact Dr. Ann Russo, Graduate Director.

The MA in Women’s and Gender Studies requires completion of 48 credit hours. All Core, and many Elective courses, will be offered during the evening. The program requires five Core courses, five or six Elective courses organized around a focus tailored to the individual student’s needs, and a Capstone consisting of either a two-course Thesis Option, a two-course Practical or Creative Project Option, or a one-course Portfolio option.

Course offerings are scheduled so that students will ordinarily complete the program in two years.

The MA in Women’s and Gender Studies may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Women’s and Gender Studies + Digital Humanities Certificate
- Women’s and Gender Studies + Global Health Certificate
- Women’s and Gender Studies + Public Health Certificate
- Women’s and Gender Studies + Social Research Certificate

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>20 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone Requirements</td>
<td>4-8 hours</td>
</tr>
<tr>
<td>Elective Requirements</td>
<td>20-24 hours</td>
</tr>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Students will be able to:

- Recognize the contributions of various theoretical frameworks within the field of Women's and Gender Studies, and can explain their historical development as well as current contestations.
- Critically analyze diverse human experiences regarding the construction and negotiation of gendered identities and expressions.
- Evaluate gender issues within the context of inter-relationship with other constructs such as race, ethnicity, class, sexuality, age, ability, religion, culture, nationality, among others.
- Critically analyze information about interlocking systems of oppression and privilege, applying such information to issues of power, resistance, and social transformation.
- Distinguish the conditions and contributions of women within multiple local, national, and transnational contexts, while differentiating comparative perspectives and taking into consideration issues of culture, tradition, and politics.
- Assess the various ways in which individuals and groups have acted in their own interests and contributed to the production of knowledge, culture, the arts, and other human endeavors.
- Construct socially responsible ethical frameworks that are informed by historical consciousness of transnational contexts.
- Discuss the links between theory and practice, scholarship and activism, and research and public policy in the field of Women's and Gender Studies.
  - Apply this knowledge as agents of social change and social justice.
Degree Requirements

Course Requirements

- WGS 400 FEMINIST THEORIES
- WGS 465 GLOBALIZATION, TRANSNATIONALISM, AND GENDER
- WGS 491 METHODS AND SCHOLARSHIP IN WOMEN’S & GENDER STUDIES
- WGS 485 WOMEN, GENDER, AGENCY, AND SOCIAL CHANGE
- WGS 415 CONTENTIONS IN FEMINIST AND GENDER THEORIZING: NEW DIRECTIONS
- WGS 493 FINAL PROJECT INDEPENDENT RESEARCH
- Five or six electives, depending upon the Final Project selected

Elective courses will be chosen by the student in conjunction with a faculty advisor in order to tailor a coherent program of study to the individual student’s particular academic and/or professional objectives while ensuring that the student sustains a strong interdisciplinary focus at the graduate level. Elective courses may be offered by Women's and Gender Studies or by other departments/programs at DePaul, provided that such courses meet the criteria for inclusion within the Women's and Gender Studies curriculum (with permission).

Capstone/ Final Project Requirements

All students must complete an M.A. Final Project, selecting one of the following options:

Thesis

The Thesis Option requires that the student plan, execute, and defend an independent and original analytical research project that makes a contribution to current scholarship in the field of women's and gender studies and related subfields. The thesis should show accomplishment in methods of research, critical judgment, and, if appropriate, praxis that characterizes feminist research. Thesis research must be grounded in interdisciplinary scholarship as well as feminist and/or gender theories, and must reflect considerable engagement with relevant literature and methodology in the field. The thesis consists of approximately 50 pages of text with a substantial bibliography.

Students who select the Thesis option will complete, in addition to required Core Courses in the M.A. Program, a five-course elective focus, and two courses of WGS 493 Final Project Independent Research focused on researching and writing the thesis. You are required to present and defend the thesis to an MA Final Project Committee. The student is also required to present their final project to a public audience at a WGS Graduate Student Final Project Presentation event.

Practical Project

The Practical Project Option requires that the student plan, develop, and defend a practical project that is grounded in interdisciplinary scholarship, feminist and/or gender theories, and that has a direct and practical application to community service, advocacy, and/or education. Practical projects take a variety of forms; for instance, it could be a participatory action research project with an organization, or a curriculum to be taught in community-based or educational setting, or a public policy or human rights related educational or advocacy project, or any project created for implementation with a broader community. In general, the M.A. Practical Project in WGS consists of the project itself (e.g., the curriculum, the participatory action research report) and a Framing Paper (minimum 25 pages) in which you frame the mission, goals, methods, components, and expected outcomes of the project you have undertaken.

Students who select the Practical Project option will complete, in addition to required Core Courses in the M.A. Program, a five-course elective focus, plus an additional two courses (total of 8 credit hours) of WGS 493 Final Project Independent Research. They will also be required to present and defend the Practical Project to an MA Final Project Committee. The student is also required to present their final project to a public audience at a WGS Graduate Student Final Project Presentation event.

Creative Project

The Creative Project Option requires students to create an artistic and/or literary project that gives voice to issues or questions in Women's and Gender Studies. It should be informed by feminist theory and scholarship, and it should address a significant theme or question within the field. A Creative Project may be a play, an art exhibit, a memoir, a novel, a collection of short stories, a collection of non-fiction essays, a mixed-media work, a dance or musical performance, a film, a website—to name just a few of the multiple possibilities open to students choosing this option. In general, the M.A. Creative Project in WGS consists of the creative project itself...
and a Creative Project Framing Paper (minimum 25 pages) in which you describe and frame the creative project.

Students who select the Creative Project Option will complete, in addition to required Core Courses in the M.A. Program, a five-course elective focus, plus an additional two courses of independent study and research. You will also be required to present and defend the creative project to an MA Final Project Committee. The student is also required to present their final project to a public audience at a WGS Graduate Student Final Project Presentation event.

Portfolio

The Portfolio Final Project Option requires that the student conduct a comprehensive analysis of their learning while a graduate student in WGS. The student must prepare and submit (1) a collection of at least six seminar papers, practical or creative projects, and/or other research products that are the outcomes of core and elective courses; and (2) a Portfolio Essay (minimum 25 pages) that offers a reflective and critical analysis of how the papers/projects reflect the students intellectual, creative, and analytical development over the course of their graduate studies.

Students who select the Portfolio Option will complete, in addition to required Core Courses in the M.A. Program, a six-course elective focus, plus an additional course WGS 493 – Final Project Independent Research during which they will write the Portfolio Essay. They will also be required to present and defend the portfolio project to the Chair of their Final Project and one additional faculty member, who must both be appointed in the Department of Women's and Gender Studies at DePaul. The student is also required to present their final project to a public audience at a WGS Graduate Student Final Project Presentation event.

Writing and Publishing (MA)

The Master of Arts in Writing and Publishing offers advanced training in the art and craft of writing poetry, fiction, and nonfiction. The program combines the practical experience of writing workshops and studies in language and style with course work in literary studies, pedagogy, editing, publishing, and other topics. The Master of Arts in Writing and Publishing attends to publishing as an integral part of the practice of the creative writer and affords interested students the opportunity to gain first-hand experience with various facets of the publishing industry.

The MA in Writing and Publishing seeks to meet the needs of a range of students, including the following:

- Students with interest and experience in creative writing, including fiction, poetry, and a variety of nonfiction genres.
- Professional writers, including freelance writers and staff writers for general and trade publications or the Internet.
- Feature writers for daily, weekly, or monthly newspapers.
- General and specialized editors employed by publishing houses, magazines, and corporations.
- Working professionals for whom high-quality writing is an essential component of their jobs.
- Current and prospective teachers of English and/or writing at the secondary or post-secondary level.
- Students seeking a master's-level foundation for further graduate work in creative writing, English, teaching, or related fields.

Electives in the MA in Writing and Publishing may be used for graduate certificate programs, such as the Certificate in Teaching English in the Two-Year College and the Certificate in Digital Humanities. With planning, combined MA/certificate programs may require no additional coursework to fulfill all requirements.

The MA in Writing and Publishing may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- Writing and Publishing + Digital Humanities Certificate
- Writing and Publishing + Teaching English in Two-Year Colleges Certificate
- Writing and Publishing + Women's and Gender Studies Certificate
Courses in the Master of Arts in Writing and Publishing are offered at DePaul’s Lincoln Park and Loop campuses. Students may complete their degree requirements with courses taken at either location.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

### Learning Outcomes

**Students will be able to:**

- Develop strong skills in narration, description, and exposition, along with the ability to generate and explore productive ideas, to research subjects, to use figurative language, and to understand and respond to the conventions of genre.
- Develop the technical, expressive and critical skills required of writers and publishing professionals.
  - Critique and edit productively the work of other writers.
  - Create and execute an editorial vision.
  - Apply these same skills to their own writing.
- Develop the imaginative, creative, and reportorial skills essential to storytelling.
- Understand the literary history of the various genres they practice (poetry, fiction, creative nonfiction).
  - Develop a broad understanding of storytelling traditions.
- Identify and develop new ideas and experiment with forms, for example:
  - the prose poem
  - the short story cycle
  - the lyric essay
- Research and market their work for publication.
- Connect with the larger literary community of professional authors, editors, and publishers, both on campus (through visiting writer/editor events) and through internships.

### Degree Requirements

#### Course Requirements

**Writing Workshop**

- All workshops, except for ENG 490 and ENG 491, are reserved for graduate students in the Department of English.
- Choose five courses from the following list:
  - ENG 487 TRAVEL WRITING
  - ENG 489 SCREENWRITING
  - ENG 490 WRITING FOR MAGAZINES
  - ENG 491 SCIENCE WRITING
  - ENG 492 WRITING FICTION
  - ENG 493 WRITING POETRY
  - ENG 497 WRITING THE LITERATURE OF FACT
  - ENG 484 WRITING WORKSHOP TOPICS (May be repeated with different topics)

**Studies in Language and Style**

- Choose one course from the following list:
  - ENG 400 STRUCTURE OF MODERN ENGLISH
  - ENG 402 HISTORY OF ENGLISH PROSE STYLE
  - ENG 407 LANGUAGE AND STYLE FOR WRITERS
Electives in Language, Literature, Publishing and Teaching

- Choose two from the following list:
  - ENG 401 HISTORY OF THE ENGLISH LANGUAGE
  - ENG 426 THE ESSAY: HISTORY, THEORY, PRACTICE
  - ENG 473 TEACHING CREATIVE WRITING
  - ENG 474 TEACHING LITERATURE
  - ENG 477 TOPICS IN PUBLISHING (Variable)
  - ENG 478 TOPICS IN TEACHING (Variable)
  - ENG 476 TOPICS IN GENRE AND FORM (Variable)
  - ENG 496 EDITING
  - Any courses in "Studies in Language and Style" category (above) if not used to satisfy the Language & Style category requirement.
  - Any graduate-level courses in literature offered by the English department (except ENG 471 Bibliography and Literary Research).
  - Courses from other programs may be substituted only with approval of program director.

Open Electives

- Choose four courses from the following list:
  - ENG 500 INDEPENDENT STUDY
  - ENG 501 THESIS RESEARCH
  - ENG 509 INTERNSHIP
  - Any graduate-level courses in writing, literature, criticism, publishing and teaching offered by the English department (except ENG 471)
  - Up to two graduate level courses offered by the Writing, Rhetoric, and Discourse Department.
  - Courses from other programs may be substituted only with approval of program director. Note: No more than two courses from outside of the English Department may count toward Open Electives.

Writing, Rhetoric and Discourse (MA)

The Master of Arts in Writing, Rhetoric and Discourse (WRD) combines a strong theoretical foundation in rhetoric and discourse with practical training in the areas of teaching writing and language, professional and technical writing, and Web content creation. The program's mix of theory and practice prepares students to write and create Web content in professional, technical, or nonprofit settings; to teach writing in post-secondary institutions; and to continue academic study in related PhD programs. Our students go on to work as writers and digital content creators in professional and technical workplaces; to teach writing and English as a second language in colleges and universities in the U.S. and abroad; and to continue their academic study in PhD programs.

The MA in may also be expanded to include select graduate certificate programs covering particular areas of interest. Students participating in a combined MA/certificate program should consult with their academic advisor to determine what coursework might count toward both programs. A separate application process for the certificate is required. Students who are interested in any of the following combination programs should contact the Graduate Student Services Office for additional information.

- WRD + Digital Humanities Certificate
- WRD + Teaching English to Speakers of Other Languages (TESOL) Certificate
- WRD + Teaching English in Two-Year Colleges Certificate
- WRD + Women's and Gender Studies Certificate

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours required</td>
<td>48 hours</td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will be able to:

- Demonstrate an understanding of key concepts, theories, and disciplinary conversations in the study of non-literary writing.
- Analyze the ways in which subject positions and social relations inform and shape interpretations and production of written text.
- Demonstrate a conception of rhetorical context and apply this to their own writing in a range of settings.
- Demonstrate sophisticated reflection on one’s writing non-literary context.
- Manage the conventions of academic discourse, including synthesis of divergent positions.
- Work effectively on collaborative projects.

Concentration Specific Outcomes

Professional & Technical Writing Concentration

Students will be able to:

- Demonstrate competence in employing situationally-appropriate writing technologies.
- Analyze power relations in workplace cultures.

Teaching Writing & Language Concentration

Students will be able to:

- Apply current theories and principles of writing and/or language pedagogy to the production and analysis of pedagogical materials, such as curricula, syllabi, lesson plans, and assignments.
- Be reflective when making pedagogical choices.

Degree Requirements

Course Requirements

Students complete 12 courses (48 credits) to graduate from the MA in WRD program. Program requirements vary based on whether or not the student declares a concentration.

Required Course (4 credits)

- WRD 500 PROSEMINAR (To be taken within the first 4 courses of the program)

Rhetoric and Discourse Courses (12 credits)

- Choose three courses from the following list:
  - WRD 503 ANCIENT RHETORICS
  - WRD 505 CONTEMPORARY RHETORICS
  - WRD 506 MULTICULTURAL RHETORICS
  - WRD 507 GLOBAL ENGLISHES
  - WRD 508 DISCOURSE AND STYLE
  - WRD 509 GENRE THEORY AND PRACTICE
  - WRD 510 TOPICS IN RHETORICAL HISTORY
  - WRD 511 TOPICS IN COMMUNITY, CULTURE AND IDENTITY
  - WRD 512 TOPICS IN LANGUAGE
  - WRD 513 SEMIOTICS
  - WRD 514 SOCIOLINGUISTICS
  - WRD 515 THE ESSAY
Optional Concentrations (16 Credits)

Professional & Technical Writing

- Choose four courses from the following list:
  - WRD 520 COMPUTERS AND WRITING
  - WRD 521 TECHNICAL WRITING
  - WRD 522 WRITING IN THE PROFESSIONS
  - WRD 523 EDITING
  - WRD 524 DOCUMENT DESIGN
  - WRD 525 WRITING FOR THE WEB
  - WRD 526 GRANT AND REPORT WRITING
  - WRD 530 TOPICS IN PROFESSIONAL AND TECHNICAL WRITING
  - WRD 590 INTERNSHIP IN PROFESSIONAL/TECHNICAL WRITING

Teaching Writing & Language

- Choose four courses from the following list:
  - WRD 540 TEACHING WRITING
  - WRD 541 COMPOSITION THEORY
  - WRD 542 URBAN LITERACIES
  - WRD 543 TEACHING ESL WRITING
  - WRD 544 TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE
  - WRD 545 TEACHING WRITING ONLINE
  - WRD 546 PEDAGOGICAL GRAMMAR
  - WRD 547 AP INSTITUTE IN ENGLISH LANGUAGE AND COMPOSITION
  - WRD 550 TOPICS IN TEACHING WRITING AND LANGUAGE
  - WRD 551 TEACHING APPRENTICESHIP PRACTICUM
  - WRD 591 INTERNSHIP IN TEACHING WRITING AND LANGUAGE

Electives (8-32 credits)

- Students who declare a concentration take four elective courses (16 credits); students who do not declare a concentration take eight elective courses (32 credits).
- All 500-level WRD courses count for elective credit.
- Up to Two New Media Studies (NMS) courses may also be taken for elective credit in the MA in WRD.
- Students who have completed six MA WRD courses may take up to two courses outside of the MA WRD or MA NMS for elective credit; the Graduate Committee must approve any course a student wishes to take outside of the department.

Student Handbook

Probation

To maintain good standing, students must complete at least two courses in WRD within twelve months of their admission to the program. Students must also maintain an overall grade-point average of at least 3.0 in their course work. Students whose cumulative GPA falls below 3.0 will be placed on probation and given two quarters to raise their average to the minimum 3.0 level. Students on probation are required to consult with the program director before registering for classes. Failure to meet these requirements constitutes grounds for dismissal.

Dismissal

A student may be dismissed from the program in any of the following cases: (1) failure to maintain a GPA above 3.0 for three consecutive quarters; (2) failure to meet with the program director before registering for classes while on academic probation; or (3) failure to complete at least two courses in WRD within twelve months of their admission to the program.

Readmission
If a student is dismissed from the program (as outlined in the dismissal policy), he or she may reapply through the formal application process.

**Transfer Credit**

Students may transfer up to three relevant courses (or twelve credits) of coursework previously taken in another program. The exact number of credits and courses that transfer will be determined by the program director. Transfer grades from other institutions do not calculate into the DePaul grade point average.

**Undergraduate Courses**

Students may count one four-credit undergraduate-level course toward the graduate degree, if the grade received in that course was an A- or higher.

**Graduation Requirements**

In order to graduate from the program, students must complete all program requirements with a total of 48 credit hours (12 courses) and a minimum GPA of 2.8.

**Graduation with Distinction**

To graduate with distinction, students must have a final GPA of 3.85 or higher.

**Time Limit**

Students must complete the program within six years of their start date. Students who fail to complete the program within this timeframe must re-apply to the program.

**Non-WRD Courses**

Students may take up to two non-WRD courses at DePaul to count toward their degree, upon approval by the graduate committee. Students who have completed six WRD courses may request approval to enroll in non-WRD courses through a proposal to the graduate committee. In exceptional cases (e.g., students completing Certificate programs that require non-WRD courses), students may be granted permission to take courses outside of the program earlier in their degree study. All non-WRD courses must be approved by the graduate committee prior to enrollment in the course. Students who have transferred in two or more courses from another institution (see Transfer Credit policy) must take all of their remaining courses in the WRD program.

**Non-Degree-Seeking Students**

All WRD graduate courses are open to non-degree-seeking students, with the exception of the following: WRD 500, 590, 591, 595, and 599.

**Partial Tuition Waivers**

Partial Tuition Waivers (PTW) are awarded quarterly to eligible students. Eligibility is based on GPA and financial need. Students whose tuition is being paid by DePaul or another organization or institution are not eligible for PTW awards. PTW awards can only be used toward the reimbursement of courses offered by the Department of Writing, Rhetoric, and Discourse.

**Independent Studies**

WRD 595 INDEPENDENT STUDY is offered to allow students to explore specific interests for which a formal WRD course is not offered. In general, WRD 595 courses will count as electives in a student's degree program; WRD 595 can only fulfill area requirements (Rhetoric & Discourse or a concentration area) when these requirements cannot be filled through a formal course (for example, because such a course is not offered).

A WRD Graduate Faculty member typically serves as the instructor of record for WRD 595; requests otherwise must be approved by the program director.
Colleges and Schools

- College of Business
- College of Communication
- College of Computing and Digital Media
- College of Education
- College of Law
- College of Liberal Arts & Social Sciences
- College of Science & Health
- School for New Learning
- School of Music
- The Theatre School

About

For nearly a century, the Driehaus College of Business has been committed to an urban and a metropolitan identification and the recognition that its past, present, and future are linked inextricably to the stability and vitality of the city of Chicago. For students in the college, this means studying and working in Chicago, one of the most dynamic business and financial centers in the world. For graduates of the Driehaus College of Business, this means abundant career choices and opportunities after leaving DePaul. In this way, DePaul has been the developer of Chicago's leaders in business for over nine decades.

In February 2012, Business alumnus and Life Trustee Richard H. Driehaus made the largest gift in DePaul history to support faculty excellence in graduate and undergraduate business programs. In recognition of Mr. Driehaus' $30 million commitment, generosity, and vision, the University renamed the college in his honor as part of its centennial celebrations.

Administration

Ray Whittington, Ph.D., CPA, CMA, CIA
Dean
Daniel Heiser, Ph.D., J.D.
Associate Dean
Stephen Koernig, Ph.D.
Associate Dean
Misty M. Johanson, Ph.D.
Associate Dean
Michael Miller, Ph.D.
Associate Dean
Helen Conroy, MBA
Assistant Dean
Robin Florzak, MBA
Assistant Dean
Approximately 316 men and women serve on the faculty of the college (144 full-time and 172 part-time). These individuals are committed to providing DePaul students with a challenging, high-quality classroom learning experience. This commitment has led nearly 86% of full-time faculty to earn doctoral degrees in their respective disciplines. Additionally, many members of the faculty have demonstrated their technical competence by earning professional certifications in their special fields.

Among the certifications held by members of the faculty are the following:

- Accredited Personnel Specialist (APS)
- Associate in Risk Management (ARM)
- Certificate in Data Processing (CDP)
- Certificate in Dispute Resolution (CDR)
- Certificate in Management Accounting (CMA)
- Certified Information Systems Auditor (CISA)
- Certified Internal Auditor (CIA)
- Certified Financial Planner (CFP)
- Certified Fraud Examiner (CFE)
- Certified Information Technology Professional (CITP)
- Certified Public Accountant (CPA)
- Certified Secure Programmer (CSP)
Established in 1912, the Driehaus College of Business is the nation's tenth oldest business school. The Kellstadt Graduate School of Business was established in 1948 and is noted for its innovative programs for full-time and part-time graduate students.

The College is accredited by AACSB International, The Association to Advance Collegiate Schools of Business, a distinction held by a limited percentage of business schools around the world.

The Master of Business Administration

The emphasis of the MBA program is on decision making as the characteristic function of business administration. It is the purpose of the program to integrate the several functional areas of business and the contributions they make to the development of administrative competence.

The MBA degree program is taught on three campuses in the Chicago region and is available in four formats: Full-time Day at Loop; Part-time Morning at Loop; Part-time Evening at the Loop, Naperville and O'Hare
Available MBA concentrations include:

- Accountancy (MBA)
- Applied Economics (MBA)
- Business Strategy and Decision Making (MBA)
- Custom MBA (MBA)
- Entrepreneurship (MBA)
- Finance (MBA)
- Health Sector Management (MBA)
- Hospitality Leadership (MBA)
- Human Resource Management (MBA)
- International Business (MBA)
- Leadership and Change Management (MBA)
- Management Information Systems (MBA)
- Marketing (MBA)
- Marketing Strategy and Planning (MBA)
- Operations Management (MBA)
- Organizational Diversity (MBA)
- Real Estate Finance and Investment (MBA)
- Sports Management (MBA)
- Strategy, Execution and Valuation (MBA)
- Sustainable Management (MBA)

MBA Program

The flexible format of the MBA Program is designed for today's working professional. This program allows students to choose their schedule according to their personal and professional needs. Students may attend classes on a full-time or part-time basis, in the morning or in the evening, on any campus where the MBA is offered. Students may take a quarter off if needed.

All of the core course requirements for the MBA are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

The General Business concentration is offered at the Naperville and O'Hare suburban campuses. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than General Business.

Core Course Requirements (36 Credit Hours)

- ACC 500 FINANCIAL ACCOUNTING
- ACC 554 MANAGEMENT ACCOUNTING AND CONTROL (2 HRS)
- ECO 502 SELECTED TOPICS IN MACROECONOMICS (2 HRS)
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 504 FUNDAMENTAL OPERATIONS MANAGEMENT (2 HRS)
- MGT 554 MANAGING HUMAN CAPITAL (2 HRS)
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

In addition to the required core courses, students have nine electives (36 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations from among the 35 available that offer the knowledge, skills, and abilities that best fit the
student’s educational needs and interests. Students with an undergraduate degree in a business subject area may have fewer required electives.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

Courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.

Full-time Cohort MBA

The Full-time Cohort MBA Program fulfills the business world’s demand for MBA graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first three terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Full-time Cohort MBA Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business. Admission is for fall quarter only.

Core Course Requirements (48 Credit Hours)

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MBA Core Elective (Selected by the Graduate Programs Committee)

Concentrations and Electives

In addition to the required core courses, students have six electives (24 credit hours) they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations from over 30 concentrations available that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose all of their elective courses from several different areas of study within the Kellstadt Graduate School of Business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

Core courses may be waived, i.e., excused without additional course work required, if the student has previously completed equivalent course work with a grade of C or better. Professional experience may not be considered in meeting academic requirements. The interpretation, evaluation and final decision of course waivers is the prerogative of the Kellstadt Graduate School of Business.
Weekend Cohort MBA

O’Hare Campus, Fall Admission Only

The Weekend MBA Program is a rigorous, yet rewarding program designed for the self-directed manager who is interested in an accelerated MBA with a cohort structure. Through a format that is a hybrid combination of online learning and traditional lecture, the number of hours spent in class is reduced, making this program ideal for individuals with non-traditional work schedules.

The Weekend MBA curriculum includes all of the required courses optimally sequenced to meet prerequisite requirements and prepare students for the next term. The program is comprised of 18 required courses for a total of 72 quarter hours. Students may be waived from some core courses based on prior academic work. Waiver decisions are made by the admission committee during the admission process. Students are expected to have completed courses in calculus, statistics and computer skills prior to starting the program.

Core Course Requirements

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations and Electives

Students in the program will start and finish the required courses as a group. Upon completion of the core courses, students have the option to pursue the Finance and Leadership and Change management concentrations offered in the cohort format or they may pursue any of the available concentrations offered by the Kellstadt Graduate School of Business outside of the cohort format. Please note that there will be limited weekend course offerings outside of the cohort format.

Class Meeting Format

The Weekend MBA Program will meet on alternate Saturdays, beginning at 8:00 a.m. and ending at 5:00 p.m. Lectures are enhanced with online learning techniques to support continuous learning on the weekends when classes do not meet. For those who select the concentrations offered within the cohort format, the courses are arranged in a lock-step schedule from term-to-term to ensure program completion in 24 months.

Specialized Masters Programs

Combined Specialized Master's
Programs for All DePaul Undergraduate Majors

The Kellstadt Graduate School of Business provides opportunities for all DePaul undergraduate students to pursue specialized master's degrees in a variety of business subjects. The following combined degree programs are available to all DePaul undergraduate students regardless of undergraduate college or major.

DePaul Undergraduate Degree/ MS Entrepreneurship

The Master of Science in Entrepreneurship is designed for students who are interested in turning good opportunities into thriving businesses. Students gain the proficiency necessary to take on a variety of entrepreneurial opportunities, such as starting a new business, developing corporate innovation, cultivating new product development strategies, or becoming involved on the funding side with angel investment and venture capital firms. The program culminates in the new venture applied lab class where students are given the opportunity to launch and grow their entrepreneurial endeavor with the help of DePaul expert mentors.

Undergraduate students who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.200

Students participating in this program will typically take the following three graduate level courses during their senior year:

- ACC 500 FINANCIAL ACCOUNTING
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR (replaces MGT 302; prerequisite MGT 300)
- MGT 570 ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT

These three courses may double-count up to 12 credits towards both degree programs. The undergraduate degree will be awarded at the completion of all undergraduate work while the MSE will be awarded upon completion of the remaining graduate level work.

DePaul Undergraduate Degree/ MS Hospitality Leadership and Operational Performance

The MS degree in Hospitality Leadership and Operational Performance is a unique program that integrates critical business theory and skills with cutting-edge hospitality leadership practices. Designed for career-changers interested in the hospitality industry as well as for current industry professionals who want to enhance their skills, the program focuses on developing leadership skills and operational capabilities in a broad array of hospitality service enterprises.

Undergraduate students who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 2.500

Students participating in this program will typically take the following three graduate level courses during their senior year:

- HSP 502 MANAGING THE GUEST/EMPLOYEE EXPERIENCE
- HSP 503 ADVANCED HOSPITALITY LEADERSHIP AND PERFORMANCE
- HSP 505 SERVICE TECHNOLOGY & INNOVATION IN THE HOSPITALITY ENVIRONMENT

These three courses may double-count up to 12 credits towards both degree programs. The undergraduate
degree will be awarded at the completion of all undergraduate work while the MS degree in Hospitality Leadership and Operational Performance will be awarded upon completion of the remaining graduate level work.

For students pursuing their BSB-Hospitality, these three courses replace their Specialization requirements.

**DePaul Undergraduate Degree/ MS Human Resources**

The Master of Science in Human Resources addresses the need for strategic and business-minded professionals to manage today’s organizational workforce issues. Students gain proficiency in a wide range of human resources areas including employee attraction and retention, diversity, the global economy, employee training, career development, new technology, incentives, total rewards and performance management.

The program prepares students for careers such as compensation consultant, benefits consultant, trainer, HR analyst, recruiter, labor relations representative and HR director.

Undergraduate students who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.200

Students participating in this program will typically take the following three graduate level courses during their senior year:

- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR (replaces MGT 302; prerequisite MGT 300)
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES (replaces MGT 307; prerequisite Junior standing, at least 88.0 credits)

One of the following courses:

- MGT 523 RECRUITMENT AND SELECTION (replaces MGT 330; prerequisite MGT 307)
- MGT 525 TRAINING AND CAREER DEVELOPMENT (replaces MGT 320; prerequisite MGT 307)
- MGT 526 COMPENSATION AND BENEFITS (replaces MGT 335; prerequisite MGT 307)

These three courses may double-count up to 12 credits towards both degree programs. The undergraduate degree will be awarded at the completion of all undergraduate work while the MSHR will be awarded upon completion of the remaining graduate level work.

**DePaul Undergraduate Degree/ MS Management**

The Master of Science in Management is designed for early career professionals interested in general management of the firm.

Solutions to management problems require the ability to think critically about a wide variety of information and to integrate ideas in creative ways. Managers are called upon to perform in a variety settings with a variety of decision-making models. Students in the Master of Science in Management will develop competencies in managing decision-making processes, managing strategy and innovation, managing human capital, and managing the task environment.

Undergraduate students who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.200

Students participating in this program will typically take the following three graduate level courses during their senior year:

- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR (replaces MGT 302; prerequisite MGT 300)
- ACC 500 FINANCIAL ACCOUNTING
- ECO 509 BUSINESS CONDITIONS ANALYSIS

These three courses may double-count up to 12 credits towards both degree programs. The undergraduate
degree will be awarded at the completion of all undergraduate work while the MS-Management will be awarded upon completion of the remaining graduate level work.

DePaul Undergraduate Degree/ MS Real Estate

The Master of Science in Real Estate offers students a focused degree program of specialized courses in real estate analysis, development, finance, valuation, investment, planning and public policy. Courses are taught both by academics and professionals and are frequently team taught by a combination of the two. Casework and teamwork are hallmarks of the program, providing opportunities to develop communication and leadership skills.

Students emerge from the program with strong exposure to real estate content, concepts and practices as well as a sold array of skills that can be adapted to the evolving and inherently multi-disciplinary real estate industry.

Undergraduate students who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.200

Students participating in this program will typically take the following three graduate level courses during their senior year:

- RE 521 LEGAL ISSUES IN REAL ESTATE
- RE 525 PROJECT MANAGEMENT: DESIGN AND CONSTRUCTION
- RE 520 URBAN PLANNING AND PUBLIC POLICY

These three courses may double-count up to 12 credits towards both degree programs. The undergraduate degree will be awarded at the completion of all undergraduate work while the MSRE will be awarded upon completion of the remaining graduate level work.

DePaul Undergraduate Degree/ MS Sustainable Management

The Master of Science in Sustainable Management develops students into leaders who can initiate and implement sustainable strategies for responsibly managing an organization's human, social, financial and natural resources.

Through this program, students

- Learn how to assess, challenge and reframe traditional practices of management through the lens of sustainability.
- Adopt a systems-thinking perspective for interdisciplinary analysis and decision-making to develop organizational strategies.
- Gain skills to analyze the way societies and organizations use and value the natural, financial, social and human resources (capital) required to deliver goods and services.
- Develop the technical competence to account for, connect, and measure the economic, social and environmental impacts of organizational decisions.

Undergraduate students who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.200

Students participating in this program will typically take three graduate level courses applicable to the program during their senior year. Selected courses for the undergraduate students in the program vary each year.

Combined Specialized Master's
Programs for Undergraduate Business Majors

The combined Bachelor's/Master's degree programs allow students to complete 12 graduate credit hours while still undergraduates. These three graduate level courses will count toward both the undergraduate and graduate degree programs.

Accountancy (BSB)/Accountancy (MACC)

The Five-Year Accountancy Program allows majors to complete a bachelor's degree and a Master of Accountancy (MACC) degree in five years. The graduate degree provides students with advanced skills in accounting in areas of high demand: internal audit, forensic accounting, and accounting information systems.

Admission Requirements

Current DePaul accountancy majors who meet the following criteria may apply to this program:

- Junior standing or higher (at least 88.0 credits)
- A minimum cumulative DePaul grade point average of 3.200
- A minimum Accountancy (ACC) grade point average of 3.000

Admission to the five year program does not require the GMAT, essays, or letters of recommendation. Students should apply for program admission while enrolled in ACC 305, 372, or 380.

Classes During Senior Year

In the five year program, students will take three graduate classes during the senior year. These three classes will count toward the bachelor's degree as indicated below. Students should note that requirements for graduate classes are more rigorous.

- ACC 545 ADVANCED TOPICS IN ACCOUNTING THEORY (replaces ACC 308; prerequisite ACC 305)
- ACC 550 ADVANCED TOPICS IN AUDITING (replaces ACC 374; prerequisite ACC 372)
- ACC 551 TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS (replaces ACC 383; prerequisite ACC 380)

These courses are offered every quarter except summer and may be taken at any time providing prerequisites have been met.

Final Quarter of Senior Year

During the final quarter of senior year, students must petition for formal admission to the Kellstadt Graduate School of Business. Students must apply for graduation prior to submitting the petition for admission.

The admission criteria are as follows:

- Completion of the Bachelor of Science in Business with a major in Accountancy
- A minimum cumulative DePaul grade point average of 3.200
- A minimum Accountancy (ACC) grade point average of 3.000

Economics (BSB)/Economics and Policy Analysis (MSEPA)

The MS in Economics and Policy Analysis gives students a distinguished and marketable set of skills in economic theory as it applies to business and policy analysis. Students learn how to conduct statistical and econometric research grounded in sound economic models using data from multiple sources on different issues. In addition, students will be able to explain their results and policy recommendations not only to economists, but also to politicians and the general public.

MSEPA graduates can find employment in the private sector working for corporations in governmental relations departments, in federal and state governmental agencies, in trade associations or lobbying firms, or in the not-for-profit sector.

Undergraduate students will apply to the program during their junior year and will typically take the following three graduate level courses during their senior year:

- ECO 505 ADVANCED MICROECONOMICS
These three courses will count towards completion of the BSB with a major in Economics and will also count towards completion of the MSEPA. The undergraduate degree will be awarded at the completion of all undergraduate work while the MSEPA will be awarded upon completion of the remaining graduate level work.

Specialized Master's Degrees

The following specialized Master's degrees are designed for professionals with a specific and focused career path who are looking to enhance and expand their expertise.

- Accountancy (MACC)
- Accountancy (MS)
- Computational Finance (MS)
- Economics and Policy Analysis (MS)
- Enterprise Risk Management (MS)
- Entrepreneurship (MS)
- Finance (MS)
- Hospitality Leadership and Operational Performance (MS)
- Human Resources (MS)
- Management (MS)
- Marketing (MS)
- Marketing Analysis (MS)
- Real Estate (MS)
- Supply Chain Management (MS)
- Sustainable Management (MS)
- Taxation (MS)
- Wealth Management (MS)

Graduate Business Student Handbook

In addition to the DePaul University Graduate Student Handbook, the Kellstadt Graduate School of Business Student Handbook includes the rules, regulations and requirements for its graduate programs.

While every effort has been made to provide herein accurate and firm information, this handbook does not constitute a contract between the student and the University. The University reserves the right to revise the content of any of its handbooks and schedules and to change policies, programs, requirements, rules, regulations, procedures, calendars and schedule of tuition and fees; to establish and modify admission and registration criteria; to cancel or change courses or programs and their content and prerequisites; to limit and restrict enrollment; to cancel, divide or change time or location or staffing of classes; or to make any other necessary changes.

A student entering the Kellstadt Graduate School of Business should follow the catalog in effect at the time of entrance. A student who is readmitted or who changes his or her program or status is subject to the terms of the catalog in effect at the time of readmission or change.

All students are expected to adhere to the Student Code of Responsibility, to follow the policies, procedures and regulations of the University, and to fulfill any particular stipulations which the Kellstadt Graduate School of Business may have made in individual cases at the time of admission. Failure to do so may be grounds for dismissal from the program.
Grades

The university has an approved list of possible final grades students may receive for each attempted course. Faculty are limited to this list in the grades that they may assign each term. The method for evaluating each student's progress in a course is at the discretion of the instructor, provided the method is fair, uniformly applied and made known to the class at the start of the term. The university does not have an evaluation key or course grading system for the purpose of assigning final grades.

Evaluation Key

Following is the key to the system of evaluating the academic achievement by the student of the educational objectives specified by the instructor in the course syllabus. These definitions apply to the straight letter grade. A plus grade represents slightly higher achievement than the straight letter grade. A minus grade represents slightly lower achievement than the straight letter grade. Once assigned, university policy prohibits faculty from changing grades without the written permission of the college-based exceptions committee. Errors made in computation of the final grade (clerical error) and removal of an IN grade in accordance with university policy are exceptions to the grade change policy. Faculty may not assign or accept additional graded material in order to improve a student's final grade.

A  The instructor judged the student to have accomplished the stated objectives of the course in an EXCELLENT manner.

B  The instructor judged the student to have accomplished the stated objectives of the course in a VERY GOOD manner.

C  The instructor judged the student to have accomplished the stated objectives of the course in a SATISFACTORY manner.

D  The instructor judged the student to have accomplished the stated objectives of the course in a POOR manner.

F  The instructor judged the student NOT to have accomplished the stated objectives of the course.

IN  Temporary grade indicating that the student has a satisfactory record in work completed, but for unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor is prevented from completing the course requirements by the end of the term. An incomplete grade may not be assigned unless the student has formally requested it from the instructor and the instructor has agreed to work with the student to complete the course. **Students must complete the remaining course work with the faculty who assigned the incomplete. Students may not be reassigned to a new course or class section for the purpose of completing course material to remove an IN grade.**

IN  A student is given a maximum of two consecutive terms, excluding summer sessions or inter-sessions, to complete the required work. The actual time allowed is at the discretion of the faculty and may be less but not more than the maximum of two terms. **At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades.** Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the grace period without the permission of the college-based Exceptions Committee.

ING  Permanent grade assigned to a degree recipient who chooses not to resolve a grade of "IN" awarded during the last two terms prior to graduation. The grade of "ING" (Incomplete, Graduated) is final, and cannot be changed or lapsed to "F" once the degree is posted.

RG  Permanent grade assigned to a degree recipient who chooses not to resolve a grade of "RG" awarded during the last two terms prior to graduation. The grade of "RG" (Research, Graduated) is final, and cannot be changed or lapsed to "F" once the degree is posted.

PA  Passing achievement in a pass/fail course.
Minimum Grade Requirements

A cumulative average of C (2.0) is required for graduation for all programs. In addition, a 2.0 cumulative GPA is required for the concentration courses and any elective course work that is taken in the same area as the concentration. A 2.0 cumulative GPA is required in all concentrations if more than one concentration is chosen.

MBA students will receive credit for a concentration course in which they receive a C– or better. Any grade lower than C– in a concentration course does not count as credit toward the degree and the student must repeat the course or an approved substitute. Students must receive C– or better in any elective which is in the same area as the concentration(s).

Master of science programs follow the MBA concentration policy for minimum grades and grade point averages. A minimum grade of C- is required of all courses taken for credit in a master of science program.

If an upper division undergraduate course is taken for graduate credit a final grade of B or better must be earned in order for the course to apply toward the degree. A student may receive graduate credit for one 300-level business course completed while a student in the graduate school of business with the specific, prior written approval of the department chairman of the student’s area of concentration.

Graduation with distinction is reserved for those students obtaining an overall grade point average of 3.6 or above for courses taken in the Kellstadt Graduate School of Business.

Graduation With Distinction

Graduation with distinction is reserved for those students obtaining a cumulative grade point average of 3.6, or above, for courses taken toward the applicable degree while in residence in the Kellstadt Graduate School of Business.

Probation and Dismissal

Two grades of F or FX will result in automatic dismissal from the program.

A student will be placed on probation as soon as his/her graduate G.P.A. falls below 2.0. In determining this average, grades from all courses taken while in the Kellstadt Graduate School of Business, including repeated courses, will be computed. The student will remain on probation until three more courses are taken, after which time another evaluation will be made. If at that time the student has failed to raise his/her cumulative G.P.A. to the required level of 2.0, the student will be dismissed from the program and prohibited from registering for...
A student who has been dismissed from the program may, after a period of time not less than two quarters, petition for reinstatement, presenting conclusive evidence that his/her situation has changed in such a way as to make probable the successful completion of the program. Each case will be considered on an individual basis by the assistant dean, whose decision is final. Any student reinstated will re-enter the program on the terms and conditions set forth by the assistant dean.

**Course Credit**

Most classes are offered over a ten-week period of instruction followed by an examination period in the eleventh week of the term and carry four quarter hours of credit. The unit of credit for quarter hours is defined as one hour granted for 45 minutes of classroom work per week in a ten week period of instruction. Exceptions include MBA core courses that are worth two credit hours and special courses that are offered across multiple terms.

A student may receive graduate credit for one 300-level Commerce course completed while a student in the graduate school of business with the specific, prior written approval of the department chairman of the student’s area of concentration. If an upper-division or 300-level course is taken for graduate credit a final grade of B or better must be earned in order for the course to apply toward the degree.

Course credit is earned if a student receives any grade of A through D. Duplication of courses or course work is not permitted except where a student is advised to repeat a course because an unacceptable grade was earned. Double credit is not given for duplicated courses. If a student receives a grade less than C- the student should consult the Minimum Grade Requirements policy in this handbook to determine if the course must be repeated.

**For All Programs**

Residency status in the Kellstadt Graduate School of Business commences with the first enrollment in one of its programs with degree seeking status.

A student entering the program with prior graduate-level coursework in business must submit a written request for acceptance of transfer credit. The number of courses actually transferable will be determined by the Kellstadt Graduate School of Business. A maximum of six courses may be accepted as transfer credit. The actual number of transfer courses accepted will vary with each student in accordance with the residency requirement policy and the course waiver policy. Students may not transfer courses after matriculation.

The written request for acceptance of transfer credit must contain a course description or syllabus. In addition, a bulletin, course catalog or statement of the school’s academic regulations may sometimes be required before a final decision of transferability can be made. In such cases the Kellstadt Graduate School of Business will specifically request the additional material or information required for a decision.

Courses with grades less than C will not be considered for transfer to the Kellstadt Graduate School of Business. Ordinarily, a course must carry at least four quarter hours of graduate credit to be acceptable for transfer. No more than two courses are accepted for transfer in any one field without the written permission of the appropriate program director. Transfer credit is not calculated into the student’s cumulative grade point average. Transfer credit is subject to the same six-year limit for validity as courses taken in residence at DePaul.
For MBA Programs

For students with relevant previous credit a minimum of nine courses, or 36 quarter hours, must be taken in residence in the Kellstadt Graduate School of Business in order to qualify for the MBA degree. To qualify for the minimum residency requirement students must have a sufficient number of waived courses (see below) and appropriate non-duplicate transfer work (see Transfer of Graduate Credit) such that only nine course requirements remain for completion. At least two, and as many as three, remaining courses must be in an area of concentration. The number of concentration courses needed to meet the residency requirement is dependent upon the concentration selected.

Waiver and Substitution Policy (MBA Only)

MGT 500 and GSB 599 are required of all students and may not be waived or substituted. Business Foundation and Managerial Decision Area courses may be waived (excused without additional course work required) if the student has completed equivalent course work with a grade of C or better. Substitution decisions (i.e., permission to take an advanced course in place of a required course) are made by the appropriate department chair or faculty program director and only in unusual circumstances. The interpretation and evaluation of the student’s previous course work for course waiver decisions is the prerogative of the Kellstadt Graduate School of Business, which will make the final determination of the quality and pertinence of such work.

For Second Degrees or Concentrations

Students who wish to pursue a second concentration in the MBA, or a second graduate degree in business subsequent to the completion of any graduate degree, are subject to the residency requirement policy. In addition, not fewer than 50% of the requirements for a second degree must be completed as new material not applied to any previous degree or concentration and more than 50% of the requirements of a second concentration must be completed as new material not applied to any previous degree or concentration. Students may not receive two MBA degrees.

The course expiration rule may be extended or waived in some cases for students returning for second degrees or concentrations.

For Specialized Masters Programs

The minimum number of courses taken in residence in the Kellstadt Graduate School of Business may not be fewer than 50% of the maximum number of courses required for the degree. Actual residency requirements are determined by the faculty of the department sponsoring the degree and may be set higher than the 50% allowed by the college.
Returning to DePaul for an Additional MBA Concentration

After earning an MBA degree from DePaul University's Kellstadt Graduate School of Business, a student may return to complete (an) additional concentration(s). Students are subject to the academic policies and concentration requirements effective at the time of readmission. Successful completion of (an) additional concentration(s) shall be noted on the student's official transcript with the completion date(s). However, the student's original grade point average at completion of the MBA degree remains frozen. Further, course work to add (an) additional concentration(s) does not affect the student's academic status or distinction earned at the time of the original degree conferral.

The course expiration rule does not apply to students who have completed the M.B.A. degree and are returning for the purpose of completing an additional concentration.

Auditor Status

Students may audit a course only with the permission of the appropriate academic director. When a student is permitted to audit a course, tuition and fees are charged at the regular scheduled rates and must be paid at time of registration, and are not refundable. Audit courses receive no credit.

Students may not change to auditor status or from auditor status after the third week of class. The final decision to continue regarding auditor status must be made with written notice to the college office by the end of the third week of class.

Course Expiration Rule

All degree requirements must be satisfied within six years commencing with the term of initial enrollment. A course taken more than six years prior to the last term of attendance before the degree date may be reinstated for graduate credit upon approval of the academic program director or the Kellstadt Graduate School of Business. Exceptions may be made for students who return for a second degree or post-MBA concentration.

Admission & Aid

To succeed in the study of business, students must possess a number of academic qualities. Specifically, students must be able to think analytically and reason to valid conclusions relying on both quantitative and qualitative information. Particular attention is therefore given to the mathematical and verbal abilities of candidates.

Undergraduate candidates interested in admission to the Driehaus College of Business should direct all inquiries to the Office of Admission, DePaul University, 1 E. Jackson Boulevard, Chicago, Illinois, 60604, admission@depaul.edu or (312) 362-8300.

Students interested in the Kellstadt Graduate School of Business should refer to the graduate admission section.
Graduate Admission

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA’s applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

Application Deadlines

For the day MBA program (Full-time):

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.
For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

Transcripts

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

Special Instructions for International Applicants

Educational Credentials For International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript.

Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.
**English Proficiency**

Non-native English speakers who have not completed a bachelor’s or master’s degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

**Scholarship Opportunities**

Please refer to the individual departments for a listing of available scholarships.

**Double Demon Scholarship**

Alumni from any of DePaul's colleges who are admitted into a graduate degree program or a select certificate program* in the College of Communication, the College of Computing and Digital Media, the College of Education, the College of Liberal Arts and Social Sciences, the College of Science and Health, the School for New Learning or the Kellstadt Graduate School of Business will automatically qualify for the Double Demon Scholarship.

This scholarship covers 25 percent of the tuition for a master’s degree or a select certificate program*. Both full-time and part-time students are eligible. No scholarship application is required; all alumni admitted to these programs beginning with the winter quarter of 2014 or thereafter qualify. This scholarship cannot be used in conjunction with other DePaul scholarships, waivers or awards.

DePaul University employees are eligible for other employee tuition benefits through the university, and therefore are not eligible for the Double Demon Scholarship.

To learn more details about this scholarship, please contact your college admissions office.

*Scholarship does not apply to all certificate programs. Please contact one of the college admissions offices above for more information.

**Financial Aid**

Financial aid and alternative financing programs, as well as scholarships are available to students. Completing a current FAFSA (Free Application for Federal Student Aid) is the first step to determining your overall eligibility for financial aid.

Additional information is available on DePaul's Admission and Aid website.

**Undergraduate Programs Office**

The Undergraduate Programs office supports the mission of the Driehaus College of Business in a variety of ways:
• **Academic Advising**: Provides students with guidance on course selection, degree planning, and major and minor selection.

• **Records Auditing**: Assists students with determining degree progress and remaining requirements.

• **Degree Conferral**: Verifies students are eligible to receive their DePaul degree.

• **Declaration Processing**: Allows students to declare major and minor programs.

• **Orientation**: Introduces new business students to the college through Premiere DePaul, Transition DePaul, and Inter-College Transfer programs.

• **Special Programs**: Enhances the student experience through opportunities and events like Beta Gamma Sigma, Freshman Honors Convocation, and the annual Commencement Ceremony.

The Undergraduate Programs office is located in DePaul Center 5200 and may be contacted by telephone at (312) 362-5358.

---

**Academic Advising**

All undergraduate degree seeking students in the Driehaus College of Business may receive academic advising in the Undergraduate Programs office.

Academic advisors are available to provide information concerning degree progress, curriculum, course selection, registration, academic regulations, and university policies and procedures. Academic advisors will also make appropriate referrals to help students in the use of college and university resources according to individual needs. Students are encouraged to consult their advisor periodically throughout the year.

In addition, faculty can assist in the selection of major electives and business electives which will best complement a student's major and career orientation.

The Undergraduate Programs office is located in DePaul Center 5200 and may be contacted by telephone at (312) 362-5358.

---

**Advising Staff**

Rhonda Bartosik, M.Ed.
Academic Advisor

Katie Bijak, M.A.
Academic Advisor

Courtney Bregar
Academic Advisor

Thomas Hicks, M.S.Ed.
Academic Advisor

Ryan Hopper
Academic Advisor

Jason Majchrzak, M.S.
Academic Advisor
About

Communication is the art and science of creating and sharing meaning. In the College of Communication, you'll develop a deeper understanding of the complex and challenging communication practices and processes that characterize our rapidly changing world; you'll master the techniques for crafting and delivering messages across a variety of social contexts and platforms: face to face, print, audio, video, Web and other social media. You'll learn from exceptional teachers - from professors who have many years of experience in some of the biggest media markets in the nation, and from scholars publishing in some of the top national and international journals. You'll gain hands-on experience in our state-of-the-art facilities, through our award-winning radio station and newspaper, and through a wide range of internships and community projects.

The College of Communication at DePaul has set the stage for enhanced quality, substantially enriched curricular and programmatic offerings, joint programming with other schools and colleges within the university, and expanded opportunities for our students to engage in experiential learning.

Administration

Salma I. Ghanem, Ph.D.
   Dean
Donald Martin, Ph.D.
   Associate Dean and Professor
Alexandra Murphy, Ph.D.
   Associate Dean and Professor
Shena D. Ramsay, M.S.
   Assistant Dean

Faculty

Salma I. Ghanem, Ph.D.,
   Dean
   University of Texas at Austin
Luisela Alvaray, Ph.D.,
   Associate Professor,
Associate Professor,
University of Texas, Austin

Maria DeMoya Taveras, Ph.D.,
Assistant Professor,
University of Florida at Gainesville

Michael Devlin, Ph.D.,
Assistant Professor,
University of Alabama

Sydney Dillard, Ph.D.,
Assistant Professor,
Purdue University

Bruce Evensen, Ph.D.,
Professor,
University of Wisconsin

Elissa Foster, Ph.D.,
Associate Professor,
University of South Florida

Dusty Goltz, Ph.D.,
Associate Professor,
Arizona State University

Rajul Jain, Ph.D.,
Assistant Professor,
University of Florida

Kelly Kessler, Ph.D.,
Associate Professor,
University of Texas, Austin

Yeuseung Kim, Ph.D.,
Assistant Professor,
University of North Carolina at Chapel Hill

Kendra Knight, Ph.D.,
Assistant Professor,
Arizona State University

Marla Krause, M.A.,
Instructor and DePaulia Advisor,
University of Chicago

Kenneth Krimstein, M.A.,
Instructor,
Northwestern University

Lucy Xing Lu, Ph.D.,
Professor,
University of Oregon

Daniel Makagon, Ph.D.,
Associate Professor,
University of South Florida

Donald Martin, Ph.D.,
Professor and Associate Dean,
University of Texas, Austin

Jason Martin, Ph.D.,
Assistant Professor,  
Indiana University  

Teresa Mastin, Ph.D.,  
Professor,  
Michigan State University  

Jim Motzer, B.A.,  
Instructor and PRSSA Faculty Adviser,  
University of Iowa  

Alexandra Murphy, Ph.D.,  
Professor and Associate Dean,  
University of South Florida  

Willona Olison, Ph.D.,  
Assistant Professor,  
Northwestern University  

Lisa Pecot-Hebert, Ph.D.,  
Assistant Professor,  
University of Georgia  

Matthew Ragas, Ph.D.,  
Assistant Professor,  
University of Florida  

Lou Rutigliano, Ph.D.,  
Assistant Professor,  
University of Texas, Austin  

Suchitra Shenoy-Packer, Ph.D.,  
Assistant Professor,  
Purdue University  

Barbara Speicher, Ph.D.,  
Associate Professor,  
Northwestern University  

Jill Stewart, M.S., M.A.,  
Instructor,  
Boston University  

Adriane Stoner, M.A.,  
Instructor  
DePaul University  

J.C. Bruno Teboul, Ph.D.,  
Professor,  
Ohio State University  

Hai Long Tran, Ph.D.,  
Assistant Professor,  
University of North Carolina, Chapel Hill  

Scott Vyverman, M.A.,  
Senior Instructor and Radio DePaul Advisor,  
Xavier University  

Barbara Willard, Ph.D.,  
Associate Professor,  
University of Iowa
Contact Us

Candidates interested in admission to the College of Communication should direct all inquiries to the Office of Admission, DePaul University, 1 E. Jackson Boulevard, Chicago, Illinois, 60604, admission@depaul.edu, or (312) 362-8300.

Academics

The College of Communication is home to both Undergraduate and Graduate degree programs.

Graduate Programs

As our world is reshaped by technological, social, political and economic change and as the United States becomes more visibly a culture of many cultures, the challenges and opportunities for communication specialists increase. The College of Communication offers the following graduate degree programs:

- Digital Communication and Media Arts - Communication (MA)
- Health Communication (MA)
- Health Communication (MA/MBA in Health Sector Management)
- Journalism (MA)
- Media and Cinema Studies (MA)
- Organizational and Multicultural Communication (MA)
- Public Relations and Advertising (MA)
- Relational Communication (MA)
Communication Graduate Academic Student Handbook

In addition to the DePaul University Graduate Student Handbook, the College of Communication Graduate Student Handbook includes requirements, rules and regulations for its graduate programs.

Upon admission to a graduate program, a student is to follow the catalog requirements in effect at the time of admission. A student who is readmitted or who changes his or her program or enrollment status is subject to the terms of the catalog in effect at the time of readmission or status change.

As a graduate student you assume the responsibility to know and meet both the general and particular regulations, procedures, policies, and deadlines set forth in this catalog and handbook. This catalog does not constitute a contract between the student and the university. Every effort has been made to provide accurate and detailed information. The university reserves the right to revise the content of its catalogs and schedules; to change policies, programs, requirements, rules, regulations, procedures, calendars and financial schedules; to establish and modify admission and registration criteria; to cancel or change courses or programs and their content and prerequisites; to limit and restrict enrollment; to cancel, divide or change time or location or staffing of classes; or to make any other necessary changes.

Courses and Credit

No one is permitted to attend a class for which he or she has not been properly and officially registered. Credit is accumulated on the basis of quarter hours. The College of Communication does not allow students to audit graduate coursework. Graduate programs will not accept credit from undergraduate courses.

Students are not permitted to take graduate classes as pass/fail. They must earn a letter grade in all coursework. Grades of "D" and "F" are failing grades and will not count towards the completion of the degree. If a course is repeated, all of the grades are recorded on the academic record and calculated in the GPA.

Students enrolled for eight or more credit hours in an academic quarter are considered full-time. Those enrolled for less are considered part-time.

Graduate students are not allowed to audit classes.

Graduate students can not take undergraduate courses for graduate credit. Undergraduate courses will not count toward the degree completion requirements of a graduate degree program in the College of Communication.

Credit Limitation

Courses completed within six years of the student's first date of enrollment will be considered in awarding the final degree.

Transfer Credit

College of Communication graduate programs vary with regard to the number of transferred credit hours allowed, with a maximum threshold of three courses (12-credit hours) that can be transferred in. Students must have earned a grade "B" or better in graduate-level courses in order for credit to be transferred. The courses must have been taken in the last five years and not taken toward the completion of another academic degree. Course transferability is not guaranteed, and each request will be addressed on an individual basis.
Dismissal

Failure to Advance

All students are required to complete all requirements of their M.A. program within six years of first enrollment. Students failing to meet this requirement will be dismissed from the program. However, students can officially withdraw from the program and reapply later. If re-admitted, their previous coursework will count toward the degree if it meets the requirements of the program at the time of readmission; the six year timeframe will include both spans of attendance, but not the time during which the student was not in the program.

Students who have not officially withdrawn from the program, but have been discontinued or dismissed from the active status roster will need to complete a re-application (and any other required admission materials as determined by the Graduate Advisor, Graduate Program Director, and Associate Dean) to resume the program and begin taking courses again, or to be eligible for the master's thesis defense, project, or comprehensive exams. Re-admission into the graduate program is not guaranteed, but if readmitted, the six year timeframe will still remain from the date of the original enrollment.

Failure to Pass Comprehensive Exams

Students have two attempts to pass their comprehensive examination in programs where such examinations exist. Failure of one or all sections of the exams after the second attempt will result in dismissal from the program.

Failure to Advance Thesis Policy

Failure to advance thesis policy: If a student does not make significant progress towards the completion of the thesis within one year of submitting the thesis approval form, the student's committee has the authority to determine if the student is allowed to continue with the thesis. If the committee decides to discontinue the thesis, the student must choose another degree completion option to fulfill the degree completion requirement.

Failure to Meet the Requirements of Conditional Acceptance

A failure to meet the requirements of conditional acceptance admission decisions will result in dismissal from the graduate program.

Failure to Meet the Requirements of an Academic Probation Plan

A failure to meet the requirements of an academic probation plan will result in dismissal from the graduate program.

Special Circumstances

If a student has made good progress toward a degree program and has a compelling explanation for the circumstances that caused the dismissal, he or she may petition the graduate board for reinstatement. The graduate board will decide if any exceptions to the dismissal policy are warranted, and the board's decision will also require the approval by the Associate Dean of Graduate Programs. To appeal an academic dismissal, a student must submit to the graduate advisor a letter of petition, current transcripts (including transcripts if credits were earned elsewhere after the dismissal from DePaul), and a current résumé.
Graduation Requirements

Degree Requirements

You must have successfully completed all of the general and specific degree requirements as listed in departmental or program sections of the catalog under which you were admitted. Completed degree requirements can include the submitting of the thesis, project, or comprehensive examination scores, and, if necessary, grade changes. Students need to achieve a minimum grade point average of 3.00 to graduate. Students must complete all degree requirements within six years of the first term of enrollment.

Graduation with Distinction

In order to graduate with distinction, students must earn the following cumulative GPA:

- Digital Communication and Media Arts: 3.85 GPA
- Health Communication: 3.85 GPA
- Journalism: 3.85 GPA
- Media and Cinema Studies: 3.85 GPA
- Organizational and Multicultural Communication: 3.85 GPA
- Public Relations and Advertising: 3.85 GPA
- Relational Communication: 3.85 GPA

Probation

All students are required to maintain a cumulative GPA of 3.00 in their coursework. If a student falls below this average, the Graduate Advisor will inform the student that s/he is on academic probation and has two quarters to attain the required minimum cumulative grade point average (3.0). Failure to meet the required GPA within that timeframe will result in dismissal from the program.

For specific information, please see the Grades section in the University Graduate Student Handbook.

Readmission

Applicants are admitted to the College of Communication on the basis of their proven competencies measured by academic criteria, recommendations, and demonstrated ability to complete programs of study and research prescribed for the M.A. programs.

Readmission Procedures

Applications for readmission to any of the College of Communication graduate programs after a dismissal will
only be considered after one calendar year. Students who were discontinued from the active status roster for a period of 1-4 (maximum) calendar years must file a readmission application (and any other required admission materials as determined by the Graduate Advisor, Graduate Program Director, and Associate Dean). If more than four years have elapsed since the student has been in attendance, s/he must file a new application with all supporting application materials. The form must be submitted at least two weeks prior to the day of registration for the term in which you expect to resume your studies.

Official copies of transcripts recording scholastic work completed while not enrolled at DePaul University must be submitted. As a policy, students are held to the degree requirements that are in effect at the time of readmission.

Reclassification Procedures

Should the student desire to change programs or admission status, s/he must file a reclassification application.

Registration

Registration in Courses in Other Colleges or Schools

College of Communication graduate students may be permitted to register for graduate-level courses offered in other colleges or schools of the university after appropriate consultation and approval, including:

- Submitting written email approval from instructor of the outside course for the CMN student to take the desired course as an elective. Student must submit this approval to graduate advisor.
- Once received, the graduate program director or graduate advisor must give final approval that the outside elective will count towards degree completion requirements. The graduate advisor can assist with registration, if necessary.

Non-College of Communication Student Course Registration

Students who are not enrolled in a CMN graduate program may register for courses if they email the instructor for permission. Student must forward the email stating instructor approval to CMN graduate advisor. Once received, the CMN graduate advisor will help the student register for the class.

Residence Registration

All graduate students who will use the facilities of the university (library, laboratory, etc.) or who will consult with faculty members regarding theses, projects, or comprehensive examinations, must be officially registered in each quarter.

Late Add Policy

Students will not be added to courses past the add deadline for each quarter as posted on the Academic Calendar. The Academic Calendar is available on DePaul’s website prior to the start of each academic year. All enrollments must be completed before this date. After this date, students will be unable to add courses through Campus Connect, and Advisors will not process late adds due to University policy, even if the student has gained instructor permission.

For certain courses such as internship courses, independent studies, or courses that have a later start date indicated on Campus Connect, a late add is occasionally permissible and can be discussed with the student’s Academic Advisor. In the rare case that a student must be added late to a course because of extenuating circumstances, permission from both the instructor and the Associate Dean of the College of Communication is required. If the student gains permission from the instructor, the instructor must contact the Dean with the reason for the late add. If the Dean approves the request, it is then forwarded to the student’s Academic Advisor for processing. Students should not attend any course for which they are not registered.

Closed Course Policy

The College of Communication will not process additions to closed Communication courses. Students should not
attend a class for which they are not registered.

In rare circumstances, a student who needs a specific course in their final quarter will be added by an Academic Advisor to a closed course so that they can meet degree requirements in their final quarter. If there are other sections of that course still open, the student must add the open section. If a student finds a course that they need to graduate is closed, they must email their Academic Advisor and request addition to the closed course. The advisor will verify that the course is required for graduation in that term and that there are no other sections of that course open. If those conditions are met, the student will be added to a section of the course.

Once a course is closed, students should not email instructors to be added to closed courses. Course limits are set so that all students and the instructor can have a positive classroom experience. In the rare circumstance that an instructor does approve the addition of a student to his or her closed course, the instructor must email the student’s Academic Advisor within the deadline to add courses for that quarter so that the enrollment can be processed. Late additions to courses will be not be processed, even with instructor permission. The deadline to add courses can be found on the Academic Calendar, which is available on DePaul’s website.

**Important Tips for Registration**

- Check your Holds and To-Dos frequently by signing in to [Campus Connection](#). Please resolve them as soon as possible, as some may affect your ability to register.
- Our online Learning Center with Campus Connection will help you make full use of new and updated tools for registration.
- Familiarize yourself with the [Academic Calendar](#), which includes critical academic and financial deadlines.
- Answers to many student questions can be found on DePaul Central website.

---

**Concentration in Latino Media & Communication**

**Course Requirements**

The graduate concentration in Latino Media & Communication is comprised of at least four graduate courses drawn from the areas of advertising, journalism, media and cinema studies, multicultural communication, organizational communication and public relations. Graduate students in any of the College of Communication Master of Arts programs can elect to complete the Latino Media & Communication concentration.

Students who complete the concentration will:

- Develop an understanding of the heterogeneous and rapidly changing Latino communities locally, nationally and globally
- Ground their knowledge of intercultural studies within a more extensive and concrete knowledge of a particular (even though diverse), rapidly growing, and increasingly important population within the U.S.
- Increase their cross-cultural competence (understanding and ability to dialogue across difference, develop cultural sensitivity and awareness) with Latino communities
- Enhance their capacity to communicate with and learn from Latino populations in the workplace, in community situations and other sites of engagement
- Recognize the impact of the movement of Latinos across the globe and develop the skills to critically consume and produce media, public relations and advertisement representations that communicate to and about Latino communities
- Develop field-specific knowledge of Latino media and communication along with an understanding of how Latino studies shapes other fields of communication

**Core Courses**

Students are required to take one of the following:

- CMNS 505 LATINO COMMUNICATION IN CULTURAL CONTEXTS
- MCS 533 LATIN AMERICAN CINEMA/MEDIA
Elective Courses

Choose three courses from the following list:

- CMNS 505 LATINO COMMUNICATION IN CULTURAL CONTEXTS
- CMNS 509 SPECIAL TOPICS IN MULTICULTURAL COMMUNICATION *
- CMNS 542 MULTICULTURAL COMMUNICATION IN THE WORKPLACE
- JOUR 515 SPECIAL TOPICS IN JOURNALISM *
- MCS 521 TOPICS IN CINEMA STUDIES *
- MCS 533 LATIN AMERICAN CINEMA/MEDIA
- PRAD 511 CONSUMER INSIGHTS FOR LATINO MARKETS
- PRAD 512 LATINO INTEGRATED MARKETING COMMUNICATION
- PRAD 514 CONTEMPORARY ISSUES IN PUBLIC RELATIONS AND ADVERTISING *
- PRAD 595 SPECIAL TOPICS IN PUBLIC RELATIONS & ADVERTISING *
- CMN 591 INTERNSHIP *
- CMN 598 STUDY ABROAD

* When topic relates to Latino media/communication.

Admission & Aid

Undergraduate candidates interested in admission to the College of Communication BA programs should direct all inquiries to the Office of Admission:

Lincoln Park Campus
Welcome Center
2400 North Sheffield Ave.
Chicago, IL 60614
(312) 362-8300
admission@depaul.edu

Loop Campus
DePaul Center
1 East Jackson Blvd.
Chicago, IL 60604
(312) 362-8300
admission@depaul.edu

Graduate candidates interested in admission to the College of Communication MA programs should direct all inquiries to the Office of Graduate Admission:

Office of Graduate Admission
College of Communication
DePaul University
Scholarship Opportunities

Undergraduate

DePaul awards a variety of admission scholarships to freshmen and transfer students, as well as some scholarships for current students. For information about university opportunities, visit the scholarship page of DePaul's Admission and Aid website at http://www.depaul.edu/admission-and-aid/Pages/scholarships.aspx. The College of Communication offers some scholarship support for continuing undergraduate students. Communication scholarship opportunities vary; typically three to five scholarships are awarded each year, in the $1000-$2500 range. Details on Communication scholarship offerings can be found at communication.depaul.edu.

Double Demon Scholarship

Alumni from any of DePaul's colleges who are admitted into a graduate degree program or a select certificate program in the College of Communication, the College of Computing and Digital Media, the College of Education, the College of Liberal Arts and Social Sciences, the College of Science and Health, the School for New Learning or the Kellstadt Graduate School of Business will automatically qualify for the Double Demon Scholarship.

This scholarship covers 25 percent of the tuition for a master's degree or a select certificate program*. Both full-time and part-time students are eligible. No scholarship application is required; all alumni admitted to these programs beginning with the winter quarter of 2014 or thereafter qualify. This scholarship cannot be used in conjunction with other DePaul scholarships, waivers or awards.

DePaul University employees are eligible for other employee tuition benefits through the university, and therefore are not eligible for the Double Demon Scholarship.

To learn more details about this scholarship, please contact your college admissions office.

*Scholarship does not apply to all certificate programs. Please contact one of the college admissions offices above for more information.

Financial Aid

Students who plan to fund their education through federal loans should complete and submit the Free Application for Federal Student Aid (FAFSA). DePaul's Financial Aid Office will create a financial aid package based on your FAFSA information.
Graduate Admission

The College of Communication offers seven graduate programs at the masters level: Digital Communication and Media Arts, Health Communication, Journalism, Media and Cinema Studies, Organizational and Multicultural Communication, Public Relations and Advertising, and Relational Communication.

Classifications

Full Degree-Seeking Status

The minimum requirements for this status are:

- Bachelor's degree conferred by a regionally accredited institution.
- Scholastic achievement in undergraduate studies indicating a capacity to successfully pursue a specific program of graduate study.
- A minimum cumulative grade point average of 3.0.
- Submission of all required supporting credentials.

Conditional Degree-Seeking Status

The minimum requirements for this status are:

- Bachelor's degree conferred by a regionally accredited institution.
- Scholastic achievement in undergraduate studies indicating a capacity to successfully pursue a specific program of graduate study.
- Submission of all required supporting credentials.
- Conditional approval by the department or graduate program director of the applicants proposed program of graduate study.
- Academic conditions as designated in the conditional admission letter.
- No independent studies or non-program courses may be taken while in a conditional status.

A conditionally admitted applicant is eligible for reclassification to full, degree-seeking status when the conditions of his or her admission have been satisfied.

DePaul Students and B.A./M.A. Programs

Undergraduate students in the College of Communication are eligible to apply for admission to the combined B.A./M.A. programs. Admission is conditional until the conferred bachelor's degree is posted on the DePaul transcript. The M.A. programs in Digital Communication and Media Arts, Health Communication, Journalism, Media and Cinema Studies, Organizational and Multicultural Communication, and Relational Communication offer an accelerated master's degree that begins in an undergraduate's senior year and may be completed in one subsequent year. The combined degree programs are available to College of Communication undergraduates only. The exception to this policy are: the Health Communication program that accepts undergraduate applicants majoring in Health Science, and the Journalism program that accepts undergraduate applicants majoring in History or Political Science. Further information about these B.A./M.A. programs can be found within specific program descriptions in this Catalog and on the College web site.

Admission Procedures

General Procedures

Procedures for admission to the graduate programs in the College of Communication are outlined below. For specific information about admission requirements and deadlines to each department or program, please consult the College of Communication website.

Application: You can apply online at: www.depaul.edu/apply. To request information about College of Communication graduate programs, please email graddepaul@depaul.edu.

Supporting Credentials: We require official transcripts from all universities, colleges, and junior colleges you have attended. Please request that transcripts and other credentials be sent directly to the Office of Graduate Admission, College of Communication, 2400 N. Sheffield, Chicago, IL 60614-2215. We recommend that you request transcripts in sufficient time to meet the programs deadline.

The College of Communication graduate programs require additional supporting credentials before an
application file is considered complete. Please consult the specific program listing on the College of Communication website to determine what additional materials are required for admission and the deadline by which applications and supporting materials should be submitted.

Application Fee: You can pay the application fee online as part of the online application or send a check or money order payable to DePaul University. Consult the application instructions for specific information about amount of the fee. If paying by check or money order, send it along with your supporting credentials to the Office of Graduate Admission, 2400 N. Sheffield, Chicago, IL 60614-2215. Applications submitted without an application fee will not be processed. The fee is non-refundable.

Application Deadline and Entry Terms: Consult the College website for program-specific information about application deadlines and to which academic terms the program admits new students.

Admission Decisions: The graduate admission office will notify you of your admission decision by letter. Admission applications will be reviewed only after the application and all supporting credentials, along with the application fee, have been submitted.

Deferring Admission: If you do not enroll in the term to which you were admitted, you may request that your admission be deferred for up to one year after the term to which you were admitted. After one year, you must reapply to the program. Email graddepaul@depaul.edu to request a deferral.

International Student Admission

Students who require a student visa (I-20) in order to study at DePaul must meet all admission requirements and demonstrate adequate financial support. Applicants educated in a country in which the native language is not officially recognized as English must also submit proof of English proficiency. College of Communication programs require a minimum TOEFL score of 590 (paper-based), 243 (computer-based), or 96 with no individual score less than 22 (internet-based). DePaul also accepts the IELTS (International English Language Testing System) with a minimum score of 7.5. The letter of admission and I-20 are issued only after admission. International students are encouraged to complete their applications at least one month prior to any published program deadline, or no later than three months before the start of the term, whichever date comes first.

Special Programs

American Advertising Federation (AAF)
The DePaul Student Advertising Group is the official organization for students interested in advertising at DePaul University, and part of the leading national industry trade organization devoted to best practices, professionalism, and education. Our purpose is to bring together students who share a passion for great advertising and communication solutions. Our group helps prepare students for a career in advertising by facilitating an ongoing dialogue that covers the latest developments and trends in the ad industry. We do this through a mix of guest speakers and advertising industry presentations, student ad competitions, networking and career information sessions, visits to local Chicago area advertising/communication agencies, and social events.

Good Day DePaul (GDD)

Good Day DePaul is a weekly television news program about DePaul that is produced by students in the College of Communication. Students do on-air reporting and anchoring for the program. They also work as producers, directors, and camera people. Good Day DePaul has won many honors from both the Society of Professional Journalists and the Chicago Television Academy.

Internship Program

The College offers an internship program through which majors and minors can earn academic credit and gain practical experience in a professional setting. Students may be enrolled in CMN 394, Advanced Communication Internship, and/or CMN 395, Communication Internship Special Topics (topics vary), only after meeting college-established eligibility requirements. An individual student may participate in several internship experiences. A maximum of 16 quarter hours of internship and practicum credit can be applied to degree requirements. CMN 394 may be used to fulfill the Junior Year Experiential Learning Requirement in the Liberal Studies Program and/or as a major field requirement. If a second internship is taken, CMN 395 may count as a communication elective. A maximum of two graded internships can be used toward the major field requirements. Subsequent
hours of internship credit are taken through different CMN 395 special topics courses and fulfill unrestricted electives. Communication minors may have one graded internship count towards completion of the minor.

**Modern Language Option**

The Modern Language Option is available to all B.A. students who wish to study a modern language beyond the level necessary to meet the College's modern language requirement. Students selecting the option may substitute a three-course language sequence for two domain courses and one open elective. Students may use the Modern Language Option to reduce their requirements by one course among two of the following combinations of learning domains: Philosophical Inquiry or Religious Dimensions; Understanding the Past or Self, Society, and the Modern World; or Arts and Literature or Scientific Inquiry (cannot substitute for the SWK or Lab). Students majoring in one modern language may use the Modern Language Option for study of a second language at the intermediate level or above. Please see your advisor for additional information about Modern Language Option course placement.

**Public Relations Student Society of America (PRSSA)**

For students interested in a career in public relations, participating in PRSSA is an essential cornerstone of your DePaul experience. The organization hosts a vibrant schedule of activities such as visits to Chicago public relations agencies and career fairs that will build your professional network and put you on the radar screens of future employers. The DePaul Chapter has won national recognition including the Teahan Award for Outstanding Regional Conference, the highest honor a PRSSA Chapter may earn. DePaul’s Regional Conferences have been sold-out events that have drawn students from campuses across the Midwest with such powerful themes such as *Transforming Traditional Into Digital: The New Ways of PR; The Entertainment Industry: It's Not Just an LA Thing;* and *PR: The Chicago Way.*

**Radio DePaul**

The College manages Radio DePaul, the award winning campus radio station. Students may earn up to eight credit hours (four in the major) for radio production by enrolling with instructor's permission in JOUR 393, Journalism Practicum.

**Society of Professional Journalists (SPJ) / Online News Association (ONA)**

This is a student-run organization for students interested in careers in journalism. The DePaul chapter sponsors campus speakers, career information sessions, and journalism seminars/conferences. Student members are eligible to apply for SPJ and ONA - sponsored internships and student competitions.

**The DePaulia**

The DePaulia is the university's award winning student-run paper and web site, which is integrated into the Communication curriculum. Published weekly since 1922, the newspaper covers news, sports, features, and community-related events. Editors on the newspaper are eligible for four hours of credit under JOUR 393, Journalism Practicum. Other students gain college credit by enrolling in (JOUR 390) Writing for the DePaulia.

**About**

DePaul's College of Computing and Digital Media (CDM) is organized into three schools: the School of Cinematic Arts (SCA), the School of Computing (SoC), and the School of Design (SoD) featuring degree programs designed to keep pace with the latest developments in technology while remaining grounded in the liberal arts and sciences. DePaul CDM has a reputation for offering an extraordinary selection of degree programs and courses from traditional computer science, information systems, and network technologies to game development, digital cinema, animation, and graphic design. At CDM, students will experience a dynamic interdisciplinary curriculum and the opportunity to explore their academic curiosity through a wide range of academic minors that reflect the diverse offerings of CDM’s curriculum.
Administration

David Miller - Dean
Lucia Dettori - Associate Dean
Martin Kalin - Associate Dean
JoAnne Zielinski - Associate Dean
Liz Friedman - Assistant Dean of Student Services
Helmut Epp - Director of Information Technology and IPD
Matthew Irvine - Director of the School of Cinematic Arts
Jacob Furst - Director of the School of Computing
Nichole Pinkard - Director of the School of Design
Theresa Steinbach - Director of Student Learning

Academic Advising

The College believes that academic advising is necessary for the vitality and success of the student's undergraduate education. Students are assigned a faculty advisor upon admission to the school. All students are encouraged to meet with their faculty advisor at least once each year for assistance in planning a course of study that best reflects their academic and career interests, skills, and lifestyle. Students are also assigned a staff advisor in the CDM Academic Success Center to assist with providing interpretations of university policy, academic success strategies and support services.

Advising Staff

John Glatz - Director of Advising
Becky Krochmal - Assistant Director of Advising
Jaclyn Hugg - Assistant Director of Advising
Michael Brown - Academic Advisor
Brooke Shannon - Academic Advisor

Contact Us

DePaul University
College of Computing and Digital Media
243 South Wabash Avenue
Chicago, IL 60604
Academics

The College of Computing and Digital Media offers B.A., B.S., and B.F.A. degrees at the Undergraduate level and M.A., M.S., M.F.A., and Ph.D. degrees at the Graduate level. An option to pursue a combined Bachelor/Master's degree is also available for qualified students.

Graduate Programs

- Animation (MA)
- Animation (MFA)
- Business Information Technology (MS)
- Cinema (MFA)
- Cinema Production (MS)
- Computational Finance (MS)
- Computer and Information Sciences (PhD)
- Computer Game Development (MS)
- Computer Science (MS)
- Computer, Information and Network Security (MS)
- Digital Communication and Media Arts - CDM (MA)
- E-Commerce Technology (MS)
- Health Informatics (MS)
- Human Computer Interaction (MS)
- Information Systems (MS)
- Information Technology Project Management (MS)
- Network Engineering and Security (MS)
- Predictive Analytics (MS)
- Screenwriting (MFA)
- Software Engineering (MS)

CDM Graduate Academic Student Handbook

In addition to the DePaul University Graduate Student Handbook, the College of Computing and Digital Media Graduate Student Handbook includes the rules and regulations for its graduate programs. Additional academic information and regulations applicable to our graduate programs appear in specific graduate program sections.

As a graduate student, you assume the responsibility to know and meet both the general and specific policies and deadlines outlined in this catalog and handbook.

Specific degree completion information can be found on each program page.
**Dismissal / Probation**

Master's Degree and M.F.A. Degree students are required to meet all GPA requirements for their declared program. If a student's cumulative GPA falls below 2.5 the student may be allowed to complete an additional 16 credits or 3 quarters (whichever comes first) to return to good academic standing. If at the conclusion of this time period, the cumulative GPA remains below 2.5, the student may be dismissed from the program.

Doctoral student progress will be evaluated annually. Students must maintain a GPA of 3.5 or better to remain in good standing in the program. Any course grade below B- is unsatisfactory and will not be counted toward degree requirements. The PhD committee will ask a student to withdraw from the doctoral program if the committee members judge that the student is not satisfactorily progressing toward the degree.

**Evaluation and Credit / Limitations**

**Using Undergraduate Credit for Graduate Courses:**

All courses numbered 100 through 399 are considered to be at the undergraduate level and are not accepted for graduate credit.

**Transfer Credit**

Transfer credit is not widely accepted at the graduate level. However, in certain circumstances and with the approval of the student's faculty advisor and the CDM Dean's Office, it will be considered. In all instances:

- A maximum of two courses will be considered for transfer into any CDM graduate degree program.
- Any course that has already been applied toward a degree may not be applied again as transfer credit in a different degree.
- If approved, the credit transferred to DePaul University applies only to programs offered through the College of CDM.
- Credit earned through a program in the Institute for Professional Development at DePaul University is considered transfer credit and is subject to all transfer credit policies.
- In order for a request for transfer credit to be considered, please submit the following materials to the CDM Academic Success Center:
  - An official copy of the transcript from the school where the course was completed.
  - A written statement confirming that the course did not apply towards a previously earned degree.
  - A written statement explaining how this course might apply to your program in CDM.

Graduate level introductory courses, typically numbered between 400 and 419, may not be substituted for any other course at any other level.

**Second Degree**

CDM does not permit admission to more than one graduate program at a time. Under no circumstances may one course be used to satisfy requirements in multiple programs, except for introductory courses (i.e., waivable). Students may not repeat the same course for credit in multiple programs. Cross-listed courses are considered to be one course in this policy. Students wishing to apply unused courses from one degree to another must consult with an academic advisor.
Graduation Requirements

Following is a list of degree completion/graduation requirements that may not be waived under any circumstances.

Complete the minimum number of credit hours required for the declared program of study. The minimum required credit hours are:

- 52 graduate credit hours for most M.S. degrees
- 64 graduate credit hours for the M.F.A. degrees in Cinema and Screenwriting
- 79 graduate credit hours for the M.F.A. degree in Animation
- 60 graduate credit hours beyond a master's degree for the Ph.D. degree

Earn a minimum cumulative GPA:

- Master's and M.F.A. degrees require a minimum cumulative GPA of 2.5
- A Ph.D. degree requires a minimum cumulative GPA of 3.5

Satisfy all program specific GPA requirements. See program descriptions for details.

Students pursuing a second (or more) graduate degree may not double count or retake any course that applied toward the completion of a prior graduate degree. If a required course in the second degree was already completed and applied toward a previous degree, the student must meet with a faculty advisor to discuss a new course to be completed and substituted in the new degree. This rule also applies to cross-listed courses, which are considered to be the same course but offered under different subjects.

Ph.D. and M.F.A. graduates must obtain final approval for degree conferral from the designated review committees. Students should consult their faculty advisors regarding this approval.

In addition, students must successfully complete all degree requirements as listed on the program pages of the catalog under which they were admitted.

Grades, Repeating Classes

All grades from all graduate level courses are computed in the cumulative GPA. When a student repeats a graduate level course, both the old and new grades are calculated in the graduate GPA. Grades earned in certificate programs through the Institute for Professional Development are not included in the calculation of the graduate GPA.

Graduation with Distinction

Master of Science degrees will be awarded with distinction to students who earned a cumulative graduate GPA of 3.9 or higher.
Readmission

A student must complete the graduate program requirements in place at the time of the student's first enrollment in the graduate program. A student who changes graduate programs while his/her studies are in progress must complete the requirements in place at the time he or she enrolls in the new program. A student who changes graduate programs during a break between terms (e.g., spring break) follows the requirements in place for the term immediately following the break. A student who applies for readmission will be subject to the program and concentration requirements in place in the enrollment term of readmission.

Registration

All students are expected to enroll in courses according to the deadlines posted in the University Academic Calendar. Exceptions to the enrollment deadline are rarely approved. If a student believes he/she has an extenuating circumstance that warrants consideration of an exception, such an appeal may be submitted online via MyCDM.

Graduate students may enroll in only graduate level courses. Graduate courses are numbered 400-699.

Online learning students MUST register for the appropriate online course section. Failure to register for an online learning section prohibits the student from online learning services, including exam proctoring.

Special Note: Students are NOT allowed to attend a course or utilize online course technology if they are not on the class roster.

CDM does not allow enrollment in closed courses and students are not allowed to attend any courses for which they are not enrolled. Students wishing to enroll in a closed course may elect to add themselves to the course waitlist in campus connect:

- Waitlists allow students to be auto-enrolled in a class as seats become available.
- Auto-enrollment from the waitlist occurs hourly during the first week of enrollment and two times per day until the last day to add a class.
- All waitlists expire after the last day to add a class each term. If not enrolled by this deadline, students are no longer eligible to enroll.
- Students are strongly encouraged to closely monitor their e-mail accounts if they have any waitlisted courses.

Online Learning

Undergraduate

Many courses are available for review and playback via the CDM Course Online playback system (COL). If a course is COL-enabled, any student registered in the course has access to the course playback. Students are strongly encouraged to utilize the COL resource wherever available. Some undergraduate courses are offered online. CDM is pleased to offer an online degree completion plan for undergraduate transfer students in B.S. in Information Technology and B.S. in Computer Science.

Graduate
DePaul CDM Online Learning programs are specifically designed to complement the busy lifestyle of working professionals. Our Course Online (COL) lecture playback system brings the unique experience of an on-campus DePaul CDM education to off-campus students, and gives them flexibility in how, when, and where they learn.

We offer many master's degree programs that can be completed entirely online, including:

- Business Information Technology
- Computer Game Development
- Computer Science
- Computer, Information and Network Security
- E-Commerce Technology
- Health Informatics
- Human-Computer Interaction
- Information Systems
- IT Project Management
- Network Engineering and Security
- Predictive Analytics*
- Software Engineering*

*Some courses in some concentrations are not available online. Please consult faculty advisor for determining suitable alternative coursework.

Graduate students who wish to complete their degree through online learning do not register for a special online degree. Rather, they apply for one of our regular degree programs and then sign up for online learning courses. The degree earned by an online learning student is identical to the degree earned by an on-campus student.

**Combined Degrees**

Students who meet the admission requirements below may choose to apply to a combined degree program. Interested students should consult their faculty advisor regarding the application procedure. This program allows students to combine many CDM bachelor's degrees with a CDM master's degree following the structure outlined below.

**Admission Criteria**

- Minimum of 44 quarter hours earned
- Minimum of 12 quarter hours earned at DePaul
- GPA of 3.3 or higher in courses taken at DePaul
- Endorsement of faculty advisor

In order to apply for the combined degree program, your faculty advisor must send an e-mail recommendation to the CDM Academic Success Center. The recommendation should include your full name, student ID number, and the bachelor's and master's degrees you wish to combine.

Bachelor of Arts in Computing students who are enrolled via the School for New Learning are eligible for this program. Interested students who meet the admission criteria for a combined degree should contact Kenn Skorupa at SNL for more information.

**Program Structure**

Students in the combined degree program take a maximum of three graduate level courses that count toward both their bachelor's and master's degree requirements. Students may enroll in graduate level coursework in the junior and senior year only. Students in the combined degree program will receive the bachelor's degree after meeting all graduation requirements including the minimum credit hours required for graduation.

To earn the master's degree, the student must earn as many additional graduate credit hours as needed to reach the minimum number of graduate credit hours required in that master's degree.

Only CDM courses can be taken as part of this program. Advanced programs (e.g., JD/MS, MFA, and PhD) are not eligible for the combined degree program.

**Maintaining Good Standing**
Cumulative GPA and course grades will be reviewed after each Autumn, Winter, and Spring Quarter.

The student and faculty advisor will be notified when the student's cumulative GPA falls below 3.3 or when the student receives less than a C- in graduate level course.

If a student's cumulative GPA falls below 3.3, the student must earn a term GPA of 3.3 or above in the following quarter to stay in good standing. If the student does not achieve a 3.3 term GPA, then the student will be dismissed from the combined program and resume the traditional B.A./B.S./B.F.A.

If dismissed from the combined degree program after graduate courses have been passed, the graduate courses may only apply to the undergraduate degree. Should the student later be admitted to a graduate program, graduate courses applied to the undergraduate degree may not apply to the graduate program and may not be repeated if they are required in the declared graduate curriculum. Other graduate courses may be substituted in this case.

**Designing a Course of Study**

It is extremely important that the student and faculty advisor work together on a course of study immediately upon admission to the Combined Degree Program.

This course of study should include the graduate courses to be taken and the undergraduate courses that are replaced by the graduate courses. Failure to put together a solid plan can lead to extra coursework and a lengthening of the Combined Degree program.

It is advisable for the student and the faculty advisor to enter the proposed plan of study in the student communication record on the CDM intranet so it is available to the student and CDM faculty and staff.

**Registering for Master's Degree Courses**

Combined degree students must meet regularly with their faculty advisors. The faculty advisor will initiate the registration process for all graduate level courses taken during the undergraduate career.

**Bachelor's Degree to Master's Degree Transition**

In order to be fully admitted to the designated master's program, the student must meet all admission requirements for that program. When preparing to complete the undergraduate portion of the combined degree, students must submit the application for degree conferral for the undergraduate degree by the application deadline. At this time, the students should contact the CDM Academic Success Center about the procedure required to be formally admitted to the declared graduate program.

**Admission**

**Graduate Admission**

Applicants to CDM graduate programs can choose from degrees that span the computing and digital media spectrum, including master's degrees, MFAs, and a PhD program. Information about admission requirements can be found on the CDM website, under Prospective Students:

http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx

CDM does not permit admission to more than one graduate program at a time. Students wishing to pursue a second graduate program must complete the requirements for the first program (i.e., graduate) and then apply to the second program.

Domestic applications generally take one month to process while international applications take a minimum of three months to review.

**Master's Degree Programs**
About

The School of Cinematic Arts is home to our animation and cinema programs, industries which are still evolving and merge creativity and technology, imagination and technique, and vision and execution.

Undergraduate Majors

- Animation BA
- Animation BFA
- Digital Cinema BS
- Digital Cinema BA

Undergraduate Minors

- Animation Minor
- Digital Cinema Minor
- Documentary Production Minor
- Illustration Minor (joint program)
- Writing for Film and Television Minor
- Sound Design Minor
- Television Production Minor
- Visual Effects Minor

Graduate Programs

- Animation MA
- Animation MFA
- Cinema MFA
- Cinema Production MS
- Screenwriting MFA

Faculty

David Miller, Ph.D.
Dean
University of Chicago
Shiro Akiyoshi, M.F.A.
Associate Professor
School of the Art Institute of Chicago

Meghann Artes, M.F.A.
Assistant Professor
University of California Los Angeles

Lisa Barcy, M.A.
Instructor
Columbia College

Devin Bell, M.F.A.
Assistant Professor
California Institute of the Arts

Kristyn Benedyk, M.F.A.
Assistant Professor
University of Southern California

Peter Biagi, B.A.
Cinematographer in Residence
Columbia College

James Choi
Instructor

Shayna Connelly, M.F.A.
Assistant Professor
Columbia College

Ronald Eltanal, M.F.A.
Associate Professor
University of Southern California

Scott Erlinder, M.F.A.
Assistant Professor
Columbia College

Dana Hodgdon, M.A.
Associate Professor
Northwestern University

Matt Irvine, M.F.A.
Director of the School of Cinema and Interactive Media
Columbia College

Joshua Jones, M.F.A.
Assistant Professor
University of Southern California

Steven Jones, B.S.
Producer in Residence
Illinois Institute of Technology

Christopher Kalis, M.F.A.
Assistant Professor
The University of Illinois at Chicago
Gary Novak, M.F.A.
Assistant Professor
American Film Institute

Savvas Paritsis, M.F.A.
Assistant Professor
New York University

Timothy Peternel
Assistant Professor

John Pasathas, M.F.A.
Assistant Professor
DePaul University

Matt Quinn, M.F.A.
Assistant Professor
Loyola Marymount University in Los Angeles

Anurada Rana, M.F.A.
Instructor
Columbia College

Brad Riddell, M.F.A.
Assistant Professor
University of Southern California

Scott Roberts, M.F.A.
Associate Professor
University of Wisconsin - Madison

Wendy Roderweiss
Instructor

Jose Angel Soto
Visiting Associate Professor

Robert Steel, M.A.
Assistant Professor
Northwestern University

Alexander Stewart, M.F.A.
Assistant Professor
School of the Art Institute of Chicago

Jonah Zeiger, M.F.A.
Assistant Professor
New York University

Joanne Zielinski, M.F.A.
Associate Dean
Rutgers University
About

The School of Computing houses programs across the technology spectrum and all degrees share the same approach of combining theoretical fundamentals with hands-on practice.

Undergraduate Majors

- Computer Game Development BS (Joint program)
- Computer Science BS
- Computing BA (Joint program)
- Information Assurance and Security Engineering BS
- Information Systems BS
- Information Technology BS
- Mathematics and Computer Science BS
- Network Technologies BS

Undergraduate Minors

- Computer Science Minor
- Data Analysis and Data Mining Minor
- E-Commerce Technology Minor
- Game Design Minor (Joint program)
- Game Programming Minor (Joint program)
- Information and Computing in the Modern World Minor
- Information Systems Minor
- Information Technology Minor
- Network Technology Minor

Graduate Programs

- Applied Technology MS (Joint program)
- Business Information Technology MS
- Computer Game Development MS (Joint program)
- Computational Finance MS
- Computer Science MS
- Computer, Information and Network Security MS
- E-Commerce Technology MS
- Health Informatics MS
- Human-Computer Interaction MS (Joint program)
- Information Systems MS
- IT Project Management MS
- Network Engineering and Management MS
- Predictive Analytics MS
- Software Engineering MS
- JD/MS in Computer Science Technology (Joint program)
- PhD in Computer and Information Sciences

Faculty

David Miller, Ph.D.
Dean
University of Chicago

Olayele Adelakun, Ph.D.
Associate Professor
Andre Berthiaume, Ph.D.
Associate Professor
University of Montreal

Gian Mario Besana, Ph.D.
Associate Professor
University of Notre Dame

Gregory Brewster, Ph.D.
Associate Professor
University of Wisconsin, Madison

Robin Burke, Ph.D.
Professor
Northwestern University

I-Ping Chu, Ph.D.
Associate Professor
State University of New York at Stony Brook

Anthony Chung, Ph.D.
Associate Professor
University of Maryland Baltimore County

Lucia Dettori, Ph.D.
Associate Professor And Associate Dean
University of Paris Xi

Massimo Dipierro, Ph.D.
Assistant Professor
University of Southampton, UK

Clark Elliott, Ph.D.
Associate Professor
Northwestern University

Helmut Epp, Ph.D.
Professor
Northwestern University

Xiaowen Fang, Ph.D.
Associate Professor
Purdue University

Jacob Furst, Ph.D.
Associate Professor
University of North Carolina at Chapel Hill

Peter Hastings, Ph.D.
Associate Professor
University of Michigan, Ann Arbor

Jane Huang, Ph.D.
Associate Professor
University of Illinois at Chicago

Radha Jagadeesan, Ph.D.
Corin Pitcher, Ph.D.
Associate Professor
Carnegie Mellon University

Cynthia Putnam, Ph.D.
Assistant Professor
University of Washington

Daniela Raicu, Ph.D.
Associate Professor
Oakland University

Alexander Rasin, Ph.D.
Assistant Professor
Brown University

James Riely, Ph.D.
Associate Professor
University of North Carolina at Chapel Hill

John Rogers, Ph.D.
Associate Professor
University of Chicago

Marcus Schaefer, Ph.D.
Associate Professor
University of Chicago

Eric Schwabe, Ph.D.
Associate Professor
Massachusetts Institute of Technology

Eric Sedgwick, Ph.D.
Associate Professor
University of Texas

Raffaella Settimi, Ph.D.
Associate Professor
University of Perugia

Amber Settle, Ph.D.
Associate Professor
University of Chicago

Paul Sisul, M.Div.
Instructor
Deandreis Institute of Theology

Janine Spears, Ph.D.
Assistant Professor
The Pennsylvania State University

Adam Steele, Ph.D.
Associate Professor
Concordia University

Theresa Steinbach, Ph.D., M.B.A.
School of Design

The School of Design is home to programs at the intersection of learning, engagement, interaction, technology, education and society. CDM's newest school it includes programs in graphic design, interactive and social media, game development, human computer interaction, and digital communication and media arts.

**Undergraduate Majors**

- Computer Game Development BS (Joint program)
- Graphic Design BFA
- Interactive and Social Media BS

**Undergraduate Minors**

- Game Design Minor (Joint program)
- Game Programming Minor (Joint program)
- Graphic Design Minor
- Interactive and Social Media Minor

**Graduate Programs**

- Computer Game Development MS (Joint program)
- Digital Communication and Media Arts MA
- Human-Computer Interaction MS (Joint program)
Faculty

David Miller - Dean
Shiro Akiyoshi - Associate Professor
Sheena Erete - Assistant Professor
Nathan Matteson - Assistant Professor
Daniel Mittleman - Associate Professor
Denise Nacu - Instructor
Nichole Pinkard - Director of the School of Design
Doris Rusch - Assistant Professor
Katie Salen - Professor
Brian Schrank - Assistant Professor
Allen Turner - Instructor
Dolores Wilber - Professor

About

DePaul University, founded on Judeo-Christian principles, continues to assert the relevance of these principles through higher education to our students. The University expresses these principles especially by passing on the heritage of St. Vincent DePaul: individual perfection manifested through purposeful involvement with other persons, communities and institutions. The College of Education manifests these principles in its purpose, and through its programs.

As an urban institution, the College of Education is committed to improving primary and secondary education in the metropolitan area and, in particular, in the city of Chicago. Framed within a commitment to promote and support diversity, the College of Education prepares all of its students to be “Urban Professional Multicultural Educators” who:

- Promote positive transformation
- Consider multiple perspectives
- Integrate inquiry, theory, and practice
- Exhibit Vincentian personalism
- Function as life long learners.
Administration

Paul Zionts, Ph.D.
Dean
James Wolfinger, Ph.D.
Associate Dean Of Curriculum And Academic Programs
Ronald Chennault, Ph.D.
Associate Dean For Student Development
Sally Julian, Ed.D.
Associate Dean For Development
Zongmin Kang, Ph.D.
Assistant Dean For Assessment
Margaret Strzynski
Business Manager

Faculty

Mojdeh Bayat, Ph.D.,
Associate Professor
Loyola University/Erikson Institute
Enora Brown, Ph.D.,
Associate Professor
University of Chicago
An-Chih Cheng, Ph.D.,
Assistant Professor
University of Texas-Austin
Ronald Chennault, Ph.D.,
Associate Professor
Pennsylvania State University
Nell Cobb, Ed.D.,
Associate Professor
Illinois State University
Jennifer Cohen, Ph.D.,
Associate Professor
University of Illinois at Chicago
Hilary Conklin, Ph.D.,
Associate Professor
Amira Proweller, Ph.D.,
Associate Professor
State University of New York, Buffalo

Barbara Rieckhoff, Ph.D.,
Associate Professor
Loyola University

Frances Ryan, D.C., A.C.S.W., Ph.D.,
Professor Emerita
Loyola University of Chicago

Linsey Sabelny, Ph.D.,
Assistant Professor
Ohio State University

Kenneth Sarubbi, D.P.E.,
Associate Professor
Indiana University

James J. Seri, M.S.,
Professor Emeritus
University of Wisconsin

Sonia Soltero, Ph.D.,
Associate Professor
University of Arizona

John R. Taccarino, Ph.D.,
Associate Professor
Northwestern University

Akihiko Takahashi, Ph.D.,
Associate Professor
University of Illinois at Urbana-Champaign

Darrick Tovar-Murray, Ph.D.,
Associate Professor
Western Michigan University

Beverly Trezek, Ph.D.,
Associate Professor
University of Wisconsin-Madison

Jennifer Walberg, Ph.D.,
Associate Professor
University of Illinois at Chicago

Rafaela Weffer, Ph.D.,
Professor Emerita
Illinois Institute of Technology

Stephanie Whitney, Ph.D.,
Assistant Professor
University of Minnesota

Kathryn C. Wiggins, Ph.D.,
Professor Emerita
Michigan State University
Nancy Williams, Ph.D.,
Professor Emerita
Northwestern University

James Wolfinger, Ph.D.,
Associate Professor
Northwestern University

Christopher Worthman, Ph.D.,
Associate Professor
University of Illinois at Chicago

Carol T. Wren, Ph.D.,
Professor Emerita
Northwestern University

Liliana Zecker, Ph.D.,
Associate Professor
University of Michigan

Contact Us

Mailing Address

College of Education
2247 N. Halsted Street
Chicago, IL 60614
(773) 325-7740

Please visit the College of Education website for a directory listing.

Academics

The College of Education is home to Undergraduate majors, Graduate programs, Licensures and Endorsements.
Graduate Programs

- Bilingual-Bicultural Education (MA)
- Bilingual-Bicultural Education (MED)
- Counseling (MA)
- Counseling (MED)
- Curriculum Studies (EDD)
- Curriculum Studies (MA)
- Curriculum Studies (MED)
- Early Childhood Education (EDD)
- Educational Leadership (EDD)
- Educational Leadership (MA)
- Educational Leadership (MED)
- Literacy and Specialized Instruction (MA)
- Literacy and Specialized Instruction (MED)
- Middle Grades Education (MED)
- Middle School Mathematics Education (MS)
- Social and Cultural Foundations in Education (MA)
- Social and Cultural Foundations in Education (MED)
- Special Education (MED)
- Sport, Fitness and Recreation Leadership (MS)
- TEACH: Secondary Education Biology (MED)
- TEACH: Secondary Education Chemistry (MED)
- TEACH: Secondary Education English (MED)
- TEACH: Secondary Education Environmental Science (MED)
- TEACH: Secondary Education History (MED)
- TEACH: Secondary Education Math (MED)
- TEACH: Secondary Education Physics (MED)
- TEACH: Secondary Education Social Science (MED)
- Teaching and Learning: Early Childhood Education (MA)
- Teaching and Learning: Early Childhood Education (MED)
- Teaching and Learning: Elementary Education (MA)
- Teaching and Learning: Elementary Education (MED)
- Teaching and Learning: Secondary Education - Biology (MA)
- Teaching and Learning: Secondary Education - Biology (MED)
- Teaching and Learning: Secondary Education - Chemistry (MA)
- Teaching and Learning: Secondary Education - Chemistry (MED)
- Teaching and Learning: Secondary Education - English (MA)
- Teaching and Learning: Secondary Education - English (MED)
- Teaching and Learning: Secondary Education - Environmental Science (MA)
- Teaching and Learning: Secondary Education - Environmental Science (MED)
- Teaching and Learning: Secondary Education - History (MA)
- Teaching and Learning: Secondary Education - History (MED)
- Teaching and Learning: Secondary Education - Math (MA)
- Teaching and Learning: Secondary Education - Math (MED)
- Teaching and Learning: Secondary Education - Physics (MA)
- Teaching and Learning: Secondary Education - Physics (MED)
- Teaching and Learning: Secondary Education - Social Science (MA)
- Teaching and Learning: Secondary Education - Social Science (MED)
- Teaching and Learning: Secondary Education - Visual Arts (MA)
- Teaching and Learning: Secondary Education - Visual Arts (MED)
- Teaching and Learning: World Language - Arabic (MA)
- Teaching and Learning: World Language - Arabic (MED)
- Teaching and Learning: World Language - Chinese (MA)
- Teaching and Learning: World Language - Chinese (MED)
- Teaching and Learning: World Language - French (MA)
- Teaching and Learning: World Language - French (MED)
- Teaching and Learning: World Language - German (MA)
- Teaching and Learning: World Language - German (MED)
- Teaching and Learning: World Language - Italian (MA)
- Teaching and Learning: World Language - Italian (MED)
- Teaching and Learning: World Language - Japanese (MA)
- Teaching and Learning: World Language - Japanese (MED)
- Teaching and Learning: World Language - Latin (MA)
- Teaching and Learning: World Language - Latin (MED)
Education Graduate Academic Student Handbook

In addition to the DePaul University Graduate Student Handbook, the College of Education Graduate Student Handbook includes the rules and regulations for its graduate programs. Additional academic information and regulations applicable to our graduate programs appears in the specific graduate section.

As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

Specific Graduate Program Information can be found on each program page.

Admission, Readmission, and Reclassification

Admission

Applicants to Master's degree programs must have a bachelor's degree from a regionally accredited college or university. Applicants to the doctoral program must have a Master's degree from a regionally accredited college or university. Please consult specific programs for admission requirements.

Readmission

Students who have not taken classes for one year or more must reapply for admission. Depending on the length of time the student has stopped out, repetition of courses or additional courses may be required by the department or program. In all cases, the student is bound by the program requirements in force at the time of readmission.

Reclassification

Graduate students may change from one concentration to another within a major, but only by applying for reclassification. Once students have decided to change their concentration, they should complete a Reclassification Application form, available online or from the College of Education Advising Office. Any administrative questions about changing concentrations should be directed to the College of Education Advising Office, Schmitt Academic Center 481, at 773-325-4409. Graduate students who are interested in changing majors should not complete the Reclassification Application form. Instead, graduate students wishing to change majors should submit a new graduate application. The student's file will be reevaluated to determine if the admission guidelines for the major for which he/she is applying are met. Additional application materials may be required.

The College of Education presently has one doctoral program. If a student wishes to change concentration, he/she should send an email to the Ed.D. Program Director indicating this request and explaining why a change of concentration is in his/her best interest, and how such a change will affect his/her program of study. The student may want to meet with the Academic Advisor to have an audit done so that it is clear what implications such a change would have on the student's course of study. The Program Director will decide whether a change of concentration will be permitted.
Licensure Requirements

The College of Education offers approved programs for State of Illinois licensure in ten areas of study. Students may be eligible for the following endorsements upon completion of the respective programs:

- Early Childhood Education (birth-3)
- Elementary (K-9) Teaching
- General Administrative/Principal
- Learning and Behavioral Specialist I (K-12)
- Physical Education (K-12)
- Reading Specialist (K-12)
- School Counseling
- Secondary (6-12) Teaching
- Superintendent
- World Language (K-12)

Please note that state licenses include requirements beyond program requirements. For teaching licenses three tests are required: a Test of Academic Proficiency (TAP), a test of Content Area knowledge, and an Assessment of Professional Teaching (APT). For other areas a test of Content Area knowledge is required. The tests are given by the State of Illinois at regularly scheduled times each year. Students are advised to confer with program faculty or the academic advisors for further information.

Licensure is not automatic upon completion of a program. The student must apply. Forms and procedural information are available in the College of Education.

Timeliness is important. Ordinarily, only graduate work completed within the past ten years is acceptable for purposes of applying courses for licensure requirements. If the degree was granted more than ten years past, the Assistant Dean in consultation with program faculty may grant a recommendation for licensure upon the successful completion of appropriate courses and/or comprehensive examinations in the program. In all instances current licensure requirements must be met.

All licensure and endorsement requirements are subject to change based on Illinois State Board of Education modifications in requirements. All individuals must meet ISBE requirements in place at the time of application for the license.

Endorsement Evaluations

Students in Teacher Education Programs can submit an application to their academic advisor to request an endorsement evaluation. The COE can only evaluate transcripts for those programs or content areas that are offered in the COE. Any other programs or content areas will require an Illinois State Board of Education evaluation. A grade of C or better is required for all courses to apply toward endorsements.

Endorsements for teaching areas conducted by DePaul are valid only prior to applying for the teaching license. After earning the license, the individual needs to request a separate evaluation directly with ISBE who will independently review the record and whose results may differ from the DePaul evaluation. The DePaul evaluation is based on ISBE requirements at the time of the evaluation and is subject to change per ISBE’s discretion.

A doctoral candidate may apply for ISBE Superintendent's Endorsement when the following conditions are met:

- Successful completion of all doctoral coursework, including the Educational Leadership concentration, core and research courses.
- Successful completion of A&S 899 Superintendent Internship and all the related clinical experiences.
Evaluation and Credit

Auditing Courses

Students cannot audit courses that are part of their degree or licensure requirement. However, students may choose to audit other courses. Audited courses are not graded and students receive no credit for the course.

Cumulative GPA Requirement

No more than two C or C+ grades can be accepted for a course earning graduate credit toward the degree, and then only if there are corresponding grades of higher value to produce a cumulative GPA of 3.00.

Double Counting Courses

Under no circumstances can a course taken at DePaul University or at any other college or university fulfill degree requirements in more than one degree program. A course can only be counted as fulfilling the degree requirements of one degree program.

Limit on Courses

Courses taken at DePaul University or any other college or university that were completed more than 8 years ago can only be counted toward licensure, degree, and/or content area requirements after a review of the student’s transcripts. Courses for endorsements will be limited to 10 years. Transcripts will be evaluated based on the most-up-to-date licensure, degree, endorsement, and content area requirements. Exceptions will be evaluated by a faculty advisor.

General Education Coursework (Content Area Prerequisites)

All State general education requirements must be completed prior to student teaching. A grade of C or better is required for all general education requirements. DePaul-approved CLEP tests may substitute for appropriate general education coursework. Remedial coursework cannot substitute for general education coursework.

Graduate Credit

Graduate students enrolled in 400 level courses and above earn graduate credit. Courses applying toward a degree generally require a C or better, however, some programs or requirements may require a higher grade as specified in the program section of the catalog. If a C- or lower is earned in a required course, the course must be repeated or substituted as directed by the department or program. Such grades remain on the academic record and are calculated into the cumulative GPA.

Graduate students enrolled in 300 level courses can earn graduate credit and grades earned in these classes will contribute toward the graduate GPA. To earn graduate credit for a 300 level course the student must enroll in the course as a graduate student. Enrolling as an undergraduate student or earning a grade of C-, D+, D, or F is unacceptable for graduate credit in this program. Graduate students cannot receive credit for 100 or 200 level courses.

Limit on Transfer Credit for Graduate Students

All COE graduate students can transfer up to 9-quarter hours (approximately 2 courses) from another college or university as credit toward their Master’s or Doctoral degree requirements. All other courses must be DePaul coursework.

Pass/ Fail Option
Students can take elective courses or courses not required for licensure or degree fulfillment as pass/fail. Courses taken pass/fail are not factored into students' GPA. Courses required for licensure or degree cannot be taken pass/fail.

Program Completion

Timely completion of a program is important. Students in Master's Programs are allowed seven years to complete the graduate degree. A petition in writing for a one-year extension may be approved by the department or program.

Students have ten years to complete the doctoral program, beginning with the first quarter of admission. (If students deferred admission, the first quarter of attendance starts the ten-year clock.) For additional information, refer to the Doctoral Handbook.

Teaching & Learning Induction Coursework

All T&L graduate students are required to complete their Teaching & Learning (T&L) induction coursework through the DePaul University College of Education. The only exception to this policy is demonstration of out-of-state residency.

Credit Hour Conversion

DePaul University’s academic calendar is based on the quarter system. College credit is accumulated on the basis of quarter hours. To convert credit hours from the semester system to the quarter system, multiply the number of semester hours by 1.5 (example: 3 semester hours x 1.5 = 4.5 quarter hours). To convert credit hours from the quarter system to the semester system, multiply the number of quarter hours by .67 (or 2/3) (example: 4 quarter hours x 2/3 = 2 2/3 semester hours).

Graduation Requirements

Students must meet all requirements listed below for graduation.

Degree Conferral Requirement

In order for a student's degree to be conferred, the student must complete all degree coursework and requirements, have a minimum 3.00 GPA, and meet the degree conferral application deadline for the quarter in which he or she wants the degree to be conferred.

Doctorate Requirements to Participate in Graduation Ceremony

Upon successful completion of all requirements (courses, papers/dissertation), an Ed.D. degree is earned. In order to have your degree conferral (granting) process started, students must apply online to formally indicate their intention to graduate. DePaul confers degrees at multiple points during the year, always at the close of terms. Students apply for degree conferral through Campus Connection. Students must submit a separate application to participate in the June graduation ceremony.

To participate in the graduation ceremony in the spring, a doctoral student must complete all required degree coursework, including the successful defense of his or her thesis, by the end of the Spring quarter preceding the ceremony and have applied for graduation before the designated deadline.

Master's Graduation Requirements

To participate in the graduation ceremony in the spring, a graduate student must complete all required degree coursework by the end of the spring quarter preceding the ceremony or have only one course outstanding, which must be completed prior to the end of the Fall quarter following the ceremony. The student must have also applied for graduation before the designated deadline.

Graduating with Distinction

Each COE program establishes its own criteria for graduating with distinction.

Bilingual Bicultural Program
M.Ed. 4.0 GPA
M.A. 4.0 GPA, with distinction on thesis paper (Distinction Committee)

Counseling Programs
- M.Ed. 4.0 GPA
- M.A. 4.0 GPA

Curriculum Studies Program
- M.Ed. 4.0 GPA
- M.A. 4.0 GPA, with distinction on thesis paper (Distinction Committee)

Dual Certification Program
- M.Ed. 4.0 GPA or possible revision based on T&L policy
- M.A. 4.0 GPA or possible revision based on T&L policy

Educational Leadership Program
- M.Ed. 4.0 GPA
- M.A. 4.0 GPA, with distinction on thesis paper (Distinction Committee)

Literacy and Specialized Instruction Program
- M.Ed. 4.0 GPA or possible revision based on program policy
- M.A. 4.0 GPA or possible revision based on program policy

Middle School Math Program
- M.S. 4.0 GPA

Reading Specialist Program
- M.Ed. 4.0 GPA or possible revision based on program policy
- M.A. 4.0 GPA or possible revision based on program policy

Social and Cultural Foundations in Education Program
- M.A. Distinction based on recommendation for distinction from the student’s thesis committee and approval from the Thesis Review Committee. Students graduating with an M.Ed. are not eligible for distinction.

TEACH Program
- M.Ed. 4.0 GPA

Teaching and Learning Program
- M.Ed. 4.0 GPA
- M.A. 4.0 GPA, with distinction on thesis paper (Distinction Committee)

Doctoral Degree Program (Ed.D.)
The successful completion of a dissertation distinguishes those students at this highest level of their educational careers. The doctoral program does not offer a formal distinction beyond this accomplishment.

Honors at Commencement Ceremony
Honors announced and listed at the Spring Commencement ceremony are based on the cumulative GPA of the end of the Winter quarter prior to the Spring Commencement ceremony. The final determination for qualifying for honors is made at the time the individual is awarded the degree, regardless of the announcement or listing at the ceremony. The official designation for honors will be noted on student’s transcripts and diploma.

Seven-Year Limit on Studies
Graduate students have seven years from the date of matriculation to complete program degree requirements. Graduate students may apply for a one-year extension. If a graduate student does not complete his or her degree program requirements within eight years after matriculation, he or she will need to re-apply to the degree program, upon which he or she will have his or her coursework re-evaluated and be subject to any degree program changes or new program requirements.

**Doctoral Program Ten-Year Limit on Studies**

Students have ten years to complete the doctoral program, beginning with the first quarter of admission. (If students deferred admission, the first quarter of attendance starts the ten-year clock.) For example, for a student who begins in Fall 2012, the program must be completed by Spring 2022. For students approaching this time limit, an application for extension must be submitted to the program office. This should be done no later than the fall of the tenth year, although earlier is preferable. The extension application includes the Request for Extension form, a letter from the student explaining a rationale for his/her request, and a letter of support from his/her dissertation chair.

**Probation and Dismissal**

The College of Education has a cumulative GPA requirement of 3.0 for students in a Master’s Program. In addition, regardless of GPA, students are not to receive more than two grades of C or below to remain in good standing. Graduate students whose cumulative GPA falls below 3.0 will be placed on academic probation at which a student has four courses in which to raise their GPA to or above the 3.0 minimum.

Students on probation will receive a registration hold and be unable to register for classes. They must make an appointment with the Academic Success Center to develop a plan for returning to good academic standing.

After completing the four additional courses, if a student’s cumulative GPA is still below 3.0, they will be dismissed from the College of Education. If they receive more than two grades of C or below, their status will be evaluated regardless of your cumulative GPA. Master's students may appeal to the Chair of the Department in which their program is housed for re-admittance or may apply to another program. The Chair's decision for re-admittance is final.

Doctoral students who are fully accepted into the program will be placed on probation if their grade point average falls below 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. The first assessment will occur at the end of 12 credit hours. Students will remain on probation until four additional courses are taken at which time a new evaluation is done. If the grade point average is not raised students may be subject to dismissal from the College of Education.

**Program Requirements**

Depending on degree and concentration, Master's programs require a minimum of 48-72 quarter hours of coursework. Some of the Master's of Arts programs require the completion of a thesis. In general some Master of Education programs requires two masters papers related to coursework.

The doctoral program requires a minimum of 76 quarter hours of coursework. Completion of a dissertation and an oral defense before a committee of three faculty members are included in the requirements that lead to a Doctor of Education degree.

Please consult specific programs for complete degree requirements.
Student Teaching

Content Area Coursework

All content area coursework requirements, including graduate-level content area coursework, must be completed prior to student teaching. A grade of C or better is required for all content area coursework requirements. Remedial coursework and CLEP tests cannot substitute for content area coursework.

DEFER Student Teaching

If extenuating circumstances exist, you may request a deferral of your student teaching placement. Valid reasons would only include health-related issues, change in employment status or employment opportunity, personal hardship, or course related issues. DEADLINE: First day of student teaching.

Extend STUDENT TEACHING Clearance Deadline

Requests to extend the academic clearance deadline for student teaching may be submitted under extenuating circumstances. A valid request, for example, might occur when you have applied to student teach on time but failed a content area test prior to final clearance. If another testing opportunity exists prior to the start of student teaching, you may apply for an exception to complete the requirement and have your clearance re-evaluated. DEADLINE: The prior quarter’s last day to add classes deadline (e.g., for Fall Quarter, the deadline is the prior Spring Quarter’s last day to add classes deadline; Winter is Fall’s deadline; Spring is Winter’s deadline).

OUT-OF-STATE Student Teaching Placement Request

Requests for out-of-state student teaching placements are granted only on rare occasions and require a statement of hardship for consideration. Valid reasons for the request include health-related issues, change in employment status or employment opportunity, personal hardship, or course-related issues. Please note that to ensure proper supervision additional costs may be associated with out-of-state student teaching. DEADLINE: Same as student teaching application deadline.

Student Teaching in an Elementary, Middle School, or High School You Attended as a Student

Students cannot student teach in any school in which they were enrolled as a student within the last 10 years.

Student Teaching in YOUR OWN Classroom Request

In order to apply for this request, you must have at least two years of supervised classroom teaching experience. Attach a completed Application to Student Teach in Your Own Classroom form to the request for exception form. DEADLINE: Same as student teaching application deadline.

Student Teaching Requirements

All program coursework must be completed prior to student teaching. A grade of B- or better is required in student teaching to complete successfully student teaching.

Teaching & Learning Induction Coursework

All graduate students are required to complete their Teaching & Learning (T&L) induction coursework through the DePaul University College of Education. The only exception to this policy is demonstration of out-of-state residency.

Waiving Student Teaching Requirements

Requests to waive student teaching must follow the Illinois State Board of Education student teaching waiver policy.
Registration: Exception to Advanced Standing

Exceptions to advanced standing are only granted on a one-time only basis and must be approved by the Associate Dean or his or her designate.

Registration Withdrawal

Withdraw from Classes Due to Hardship

Students may request to withdraw from classes due to personal and/or medical hardships. Students should contact the University Dean of Students to a hardship withdrawal.

Withdrawal from the COE

To officially withdraw from any COE program, a student should contact his or her academic advisor and petition in writing his or her intent to withdraw.

Combined Bachelors/ Masters

The TEACH Program provides students the opportunity to complete in five years an undergraduate degree in a core arts and science major and a Master’s of Education degree with State of Illinois secondary education teaching certification in a content area related to their major. As a combined degree program of the College of Liberal Arts and Social Sciences, the College of Science and Health, and the College of Education, the Program is collaboratively governed and coordinated by faculty from all 3 units.

The Program is designed to draw on the expertise of LAS and CSH faculty who teach in the majors of English, Mathematics, History, the Sciences, and Social Sciences to ensure strong content knowledge preparation of students and facilitate the transition from being learners of content to teachers of content to diverse adolescent populations. The Program also draws on the expertise of faculty in the COE’s Secondary Education Program and Educational Policy Studies and Research Department to immerse students into essential issues and themes of education and theories and practices of teaching and learning. Such issues as educational inequality, politics of schooling, identity politics, social justice, identity development inside and beyond formal school settings, historical, cognitive, sociocultural, and sociopolitical nature of human development and society are integrated with issues of pedagogical content knowledge, critical pedagogy, constructivist teaching practices, theories of teaching and learning, curriculum development, and professional practice. Ensuring that students understand all these issues is integral to the Program design and delivery and to the preparation of teachers.

The measure of the academic quality of the Program relies on clearly articulated features of exemplary teacher-education programs. These include:

- a “common, clear vision of good teaching that permeates all coursework and clinical experiences...”;
- a “well-defined standard of professional practice and performance...”;
- a “strong core curriculum taught in the context of practice” and including understanding of human development and learning, social and cultural contexts, curriculum assessment, and subject-matter pedagogy;
- an “extended clinical experience” that supports ideas presented in coursework;
- an “extensive use of case methods, teacher research, performance assessments, and portfolio...”
Students may apply to the Program during the spring of their junior year. They must complete the Junior Year Experiential Course TCH 320, Exploring Teaching in an Urban High School, and meet other application criteria prior to applying. The curriculum of the Program consists of three components:

- Courses necessary to satisfy requirements for a baccalaureate degree in the College of Liberal Arts and Social Sciences or College of Science and Health in one of the following state of Illinois secondary certification content areas: English; History; Math; Sciences (Biology, Chemistry, Environmental Science, or Physics); or Social Sciences.
- A set of five courses that will be taken by students in the Program while they are still undergraduates; three of these will also fulfill graduate degree requirements. These courses will serve as a bridge to the 5th year Master's coursework.
- A fifth year of graduate courses which, together with the three double-counted courses mentioned above, will satisfy the requirements for a College of Education Master's in Education and a secondary-education certification in the student's discipline.

A full description of Program requirements for each content area can be found in the College of Education catalog.

### Admission & Aid

The College of Education offers several graduate programs at the master's and doctoral level as well as licensure and endorsement only programs. Admission to DePaul University College of Education is very competitive. We consider numerous factors in evaluating each applicant, including undergraduate academic performance, graduate academic performance (if applicable), professional work experience, writing ability, potential for leadership, professional and academic recommendations and the applicant's special talents, qualities, interests and socioeconomic and cultural background. No single factor is dispositive.

Personal qualities that demonstrate intellectual depth, high ideals and diligence also are considered, as are economic, societal or educational obstacles that have been successfully overcome. Diversity in background and experience among the members of each entering class is a continuing objective. Having a diverse student body allows us to encourage and foster the exchange of different ideas. DePaul University has a nondiscriminatory admission policy; it does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, age or disability.

### General Admission Procedures

#### Application

You can apply online at: www.depaul.edu/apply. To request information about College of Education graduate programs, including endorsements, approvals and licensure, please email us at edgradadmissions@depaul.edu or call us at (773) 325-4405.

#### Supporting Credentials

We require official transcripts from all universities, colleges, and junior colleges you have attended. Please request that transcripts and other credentials be sent directly to the Office of Graduate Admission, College of Education, 2400 N. Sheffield, Chicago, IL 60614-2215. We recommend that you request transcripts in sufficient time to meet the program's deadline.

The College of Education graduate programs require additional supporting credentials before an application file is considered complete. Please consult the specific program listing on the College of Education website at http://education.depaul.edu/Admission/GraduateAdmission/AdmissionRequirements.asp to determine what additional materials are required for admission and the deadline by which applications and supporting materials should be submitted.
Application Fee

You can pay the $40 application fee online as part of the online application or send a check or money order payable to DePaul University. Consult the application instructions for specific information about amount of the fee. If paying by check or money order, send it along with your supporting credentials to the Office of Graduate Admission, 2400 N. Sheffield, Chicago, IL 60614-2215. Applications submitted without an application fee will not be processed. The fee is non-refundable.

Application Deadline and Entry Terms

Consult the College website for program-specific information about application deadlines and to which academic terms the program admits new students.

Admission Decisions: The graduate admission office will notify you of your admission decision by letter. Admission applications will be reviewed only after the application and all supporting credentials, along with the application fee, have been submitted.

International Student Admission

Students who require a student visa (I-20) in order to study at DePaul must meet all admission requirements and demonstrate adequate financial support. Applicants educated in a country in which the native language is not officially recognized as English must also submit proof of English proficiency. College of Education programs require a minimum TOEFL score of 590 (paper-based), 243 (computer-based), or 96 with no individual score less than 22 (internet-based). DePaul also accepts the IELTS (International English Language Testing System) with a minimum score of 7.5. However, students who otherwise have a strong overall academic record, but cannot demonstrate the necessary English proficiency, may be admitted conditionally. If granted a conditional admission, an applicant may enroll in DePaul’s English Language Academy (ELA). To formally begin studies in the College of Education, an applicant that has been conditionally admitted must either successfully complete ELA’s University Bridge Certificate or otherwise demonstrate the necessary English language proficiency.

The letter of admission and I-20 are issued only after admission. International students are encouraged to complete their applications at least one month prior to any published program deadline, or no later than three months before the start of the term, whichever date comes first to allow for enough time for processing the I-20.

Applicant for Five-Year B.A./B.S. to M.Ed Programs

The five-year B.A./B.S. to M.Ed. program is geared toward current DePaul undergraduate students who have reached junior status (88 or more quarter hours) who have declared Liberal Arts and Science major that will lead to educator licensure (biology, chemistry, English, environment science, history, mathematics, physics or social sciences). Students must have an overall grade point average of 3.0 or higher. If students have transferred to DePaul they must have at least 16 quarter hours completed at DePaul. Students must complete the Graduate College of Education Application for teaching and learning secondary education program, meeting all of the requirements outlined at the time of application. In addition to their application, students are required to submit the five-year B.A./B.S. to M.Ed. supplemental form, available at [http://www/education.depaul.edu](http://www/education.depaul.edu).

Applicant for Subsequent Teaching Endorsement

If you hold a valid teaching license in the state of Illinois, you may enroll in a program designed to help you obtain a subsequent teaching endorsement in the following areas: early childhood education, elementary education, secondary education, world languages education, and special education.

In order to be considered for admission, you must submit a completed application as specified by the admission requirements for the teaching and learning program or the special education for licensed teachers program. In addition to the standard application materials, you must also submit a valid Illinois teaching license and a letter from your school principal providing evidence of prior teaching experience and teaching performance. (If you are currently not employed as a teacher, then other evidence of prior teaching experience must be provided.) In addition, evidence of having passed the Illinois Basic Skills Test/Test of Academic Proficiency (TAP) must be submitted by the end of the first quarter of completed course work.

Non-Degree Applicants

The College of Education may admit non-degree seeking students who wish to take a course(s) to complete prerequisites for admission, personal enrichment or professional development. To enroll a non-degree student, all you will need to submit is an application and a $40 application fee. Official transcripts are not required for admissions but will be required after the completion of two courses. Please note that course work completed in a non-degree status may or may not be applicable to a degree program and is subject to approval by the advisor and appropriate department chair.

Readmission Applicants
If you were previously admitted to DePaul but have been absent for more than one year, you must submit an application form, DePaul transcripts, and transcripts of any courses taken elsewhere during your absence. To use materials from a previous application, you must indicate, in written form, which materials you would like to apply to your new application. If the original application has been destroyed (after an absence of two years), you will be required to resubmit the entire application and all supplemental materials. A $10 application fee is required.

**Deferring Admission**

If you do not enroll in the term to which you were admitted, you may request that your admission be deferred for up to one year after the term to which you were admitted. After one year, you must reapply to the program. Email edgradadmissions@depaul.edu to request a deferral.

**Scholarship Opportunities**

Please subscribe to the COE Advising weekly email to stay informed about COE scholarship opportunities that become available throughout the school year.

Any questions can be sent to coescholarships@depaul.edu.

**Double Demon Scholarship**

Alumni from any of DePaul’s colleges who are admitted into a graduate degree program or a select certificate program* in the College of Communication, the College of Computing and Digital Media, the College of Education, the College of Liberal Arts and Social Sciences, the College of Science and Health, the School for New Learning or the Kellstadt Graduate School of Business will automatically qualify for the Double Demon Scholarship.

This scholarship covers 25 percent of the tuition for a master's degree or a select certificate program*. Both full-time and part-time students are eligible. No scholarship application is required; all alumni admitted to these programs beginning with the winter quarter of 2014 or thereafter qualify. This scholarship cannot be used in conjunction with other DePaul scholarships, waivers or awards.

DePaul University employees are eligible for other employee tuition benefits through the university, and therefore are not eligible for the Double Demon Scholarship.

To learn more details about this scholarship, please contact your college admissions office.

*Scholarship does not apply to all certificate programs. Please contact one of the college admissions offices above for more information.

For other DePaul University scholarships please visit the Admission & Aid section on the DePaul home page.

**Financial Aid**

For all information regarding Financial Aid, please visit the Financial Aid link under the Admission & Aid section on the DePaul home page.

You may also contact DePaul Central for help with Financial Aid, Student Accounts and Student Records.

For questions regarding financial aid, payment processes, and student records during business hours, please call (312) 362-8610 or e-mail at dpcl@depaul.edu.
Counseling and Special Education

The vision of the Department of Counseling and Special Education is to advance knowledge, model effective practices, as well as promote advocacy both for our professions and for those whom we serve. We prepare professionals based on sound theory-guided and evidence-based practices to be socially responsible leaders who value the dignity and integrity of all people, particularly those who are historically under-served or under-represented.

The Department of Counseling and Special Education is a community of scholars who value the role of the practitioner in all roles of teaching, research and service. Faculty use student-focused methods to enhance engagement of future professionals in learning and applying their knowledge and skills in diverse settings. This commitment to theory-guided and evidence-based practices is also demonstrated through faculty's teaching, scholarship and service endeavors. We seek to foster Vincentian Personalism and provide opportunities for advancement through education.

The Department is comprised of two programs from distinct yet related fields. Each program has the following distinct foci and needs:

Counseling Program

The program in Counseling provides professionals with theoretical frameworks and competencies that prepare them to provide counseling services. Within the Counseling Program, there are three degree programs. These are clinical mental health counseling, school counseling, and college student development. The concentrations in clinical mental health and school counseling integrate Illinois state requirements for licensure and all concentrations meet national standards for professional practice. School counseling and college student development programs are 72 credit hours and the clinical mental health program is 90 credit hours. All program include a 100-hour practicum and two 300 credit hour internships. These clinical experiences are mandatory and for the school and clinical mental health counseling concentrations are required by the state for licensure. A degree from this program gives rise to career opportunities such as school counseling in elementary, middle, and high schools; counseling in community agencies; counseling in higher education; career counseling through the lifespan; counseling in hospitals or institutional-care settings; group counseling; couples and family counseling; or counseling in private practice. All of the programs emphasize and are designed to foster leadership, advocacy, and social justice.

Special Education Program

The Special Education program currently offers three concentrations all leading to either an M.A or an M.Ed. The Special Education for Teachers program prepares currently licensed teachers to work in special education and results in a LBS1 license (K-12). Students in the Special Education for Teachers program may work in a variety of settings as special education teachers. Combining the disciplines of Learning Disabilities and Reading Education, the Reading and Learning Disabilities concentration leads to a Reading Specialist License (K-12) and prepares students to work as reading specialists within school as well as professionals in clinics or private practice. A third concentration, the Special and Elementary Education (Licensure) in Elementary Education and Special Education, is for individuals with a Bachelors Degree in an area other than education. This pre-service program leads to both a LBS1 and an Elementary Education license. Graduates of the Special and Elementary Education (License) program may teach in either general or special education settings.

The following graduate programs are offered at Lincoln Park:

- M.A or M.Ed. Counseling
- M.A or M.Ed. Literacy and Specialized Instruction
Educational Policy Studies & Research

The Department of Educational Policy Studies and Research (EPSR) studies the complex dynamic interplay between the individual, society, and sociocultural processes that unfold in multiple educational contexts. It offers courses examining educational theories, institutions, practices, policies, and human development across the life span, and issues in educational research. EPSR represents the foundational disciplines of history, philosophy, psychology, sociology and human development as they are related to the study of education. It also considers debates about investigative methodology in education, and the contribution of research to the understanding of educational and social problems. Accordingly, its courses examine questions of disciplined inquiry, theoretical discourse, educational and social development, inequality, economic and political change, and cultural identity in relation to formal and informal education, in schools and related settings. The study of these issues is informed by an ethical disposition that features a critical examination of assumptions regarding norms and standards, and the quest for social justice. The Department provides disciplinary and research course work for students in other programs of the College of Education, while also preparing students from EPSR for positions in, for example, government, service organizations, private foundations and institutes, adult education and training, cultural organizations, as well as for doctoral work in educational policy studies for a university teaching and research career.

The following graduate programs are offered at Lincoln Park:

- M.A in Social and Cultural Foundations in Education
- M.Ed. in Social and Cultural Foundations in Education

Leadership, Language & Curriculum

The Department of Leadership, Language and Curriculum is a multidisciplinary academic body that aims to fully prepare urban multicultural professional practitioners and leaders to work in a variety of educational and community settings. Practitioners who complete a course of study offered by our department will contribute to their respective fields, balance theory with practice, consider multiple points of view in decision making, promote positive transformations in the settings in which they are engaged, and continue to function as life long learners. The practitioner’s professional role is shaped by ongoing reflection and positive engagement with the individual, the community, and the larger sociopolitical realities. The preparation we offer practitioners demonstrates our commitment to social justice, critical pedagogy, and positive educational transformation. The disciplines in the Department address these themes from a variety of perspectives that include language and culture, curriculum theory and development, and educational leadership in administration and supervision.

The following graduate programs are offered at Lincoln Park:

- M.A or M.Ed. in Bilingual Bicultural Education
- M.A or M.Ed. in Curriculum Studies
- M.A or M.Ed. in Educational Leadership

Teacher Education

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership
Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching;
2. Multiculturalism is infused throughout the curriculum;
3. Field experiences are an integral part of the curriculum;
4. Students are exposed to a variety of educational theories;
5. The program includes a research component as a basis for further professional development.

Doctoral Program

The primary, though perhaps not the only audience for this Ed.D. program consists of educational professionals who wish to improve the quality of their work in their current roles or to prepare themselves for new roles. This Ed.D. program is uniquely designed to link theory with practice and is not based on traditional assumptions about the relationships of theory with practice or on conventional notions about the status of practitioners and theorists. To be a practitioner is to make decisions about what to do and to take action; but professional practitioners — in education as in other areas — make reasonable decisions and act responsibly and ethically in the light of theoretical and professional knowledge.

- Professional educators are leaders as well as managers; they are not limited to making decisions according to rule or “by the book.” They must use discretion and judgment as they seek to find the most defensible course of action in specific, complicated, and perhaps idiosyncratic circumstances. These situations are not merely instances of abstract concepts.
- Although decisions are made in the light of theoretical knowledge, theoretical knowledge cannot be applied to practice in the same way as principles are applied to cases. No single theory is able to encompass the complexities of all aspects of learning or schooling. Professional educators understand the principles and terms that characterize and limit a variety of theories and can select amongst them in order to better understand the situations in which they are involved.
- Decisions also are made in the light of professional knowledge, learned on the job as well as from more formal sources. Professional educators can articulate the informal, often tacit knowledge that they develop from practice so that it engages with and modifies the more formal theories learned from other sources.
- Professional educators not only make decisions, they act upon them responsibly. They examine the value commitments implicit in their actions; they question the appropriateness of the ends that they seek; they connect their educational contexts to broader social contexts; and they assess the effects of their actions on the achievements, dispositions, and propensities of students, colleagues and community members.

The following graduate programs are offered at Lincoln Park:

- Ed.D. in Curriculum Studies
- Ed.D. in Educational Leadership
- Ed.D. in Early Childhood Education

Early Childhood Licensure

Admission Requirements

To be eligible for the Early Childhood Education Licensure program, students must hold a bachelor’s degree
from an accredited college or university.

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed College of Education graduate application
- Application fee ($40)
- One official transcript from each college and/or university attended
- Two letters of recommendation from professors or employer
- Resume
- A brief statement that explains your reasons for wanting to enter the Early Childhood Education program at DePaul and discusses your potential for becoming a teacher.

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- SCG 404 CHILD GROWTH AND DEVELOPMENT
- T&L 421 CHILD AND FAMILY IN THE URBAN COMMUNITY
- T&L 423 FUNCTIONAL BEHAVIOR ASSESSMENT: POSITIVE BEHAVIORAL SUPPORT AND INTERVENTION METHODS
- T&L 406 LANGUAGE DEVELOPMENT OF THE YOUNG CHILD

Advanced Standing Courses: 32 quarter hours required

- T&L 434 LITERACY, LITERATURE, & THE YOUNG CHILD
- T&L 411 ASSESSMENT IN EARLY CHILDHOOD SPECIAL EDUCATION
- T&L 420 MATH AND SCIENCE IN EARLY CHILDHOOD
- T&L 427 YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS
- T&L 432 EARLY CHILDHOOD CURRICULUM STRATEGIES AND PHILOSOPHY (BIRTH-8)
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- T&L 481 INTERNSHIP IN PRESCHOOL SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE) (2qh)
- T&L 482 INTERNSHIP IN PRIMARY SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE) (2qh)
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Health, Safety and Child Nutrition Requirement

Candidates should be prepared to document course or other experience that shows they meet the knowledge and skills to provide experiences for young, which appreciates the interrelationships among child, family and the areas of health, safety and nutrition. Candidates should demonstrate comprehension of the issues of health, safety and nutrition that affect young children from the ages of birth through age 8. In addition, candidates are expected to demonstrate understanding of cultural issues and special needs of children with health impairments. Finally candidates should be familiar with the knowledge and application of practices that promote good nutrition, dental health, physical, social and emotional well being of young children.

- Can be completed by ECE 298 CHILD HEALTH SAFETY AND NUTRITION, a transferred equivalent, or by individual competency experience with a full-time Early Childhood Program faculty member.

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 595 EARLY CHILDHOOD STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 596 EARLY CHILDHOOD STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Early Childhood majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Early Childhood Content Area Test (test #107) – assesses knowledge of language and literacy
development, learning across the curriculum, diversity, collaboration, and professionalism in the early childhood program. Test is required before Student Teaching (deadlines apply).

- **Assessment of Professional Teaching (APT)** – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended that it be taken before Student Teaching.
- **EdTPA** – assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

### Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of age levels (birth-age 8), multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. Two internship courses, T&L 481 and T&L 482, are associated with theory courses and should be taken concurrently or soon after successful completion of the related theory courses. FEDS entry of these clinical hours is not required. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

### Additional Requirements

Please also view the college core requirements under the MA or MED for Early Childhood for additional requirements. Note that the Early Childhood Education Licensure program listed above does not lead to a degree.

### Elementary Licensure

#### Admission Requirements

To be eligible for the Elementary Education Licensure program, students must hold a bachelor's degree from an accredited college or university.

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed College of Education graduate application
- Application fee ($40)
- One official transcript from each college and/or university attended
- Two letters of recommendation from professors or employer
- Resume
- A brief statement which explains your reasons for wanting to enter the Elementary or Middle School program at DePaul and discusses your potential for becoming a teacher.

#### Content Area Prerequisites

Elementary Education teachers need to have an understanding of the subjects taught in classrooms at the Elementary level. DePaul's program requires that students in the Elementary program have a minimum of one course in the following areas: writing, fine arts or literature, mathematics*, science, social science, and either US history or American government. These courses may be taken at the undergraduate level and may have been included in the student's bachelor's degree program. Elementary Education students will be evaluated by an academic advisor after admission to determine if additional coursework is needed. Completion of content area requirements are not prerequisites for admission, however coursework must be completed before student teaching. It is strongly encouraged that applicants meet with an advisor after admission and prior to taking content courses.

*DePaul alumni that have taken LSP 120 or ISP 120 can receive credit towards the math requirement.
Course Requirements

Pre-Education Introductory Courses: 17 quarter hours required

- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
- SCG 403 HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
- T&L 583 FIELD EXPERIENCE LAB
- T&L 418 LEARNING THROUGH THE ARTS
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 31 quarter hours required

- T&L 412 EMERGING READING AND LANGUAGE ARTS
- T&L 416 TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS
- T&L 583 FIELD EXPERIENCE LAB
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 413 READING/LANGUAGE ARTS IN THE MIDDLE GRADES
- T&L 583 FIELD EXPERIENCE LAB (public school setting required)
- T&L 415 TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE
- T&L 419 CURRICULUM AND STRATEGIES: SOCIAL STUDIES
- T&L 584 PRE-STUDENT TEACHING FIELD EXPERIENCE
- T&L 422 CLASSROOM ASSESSMENT

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 585 ELEMENTARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 586 ELEMENTARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course:

SCG 439 is required to be eligible for middle school endorsements but is not required for the license. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Elementary majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Elementary/Middle Grades Content Area Test (test #110) – assesses knowledge of language arts and literacy, mathematics, science, social sciences, the arts, health, and physical education. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed, recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete
supervised field experiences in appropriate lab settings in conjunction with education courses. Students are required to register for one lab for designated paired course. For example, during the first quarter of the program students must register for T&L 404 and SCG 403 plus one field experience lab. During the quarter when students take T&L 413 and LSI 446, a public school that services students with special needs is required. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Additional Requirements**

Please also view the college core requirements under the MA or MED for Elementary Education for additional requirements. Note that the Elementary Education Licensure program listed above does not lead to a degree.

**Special Education for Teachers (Learning and Behavior Specialist 1 K-21 years of age)**

**Admission Requirements**

To be eligible for the Special Education for Teachers (Learning and Behavior Specialist 1) licensure program, students must hold a bachelor’s degree from an accredited college or university and a valid Illinois teaching license.

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed College of Education graduate application
- Application fee ($40)
- Copy of a valid Illinois teaching license
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of reference, one of which must be from persons familiar with your academic work
- One official transcript from each college or university attended
- Personal statement (see below)*
- Resume or curriculum vitae showing evidence of adequate background for the program.
- The admission process also may include an interview with program faculty.

*Personal statement

Write a personal statement that discusses your future goals and your thoughts about your career as a special educator. As part of your statement please consider the following: the possible tasks/roles of a special education teacher are multiple and include inclusion specialist, team teacher with general educators, specialized instruction for exceptional students, advocate for exceptional students, response to intervention (RTI) coordinator, case manager or provider of staff development. From your perspective, rank order the tasks/roles and discuss your rationale for the top ranked roles.

**Course Requirements**

**LBS1 K-12 Endorsement-Only Requirements (40 hours)**

**Special Education Core Courses: 32 hours required, grade of B+ or better required**

- LSI 440 SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION
- LSI 443 PSYCHOLOGICAL TESTS AND METHODS IN DIAGNOSIS
- LSI 458 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES I
- LSI 462 INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES I: ACCESSING GENERAL
Clinical Experience

The program requires two summer practicum experiences. Each practicum involves six full weeks of intensive supervised field experience in a cooperating school that operates an extended school year program. Candidates must apply for each practicum, and upon approval they are placed in appropriate summer practicum sites by the program. Practicum sites may also screen candidates prior to accepting them for placement. Candidates who will be admitted to the practicum will assume full teaching responsibility and will have weekly opportunities for feedback and discussion of issues and problems encountered. A grade of B+ or better is required for eligibility to participate in each summer practicum.

Practicum Courses: 8 hours required, grade of B+ or better required

- LSI 552 PRACTICUM EXPERIENCE WITH HIGH INCIDENCE DISABILITIES
- LSI 553 PRACTICUM EXPERIENCE WITH LOW INCIDENCE DISABILITIES

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

LBS1 K-12 Endorsement students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- LBS1 Content Area Test (test #155) – assesses knowledge of working with students with disabilities and special needs. Test is required before Student Teaching (deadlines apply)
- Special Education General Curriculum Test (test #163) – assesses knowledge of reading & literacy, mathematics, natural science, and social science. Test is required for admission to Student Teaching.
- Assessment of Professional Teaching (APT) (#188) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.

Registration, testing schedules, and fees for ISBE licensure tests are available on the ISBE website.

Note that the LBS1 Licensure program listed above does not lead to a degree.

Principal Licensure

Admission Requirements

To be eligible for the Principal Preparation licensure program, students must hold a master’s degree from an accredited college or university. They must have a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level. Students must also possess at least two years of fulltime successful teaching experience, hold a valid Illinois teaching license, and possess proof of passing the basic skills or test of academic proficiency. At the time of program completion, students must have at least 4 years of full-time, successful teaching experience to apply for licensure.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed graduate application
- Application fee ($40.00)
- A copy of valid Illinois teaching license
- Proof of passing Basic Skills Test or TAP Exam and two Principal content-area tests
Course Requirements

Licensure Only (Public School Strand)

The principal licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

This is a 44 quarter hour program, which leads to the State of Illinois’ principal licensure.

Educational Leadership Courses: 36 quarter hours required, grade of C or better required in all courses

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 492 THE PRINCIPALSHIP
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 494 SCHOOL FINANCE
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 602 PRINCIPAL LICENSURE INTERNSHIP I (2 quarter hours)
- A&S 603 PRINCIPAL LICENSURE INTERNSHIP II (2 quarter hours)
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP

Curriculum Studies Courses: 8 quarter hours required, grade of C or better required in all courses

- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
- CS 493 CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS

Specific requirements for entrance into the principal licensure program may be obtained from the office of graduate admissions or the LLC department office.

Individuals seeking the principal licensure must:

1. Complete an approved principal licensure program at an Illinois institution
2. Complete all state-mandated training and examinations
3. Have successfully completed the internship experiences
4. Hold a Master’s degree

Upon successful completion of all principal licensure program requirements and any additional requirements, students must apply for their license. Students are to work with the College of Education’s Licensure Officer when applying for the license.

Note: Courses in this program leading to the principal licensure are designed for practicing educators and are not open to students and any other program without the specific permission of the educational leadership program director.
Principal Licensure with a Concentration in Catholic Leadership

Admission Requirements

To be eligible for the Principal Preparation licensure program with Catholic Leadership Concentration, students must hold a master's degree from an accredited college or university. They must have a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level. Students must also possess at least two years of full-time successful teaching experience, hold a valid Illinois teaching license, and possess proof of passing the basic skills or test of academic proficiency. At the time of program completion, students must have at least 4 years of full-time, successful teaching experience to apply for licensure.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed graduate application
- Application fee ($40.00)
- A copy of valid Illinois teaching license
- Proof of passing Basic Skills Test or TAP Exam
- One official transcript from all colleges and/or universities attended
- Letters from district office recommending entrance into the principal preparation program
- Four letters of recommendation (two from a supervisor and two from colleagues)
- Resume showing evidence of adequate background for the program
- Statement of purpose indicating why you want to be a principal

Course Requirements

Licensure Only (Catholic School strand)

The principal licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

This is a 48 quarter hour program that prepares candidates for state licensure and specifically prepares candidates for the Principalship or Assistant Principalship in Catholic schools.

Educational Leadership Courses: 40 quarter hours required, grade of C or better required in all courses

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 494 SCHOOL FINANCE
- A&S 495 SCHOOL LAW
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 570 HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP
- A&S 571 SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS
- A&S 602 PRINCIPAL LICENSURE INTERNSHIP I (2 quarter hours)
- A&S 603 PRINCIPAL LICENSURE INTERNSHIP II (2 quarter hours)
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP

Curriculum Studies Courses: 8 quarter hours required, grade of C or better required in all courses

- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
- CS 493 CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS

Specific requirements for entrance into the principal licensure program may be obtained from the office of graduate admissions or the LLC department office.
Individuals seeking the principal licensure must:

1. Complete an approved principal licensure program at an Illinois institution
2. Complete all state-mandated training and examination
3. Have successfully completed the internship experiences
4. Hold a Master's degree

Upon successful completion of all principal licensure program requirements and any additional requirements, students must apply for their license. Students are to work with the College of Education's Licensure Officer when applying for the license.

Note: Courses in this program leading to the principal licensure are designed for practicing educators and are not open to students and any other program without the specific permission of the educational leadership program director.

Reading Specialist (K-12) Endorsement

Admission Requirements

To be eligible for the Reading Specialist endorsement only program, students must hold a bachelor's degree from an accredited college or university and a valid Illinois teaching license.

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed graduate application
- Application fee ($40.00)
- Copy of a valid Illinois teacher license
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of reference, one of which must be from persons familiar with your academic work
- One official transcript from each college or university attended
- Resume or curriculum vitae showing evidence of adequate background for the program
- The admission process also may include an interview with program faculty

Note: The Reading Specialist Endorsement requires a previously completed Masters degree.

Course Requirements

Social and Cultural Studies Courses: 12 quarter hours required, grade of C or better required.

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- One course from the following list:
  - SCG 401 ADVANCED LIFESPAN DEVELOPMENT
  - SCG 402 PSYCHOLOGY OF LEARNING
  - SCG 403 HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
  - SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
  - SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Reading Specialist Core Courses: 20 quarter hours required, grade of C or better required.

- LSI 430 INTRODUCTION TO READING ASSESSMENT
- LSI 431 FOUNDATIONS OF LITERACY: ASSESSMENT AND INSTRUCTION I
- LSI 432 DEVELOPING LITERACY: ASSESSMENT AND INSTRUCTION II
- LSI 433 ASSESSMENT AND DIAGNOSTIC TEACHING OF READING
- LSI 438 LITERATURE-BASED AND CONTENT AREA LITERACY INSTRUCTION
Leadership Courses: 8 quarter hours required, grade of C or better required.

- LSI 435 LITERACY PROGRAMS: CURRICULUM AND COLLABORATION
- LSI 437 LEADERSHIP AND PROFESSIONAL DEVELOPMENT IN LITERACY

Clinical Experience

The practicum courses provide an opportunity to apply knowledge from course work to teaching struggling learners and those with disabilities. In these courses, students provide diagnostic and remedial services to children and adolescents from the Chicago area under the supervision of program faculty. These courses are offered in an on-campus facility.

Practicum Courses: 12 quarter hours required, grade of C or better

- LSI 542 PRACTICUM IN LITERACY ASSESSMENT
- LSI 543 PRACTICUM IN LITERACY INSTRUCTION AND ASSESSMENT
- LSI 544 PRACTICUM IN LITERACY INSTRUCTION, ASSESSMENT, AND COLLABORATION

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Reading Specialist students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Reading Specialist Content Area Test (test #176) – assesses knowledge of language, reading, and literacy.
- Assessment of Professional Teaching K-12 (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology.

Endorsement in Special Education Option

Candidates may also have the option of pursuing an endorsement in special education while enrolled in or immediately following the Reading Specialist program. Interested candidates can discuss this option with a faculty advisor.

School Counselor Licensure

The Counseling program’s School Counseling concentration is an Illinois State Board of Education (ISBE) approved program for the School Counselor endorsement on an Illinois Professional Educator License. ISBE states the following guidelines:

Individuals seeking the School Counselor endorsement must:

1. complete an approved school counseling program at an Illinois institution
2. hold a Master’s degree in school counseling; counseling or a related field; or an educational field
3. pass the Basic Skills or Test of Academic Proficiency (TAP) and School Counselor content-area tests
4. hold or be qualified to hold a teaching certificate OR complete coursework addressing required knowledge as part of an approved program

Admission Requirement

To be eligible for the School Counselor only program, students must hold a bachelor’s degree from an accredited college or university. It is recommended that you have at least one year of working experience.

To apply, please submit the following materials to the Office of Graduate Admission:
A completed application
Application fee ($40)
One official transcript from each college and/or university attended
Three letters of recommendation: one from a professor addressing your academic ability, one from an employer, and the third from either another professor or employer
Resume
A personal statement (see below for more information)

The admission process also may include an interview with program faculty.

Personal Statement

Please answer all of the following questions. Your entire response should not exceed 1,500 words (or approximately 300 words per question).

1. Discuss why you want to enter the counseling field. Demonstrate in your response that you have researched the field and have a basic understanding of what counseling professionals do.
2. Given what you have researched about the profession, discuss your short-term and long-term professional goals should you eventually graduate from our program. Integrate into your response why DePaul’s counseling program will help you achieve your goals.
3. Discuss why self-awareness, self reflection and self-care are important skills for counselors. Explain ways in which you would attend to all of these should you be a student in our program.
4. Explain how your personal values and ethical beliefs will be an asset to you as a future counselor and explain any challenges you may face in future practice. Provide concrete examples from your personal or professional life to help illustrate your points.
5. Discuss your understanding of “multicultural proficiency” and “social justice.” Explain how you believe these play a role in the work of counseling professionals as well as how these fit with your own beliefs and values. Provide concrete examples from your personal or professional life to help illustrate your points.

Course Requirements

Counseling Courses: 52-56* quarter hours required, grade of B- or better required

- CSL 451 LEGAL AND ETHICAL ISSUES IN COUNSELING
- CSL 452 INTRODUCTION TO THE COUNSELING PROFESSION
- CSL 458 GROUP COUNSELING
- CSL 461 TESTING AND APPRAISAL
- CSL 467 COUNSELING THEORIES
- CSL 475 COLLEGE AND CAREER READINESS COUNSELING FOR SCHOOL COUNSELORS
- CSL 489 PSYCHOPATHOLOGY
- CSL 501 COUNSELING SKILLS
- CSL 510 MULTICULTURAL COUNSELING
- CSL 514 CRISIS INTERVENTION FOR SCHOOL COUNSELING
- CSL 519 SPECIAL EDUCATION: LEGAL AND PROFESSIONAL ISSUES FOR SCHOOL COUNSELORS
- CSL 520 COUNSELING CHILDREN AND ADOLESCENTS
- CSL 521 CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING
- CSL 522 DELIVERY OF COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAMS
- CSL 523 LEARNING AND CLASSROOM MANAGEMENT FOR SCHOOL COUNSELORS (required only for students without a teaching certificate)

Social and Cultural Studies Courses: 8 quarter hours required, grade of B- or better required

- SCG 401 ADVANCED LIFESPAN DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES

Clinical Experience

Students complete their Clinical Experience during the last year in the program. The Clinical Experience Courses include the Practicum, Internship in Counseling I, and Internship in Counseling II. Students are enrolled in the Practicum course Autumn Quarter; Internship in Counseling I Winter Quarter; Internship in Counseling II Spring Quarter. Students must complete a formal application process to participate in the Clinical Experience courses. This includes attending a clinical orientation a full year before beginning the Clinical Experience, submitting an
initial application, and securing a placement site. Consult academic advisor for additional information on application and course enrollment process.

**Clinical Experience Courses: 12 quarter hours required, grade of B or better required**

Prerequisites: All courses with the exception of CSL 512 must be completed prior to being enrolled in the Practicum courses.

- CSL 552 PRACTICUM IN COUNSELING
- CSL 553 INTERNSHIP IN COUNSELING I (300 clock hours)
- CSL 554 INTERNSHIP IN COUNSELING II (300 clock hours)

Upon completion of the School Counseling concentration’s coursework and the additional State requirements, students must apply for their certificate. Students are to work with the College of Education’s Licensure Officer when applying for the license/endorsement.

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their professional license area.

School Counseling students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. *Students should consult with an advisor about qualifying for a waiver with acceptable ACT or SAT test scores.*
- School Counseling Content Area (test #181) – assesses knowledge of student development, assessment, the school environment and the school counseling profession.

---

**Secondary Education Licensure**

**Admission Requirements**

To be eligible for the Secondary Education Licensure program, students must hold a bachelor’s degree from an accredited college or university.

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed College of Education graduate application
- Application fee ($40)
- One official transcript from each college and/or university attended
- Two letters of recommendation from professors or employer
- Resume
- A brief statement which explains your reasons for wanting to enter the Secondary Education program at DePaul and discusses your potential for becoming a teacher.

**Course Requirements**

**Pre-Education Introductory Courses: 12 quarter hours required**

- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- One course from the following list:
Advanced Standing Courses: 20 quarter hours required

- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- SCG 451 DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION (Taken in conjunction with specified methods courses)
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION

Special Methods Courses: 8 quarter hours required

Complete the course(s) listed that correspond to your content area

Biology

- TCH 474 TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
- TCH 484 TEACHING THE SCIENCES IN THE HIGH SCHOOL 2

Chemistry

- TCH 474 TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
- TCH 484 TEACHING THE SCIENCES IN THE HIGH SCHOOL 2

Environmental Science

- TCH 474 TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
- TCH 484 TEACHING THE SCIENCES IN THE HIGH SCHOOL 2

English

- TCH 471 TEACHING ENGLISH IN THE HIGH SCHOOL 1
- TCH 481 TEACHING ENGLISH IN THE HIGH SCHOOL 2

History

- TCH 472 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 1
- TCH 482 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 2

Math

- TCH 473 TEACHING MATHEMATICS IN THE HIGH SCHOOL 1
- TCH 483 TEACHING MATHEMATICS IN THE HIGH SCHOOL 2

Physics

- TCH 474 TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
- TCH 484 TEACHING THE SCIENCES IN THE HIGH SCHOOL 2

Social Science

- TCH 472 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 1
- TCH 482 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 2

Visual Arts

- T&L 465 ART AND PEDAGOGY
- T&L 466 TEACHER AS ARTIST

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course
SCG 439 is required for middle school endorsements but is not required for the licensee. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- **SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for Secondary Education Biology**

Note: Effective for all individuals applying for licensure beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- Ecology
- Cell Biology
- Physiology
- Genetics
- Biology Elective
- Biology Elective
- Biology Elective
- Biology Elective (with lab)
- Biology Elective (with lab)
- College Algebra or Calculus I
- Trigonometry or Calculus II
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II

**Requirements for Secondary Education Chemistry**

Note: Effective for all individuals applying for licensure beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.

Chemistry Core: 36 quarter hours required, grade of C or better required

- General Chemistry I
- General Chemistry II
- General Chemistry III
- Organic Chemistry I
- Organic Chemistry II
- Analytical Chemistry
- Physical Chemistry I
- Physical Chemistry II
- Applied Probability and Statistics (2 qh)
- Chemistry Seminar (2qh)
- Calculus I
- Calculus II
- Calculus III
- General Physics I
- General Physics II
- General Physics III

Choose three of the following Chemistry courses: 12 quarter hours

- Organic Chemistry III
- Air Chemistry
- Solid Waste Chemistry
- Physical Chemistry III
Intermediate Inorganic Chemistry
Intermediate Organic Chemistry
Biochemistry I
Biochemistry II
Biochemistry III
Nuclear Chemistry
Biophysical Chemistry
Medicinal Chemistry
Drugs and Toxicology
Nutrition
Applied Spectroscopy

Requirements for Secondary Education English

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Introduction to Literature
- Reading Poetry
- Shakespeare
- Literary Research and Writing/Reading Prose
- Linguistics/Grammar/History of the English Language
- 3 British Literature courses
- Romanticism in American Literature
- 2 American Literature courses
- 300 level Literature elective

Requirements for Secondary Education Environmental Science

All coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II
- General Physics III
- Ecology
- Earth System Science
- Human Impacts on the Environment
- Environmental Rhetoric and Politics
- Environmental Data Analysis
- Environmental Science Seminar
- Environmental Impact Analysis

Requirements for Secondary Education History

All coursework in the content area must earn a grade of C or better.

- T&L 455 (also a required graduate class)
- US History I
- US History II
- US History – upper level
- US History – upper level
- World History I
- World History II
- Non-US, World History – upper level
- Non-US, World History – upper level
- Non-US, World History – upper level

Additional licensure requirements: (one course in each area required)

- Geography
- Economics
- Political Science
- Sociology/Anthropology
Requirements for Secondary Education Mathematics

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Calculus I
- Calculus II
- Calculus III
- Intro to Math Reasoning OR Discrete Math I and Discrete Math II
- Multivariable Calculus I
- Multivariable Calculus II
- Linear Algebra
- Programming Language
- Abstract Algebra I
- Theory of Numbers or Abstract Algebra II
- Geometry I
- Geometry II or Real Analysis I
- Probability & Statistics
- History of Mathematics

Requirements for Secondary Education Physics

All coursework in the content area must earn a grade of C or better.

- Physics I
- Physics II
- Physics III
- Physics IV
- Meth of Computational & Theoretical Phys I
- Meth of Computational & Theoretical Phys II
- Physics Elective
- Physics Elective
- Physics Elective
- Physics Elective
- Mechanics
- Calculus I
- Calculus II
- Calculus III
- Multivariable Analysis & Linear Algebra I
- Multivariable Analysis & Linear Algebra II
- General Chemistry I
- General Chemistry II
- General Chemistry III

Requirements for Secondary Education Social Science

All coursework in the content area must earn a grade of C or better.

- US History I
- US History II
- US History – upper level
- US History – upper level
- World History I
- World History II
- Non-US, World History – upper level
- Non-US, World History – upper level
- Secondary Field (6 courses minimum): Choose single field from Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.

Additional licensure requirements

- One course in each area required
  o Geography
  o Economics
  o Political Science
  o Sociology/Anthropology

Requirements for Secondary Education Visual Arts
All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Two Dimensional Foundation
- Three Dimensional Foundation
- Drawing
- Intermediate or Adv. Drawing
- Painting
- Sculpture
- Computer Graphics
- Printmaking
- Principles of Art History
- Photography
- Video
- Art & Design I
- Art & Design II

**Licensure Tests**

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Content Area Test (test numbers below) – assesses knowledge of content area. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

**Biology**
- Science: Biology Content Area Test (test #105)

**Chemistry**
- Science: Chemistry Content Area Test (test #106)

**English**
- English Language Arts Content Area Test (test #111)

**Environmental Science**
- Science: Environmental Science Content Area Test (test #112)

**History**
- Social Science: History Content Area Test (test #114)

**Math**
- Math Content Area Test (test #115)

**Physics**
- Science: Physics Content Area Test (test #116)

**Social Science**
- Social Science: History Content Area Test (test #114)

**Visual Arts**
- Visual Arts Content Area Test (test #145)

**Field Experiences**

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences
must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Additional Requirements**

Please also view the college core requirements under the MA or MED for Secondary Education for additional requirements. Note that the Secondary Education Licensure program listed above does not lead to a degree.

---

## Special and Elementary Education (SEE)

### Admission Requirements

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of reference, one of which must be from persons familiar with your academic work
- One official transcript from each college or university attended
- Personal statement (see application for details)
- Writing sample (e.g., a term paper, seminar paper, or senior thesis or portion thereof)
- Resume
- Interview

### Course Requirements

#### Content Area Prerequisites

A transcript evaluation will be completed upon admission to the program. If deficiencies exist, they must be completed prior to student teaching.

- College coursework in Writing
- College coursework in Fine Arts or Literature
- College coursework in Mathematics
- College coursework in Science
- College coursework in American Government or U.S. History
- College coursework in Social Science

#### Pre-Education Introductory Core: 20 quarter hours required, grade of C or better required

- LSI 442 SURVEY AND CHARACTERISTICS OF THE EXCEPTIONAL LEARNER
- SCG 401 ADVANCED LIFESPAN DEVELOPMENT
- SCG 408 EDUCATION AND SOCIETY
- T&L 409 PROFESSIONAL PRACTICE IN ELEMENTARY SCHOOLS
- T&L 418 LEARNING THROUGH THE ARTS

### Advanced Standing

All Education students have a two-stage admission process. Upon being admitted to the College of Education students begin as a Pre-Education Teacher Candidate. Requirements must be met to progress in the major and take courses in the Advanced Standing category:

- All students must complete specific requirements in order to take the Advanced Standing courses. Requirements include:
  - Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
  - Cumulative GPA of 3.00
  - A minimum of 8 quarter hours completed at DePaul
You can apply for advanced standing once you have completed the above requirements by submitting the Petition for Advanced Standing form.

**Advanced Standing Courses: 48 quarter hours required, grade of C or better required**

- LSI 443 PSYCHOLOGICAL TESTS AND METHODS IN DIAGNOSIS
- LSI 458 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES I (BD)
- LSI 461 COLLABORATIVE PRACTICE AND SPECIAL EDUCATION
- LSI 462 INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES I: ACCESSING GENERAL EDUCATION CURRICULUM
- LSI 467 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES II (Reading/LD)
- LSI 468 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES I (MR/Autism)
- LSI 469 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES II (PH/Multiple)
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
- T&L 413 READING/LANGUAGE ARTS IN THE MIDDLE GRADES
- T&L 415 TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE
- T&L 416 TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements**

- Completion of all Content Area Prerequisites, Pre-Education, and Advanced Standing courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area tests (see below)

**Clinical Requirements**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education.

**Student Teaching Timeline and Deadlines**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

**Student Teaching: 12 quarter hours required, grade of B- or better required**

- LSI 585 STUDENT TEACHING AND SEMINAR IN SPECIAL EDUCATION-ELEMENTARY EDUCATION (4 hours Winter Quarter)
- LSI 585 STUDENT TEACHING AND SEMINAR IN SPECIAL EDUCATION-ELEMENTARY EDUCATION (4 hours Spring Quarter)
- LSI 465 INDUCTION INTO THE FIELD OF EDUCATION (4 hours)
- LSI 96 FIELD EXPERIENCE FOR DUAL CERTIFICATION (indicates to ISBE that required field experience hours are complete) (non-credit, non-tuition)
Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license.

Special and Elementary Education (Licensure) students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. *Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Elementary Content Area Test (test #110) - assesses knowledge of the content of what is taught at the elementary level. Test is required before Student Teaching (deadlines apply).
- LBS1 Content Area Test (test #155) - assesses knowledge of working with students with disabilities and special needs. Test is required before Student Teaching (deadlines apply).
- Special Education General Curriculum Test (test #163) - assesses knowledge of reading & literacy, mathematics, natural science, and social science. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) - assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed, recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. 200 hours of non-paid pre-student teaching field experience are required. Special requirements include: regular and special education settings, experiences in inclusive settings, special education experiences at the high school level. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Subsequent Teaching Endorsement

The State Board of Education authorizes higher education institutions with approved teacher preparation programs to offer subsequent teaching endorsement programs. Under the rules for licensure and assignment of educational staff, subsequent teaching endorsements are earned through passage of all relevant tests and completion of either a full or "focused" licensure program offered by an institution of higher education.

DePaul offers subsequent teaching endorsement programs in the following areas of teacher education:

- Early Childhood Education
- Elementary Education
- Secondary Education (English, Math, Science, History, Social Science, Visual Arts)
- World Languages Education (K-12)
- Special Education (LBS1)

Each institution is expected to provide candidates with information about how to apply for such an endorsement program and how, in the case of focused programs, the institution will determine what prior coursework and experience can be counted toward the requirements for the subsequent teaching endorsement. Candidates who complete a full or focused subsequent teaching endorsement program will be recommended for the endorsement by entitlement. The following is a summary of the policies on focused programs at DePaul University.

General Policies

- These are endorsement-only programs and do not lead to a degree. However, degree options are available, and candidates could subsequently apply to the appropriate degree program.
- All courses must be taken at DePaul; no transfer credit is allowed.
- General education courses are not required.
Accepted candidates are admitted to the T&L or LSI subsequent teaching endorsement program and upon admission have advanced standing (no additional requirements for admission to the Unit).

Accepted candidates will initially meet with a program faculty member, and subsequently with a College of Education advisor, who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the teaching endorsement desired and that meets the minimum requirements (as outlined below).

These focused programs are subject to change during the course of the program. If assessments of the candidate's performance suggest that the program plan should have additional requirements, the program will be modified accordingly.

Accepted candidates will be required to complete student teaching at the grade level and/or content area in which the teaching endorsement is sought OR complete an intensive internship that will include extended contact hours with students at the grade level in which the license is sought and will include a demonstration of teaching proficiency at this grade level. The candidate's faculty advisor will determine the nature of the internship.

Admission Requirements

If you hold a valid teaching license in the state of Illinois, you may enroll in a program designed to help you obtain a subsequent license in the following areas: early childhood education, elementary education, secondary education, world languages education, and special education.

In order to be considered for admission for a Subsequent Teaching Endorsement, you must hold bachelor's degree from an accredited college or university and hold a valid teaching license. To apply, please submit a completed application as specified by the admission requirements for the teaching and learning program or the special education for licensed teachers program. In addition to the standard application materials, you must also submit a valid Illinois teaching license and a letter from your school principal providing evidence of prior teaching experience and teaching performance. (If you are currently not employed as a teacher, then other evidence of prior teaching experience must be provided.) In addition, evidence of having passed the Illinois Basic Skills/TAP Test must be submitted by the end of the first quarter of completed course work.

In addition to the standard requirements for admission to graduate programs, candidates must submit:

- Valid Illinois teaching license
- A letter from candidate’s School Principal giving evidence of prior teaching experience and teaching performance (If the candidate is currently not employed as a teacher, then other evidence of prior teaching experience must be provided).
- Evidence of having passed the Illinois TAP Test. *If a waiver was granted for this test by ISBE due to the candidate holding a license in another state or if a candidate does not have evidence of having passed the test, the candidate must provide evidence of passing before the end of her or his first quarter at DPU.

Subsequent Teaching Endorsement Requirements for the following programs are provided below:

- Early Childhood Education
- Elementary Education
- Secondary Education (English, Math, Science, History, Social Science, Visual Arts)
- World Languages Education (K-12)
- Special Education (LBS1)

Besides meeting the following requirements, each program completer is expected to demonstrate the appropriate professional dispositions. A list of those dispositions are provided below.

Subsequent Teaching Endorsement Requirements for Early Childhood Education

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the endorsement desired and that meets the following minimum requirements:

Course Requirements

Based on evaluation results; students will complete a minimum of 6 courses. The following list is an example of possible courses:

- SCG 408 / SCG 409/ SCG 411 Social and Cultural Foundations
- T&L 431 EARLY LANGUAGE AND LITERACY DEVELOPMENT
- T&L 411 and T&L 481 (6 qh total); or a 4 qh Practicum and one internship experience course (6 qh total)
• T&L 432 and T&L 482 (6 qh total); 
or a 4 qh Practicum and one internship experience course (6 qh total)
• One of the following:
  o T&L 423 FUNCTIONAL BEHAVIOR ASSESSMENT: POSITIVE BEHAVIORAL SUPPORT AND 
    INTERVENTION METHODS
  o T&L 410 CHILDREN'S LITERATURE AND FAMILY LITERACY
  o T&L 421 CHILD AND FAMILY IN THE URBAN COMMUNITY
• T&L 420 MATH AND SCIENCE IN EARLY CHILDHOOD
• T&L 427 YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS
• BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION

Student Teaching or Internship Requirements (to be determined by faculty advisor)

• 12 weeks of student teaching in early childhood education (T&L 595)
  or 1 candidate-specific internship, as defined by faculty advisor (T&L 615, Research and Internship in 
  Education)

Licensure Requirements

• Illinois Test of Academic Proficiency (TAP)
• Early Childhood Content Area Test
• APT Test
• Health & Nutrition Competency

Subsequent Teaching Endorsement Requirements for Elementary Education

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of 
Education advisor who will review all credentials and determine a program that prepares the candidate to meet 
the teacher preparation standards for the endorsement desired and that meets the following minimum 
requirements:

Course Requirements

Based on evaluation results; students will complete a minimum of 6 courses. The following list is an example of 
possible courses:

• SCG 408 / SCG 409 / SCG 411 Social and Cultural Foundations course
• T&L 412 EMERGING READING AND LANGUAGE ARTS
• T&L 413 READING/LANGUAGE ARTS IN THE MIDDLE GRADES
• T&L 415 TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE
• T&L 416 TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS
• T&L 419 CURRICULUM AND STRATEGIES: SOCIAL STUDIES
• T&L 422 CLASSROOM ASSESSMENT
• BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
• BBE 474 READING AND ELLS
• BBE 402 BILINGUAL-BICULTURAL PROGRAM DESIGN AND CURRICULUM DEVELOPMENT
• BBE 510 SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE
• LSI 430 INTRODUCTION TO READING ASSESSMENT
• LSI 431 FOUNDATIONS OF LITERACY: ASSESSMENT AND INSTRUCTION I
• LSI 433 ASSESSMENT AND DIAGNOSTIC TEACHING OF READING

Student Teaching or Internship Requirements (to be determined by faculty advisor)

• 10 weeks of student teaching in elementary education (T&L 585)
  or 1 candidate-specific internship, as defined by faculty advisor (T&L 615, Research and Internship in 
  Education)

Licensure Requirements

• Illinois Test of Academic Proficiency (TAP)
• Elementary Education Content Area Test
• APT Test

Subsequent Teaching Endorsement Requirements for Secondary
Education

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the endorsement desired and that meets the following minimum requirements:

Course Requirements

Based on evaluation results; students will complete a minimum of 6 courses. The following list is an example of possible courses:

- SCG 408 / SCG 409 / SCG 411 Social and Cultural Foundations course
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- Content area theory & practice courses
  - English: TCH 421, TCH 471, TCH 481
  - Math: TCH 423, TCH 473, TCH 483
  - Science: TCH 424, TCH 474, TCH 484
  - History/Social Science: TCH 422, TCH 472, TCH 482
  - Visual Arts: T&L 465, T&L 466
- Graduate level content area courses Arts and Sciences

Content Area Requirements

A minimum of 32 semester hours is required in the subject area the candidate intends to teach. Deficiencies in the content area will be evaluated by program faculty. Secondary content area deficiencies may be taken at the undergraduate level and may require courses in addition to the minimum requirements above.

Student Teaching or Internship Requirements (to be determined by faculty advisor)

- 10 weeks of student teaching in secondary education (T&L 590)
- or 1 candidate-specific internship, as defined by faculty advisor (T&L 615, Research and Internship in Education)

Licensure Requirements

- Illinois Test of Academic Proficiency (TAP)
- English, Math, Science, Social Science or Visual Arts Content Area Test
- APT Test

Subsequent Teaching Endorsement Requirements for World Language Education

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the endorsement desired and that meets the following minimum requirements:

Course Requirements

Based on evaluation results; students will complete a minimum of 6 courses. The following list is an example of possible courses:

- SCG 408 / SCG 409/ SCG 411 Social and Cultural Foundations course
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- BBE 501 TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION
- Content area theory & practice courses
  - English: TCH 421, TCH 471, TCH 481
  - Math: TCH 423, TCH 473, TCH 483
  - Science: TCH 424, TCH 474, TCH 484
  - History/Social Science: TCH 422, TCH 472, TCH 482
  - Visual Arts: T&L 465, T&L 466
- Graduate level content area courses Arts and Sciences

DePaul University Autumn 2015-2016 Page 977 of 2506
Graduate level content courses in the world language to be taught

**Content Area Requirements**

A minimum of 32 semester hours is required in the world language the candidate intends to teach. Deficiencies in the content area will be evaluated by program faculty. World language content area deficiencies may be taken at the undergraduate level and may require courses in addition to the minimum requirements below:

**Student Teaching or Internship Requirements (to be determined by faculty advisor)**

- 10 weeks of student teaching in world language education (T&L 592) or 1 candidate-specific internship, as defined by faculty advisor (T&L 615, Research and Internship in Education)

**Licensure Requirements**

- Illinois Test of Academic Proficiency (TAP)
- ACTFL Oral Language Proficiency Interview Or DePaul Oral Language Proficiency Exam (Spanish only)
- Foreign Language Content Area Test
- APT Test

**Dispositions**

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions.
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Subsequent Teaching Endorsement Requirements for Special Education (LBS1)**

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the endorsement desired and that meets the following minimum
Course Requirements

- LSI 440 SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION
- LSI 443 PSYCHOLOGICAL TESTS AND METHODS IN DIAGNOSIS
- LSI 467 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES II
- LSI 468 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES I
- LSI 469 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES II
- LSI 462 INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES I: ACCESSING GENERAL EDUCATION CURRICULUM
- LSI 457 SEMINAR AND RESEARCH IN SPECIAL EDUCATION

Content Area Requirements

Because special educators must be prepared to teach a variety of subjects at a variety of grades, candidates must have a solid foundation in the content areas below. Deficiencies in the content area will be evaluated as part of the application process. Deficiencies may be taken at the undergraduate level and may require courses in addition to the minimum requirements below.

1 college course in each of the following:
- Writing
- Fine Art of Literature
- Science
- Math
- US History or US Government
- Social Science

Practicum Requirements

- LSI 552 PRACTICUM EXPERIENCE WITH HIGH INCIDENCE DISABILITIES
- LSI 553 PRACTICUM EXPERIENCE WITH LOW INCIDENCE DISABILITIES

Licensure Requirements

- Illinois Test of Academic Proficiency (TAP)
- General Education Content for Special Educators
- Special Education Content Area Test
- APT Test

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality
World Language Education Licensure

Admission Requirements

To be eligible for the World Language Licensure only program, students must hold a bachelor’s degree from an accredited college or university.

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed College of Education graduate application
- Application fee ($40)
- One official transcript from each college and/or university attended
- Two letters of recommendation from professors or employer
- Resume
- A brief statement which explains your reasons for wanting to enter the World Language Licensure program at DePaul and discusses your potential for becoming a teacher.

Course Requirements

Education Courses: 40 quarter hours required, grade of C or better required.

- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
- BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
- BBE 570 SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- T&L 449 STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Education Elective Course: 4 quarter hours are required, grade of C or better required.

Open elective credit also is required to meet the minimum graduation requirement of 60 quarter hours. Choose an Education course in consultation with the Academic Advisor or Content Advisor. Courses must be approved by the WLE Program Director prior to registration and requires graduate level registration.

- Elective Course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours )
- EDU 95 EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the license. If taking SCG 439 for endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Arabic include:

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Arabic I
- Advanced Arabic II
- Advanced Arabic III
- Advanced High Arabic I
- Advanced High Arabic II
- Advanced High Arabic III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Requirements for World Language Education Chinese include:

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Chinese I
- Advanced Chinese II
- Advanced Chinese III
- Advanced Conversation I
- Advanced Conversation II
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Requirements for World Language Education French include:

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced French I
- Advanced French II
- Advanced French III
- Advanced High French I
- Advanced High French II
- Advanced High French III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Requirements for World Language Education German include:

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced German I
- Advanced German II
Advanced German III
Advanced High German I
Advanced High German II
Advanced High German III
Literature/Culture Elective
Literature/Culture Elective
Literature/Culture Elective
Literature/Culture Elective
Literature/Culture Elective
Requirements for World Language Education Italian include:

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

Advanced Italian I
Advanced Italian II
Advanced Italian III
Advanced High Italian I
Advanced High Italian II
Advanced High Italian III
Literature/Culture Elective
Literature/Culture Elective
Literature/Culture Elective
Literature/Culture Elective
Literature/Culture Elective
Requirements for World Language Education Japanese include:

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

Advanced Japanese I
Advanced Japanese II
Advanced Japanese III
Advanced High Japanese I
Advanced High Japanese II
Advanced High Japanese III
Literature/Culture Elective
Literature/Culture Elective
Literature/Culture Elective
Literature/Culture Elective
Literature/Culture Elective
Requirements for World Language Education Latin include:

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

Advanced Latin I
Advanced Latin II
Advanced Latin III
Advanced High Latin I
Advanced High Latin II
Advanced High Latin III
Literature/Culture Elective
Literature/Culture Elective
Literature/Culture Elective
Literature/Culture Elective
Literature/Culture Elective
Requirements for World Language Education Russian include:

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

Advanced Russian I
Advanced Russian II
Advanced Russian III
Advanced High Russian I
Advanced High Russian II
Advanced High Russian III
Literature/Culture Elective
Literature/Culture Elective
Literature/Culture Elective
Literature/Culture Elective
Literature/Culture Elective
Requirements for World Language Education Spanish include:

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Spanish I
- Advanced Spanish II
- Advanced Spanish III
- Advanced High Spanish I
- Advanced High Spanish II
- Advanced High Spanish III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. World Language Education majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. It is recommended to be taken during the first or second quarter in the program. Test is required before Student Teaching (deadlines apply). Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Content Area Test (test numbers below) – assesses knowledge of the language and culture. Test is required before Student Teaching (deadlines apply).
- OPI Test (see below).
- Assessment of Professional Teaching (APT) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be licensed; recommended to be taken before Student Teaching.
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.

Arabic
- Foreign Language: Arabic Content Area Test (test #137)

Chinese
- Foreign Language: Chinese (Mandarin) Content Area Test (test #126)

French
- Foreign Language: French Content Area Test (test #127)

German
- Foreign Language: German Content Area Test (test #128)

Italian
- Foreign Language: Italian Content Area Test (test #130)
Field Experiences

Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing licensure in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Additional Requirements

Please also view the college core requirements under the MA or MED for World Language Education for additional requirements. Note that the World Language Education Licensure program listed above does not lead to a degree.

Bilingual Education (BE) Endorsement

Admission Requirements

To be eligible for the Bilingual Bicultural Education endorsement program, students must hold a bachelor’s degree from an accredited college or university and hold a valid teaching license.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed application
- Application fee ($40.00)
- One official transcript from all colleges and/or universities attended
- A copy of valid professional educator license
- A résumé or curriculum vitae
- Two letters of recommendation from professors or employers
- Statement of purpose indicating professional development goals and related experience (750 words)

Course Requirements
28 quarter hours, grade of C or better required in all courses

Illinois target language proficiency (TLP) test required in addition to the coursework and field experience hours below:

- BBE 402 BILINGUAL-BICULTURAL PROGRAM DESIGN AND CURRICULUM DEVELOPMENT
- BBE 404 LANGUAGE, LITERACY AND CULTURE
- BBE 406 SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- BBE 425 BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL
- BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
- BBE 524 METHODS OF TEACHING ESL
- BBE 97 100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED (PA grade required)

Licensure Test

Individuals seeking a bilingual endorsement must complete the Target Language Proficiency (TLP) test in the non-English language.

Endorsement Application

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and licensure tests. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

Early Childhood Bilingual Endorsement

Admission Requirements

To be eligible for the Early Childhood Bilingual endorsement program, students must hold a bachelor’s degree from an accredited college or university as well as a valid professional educator license that includes an early childhood endorsement.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed application
- Application fee ($40)
- One official transcript from all colleges and/or universities attended
- A copy of a valid professional educator license
- A résumé or curriculum vitae
- Two letters of recommendation from professors or employers
- Statement of purpose indicating professional development goals and related experience (750 words)

Course Requirements

28 quarter hours, grade of C or better required in all courses:

- BBE 408 BILINGUAL EARLY CHILDHOOD DEVELOPMENT THEORETICAL FOUNDATIONS
- T&L 443 ASSESSING YOUNG BILINGUAL/ESL LEARNERS
- T&L 440 EARLY CHILDHOOD EDUCATION CROSS-CULTURAL STUDIES
- T&L 441 EARLY CHILDHOOD METHODS AND MATERIALS FOR ENGLISH LANGUAGE LEARNERS
- BBE 425 BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL
- BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
- T&L 442 EARLY LITERACY DEVELOPMENT AND SECOND LANGUAGE ACQUISITION
- T&L 444 EARLY CHILDHOOD BILINGUAL/ESL PRACTICUM (Does not count towards endorsement)
- BBE 409 ENGLISH AS A SECOND LANGUAGE INSTRUCTIONAL FOUNDATIONS IN EARLY CHILDHOOD SETTINGS *(Additional course to earn both bilingual and ESL endorsements)

Licensure Test
Individuals seeking a bilingual endorsement must complete the Illinois State Board of Education (ISBE) Target Language Proficiency (TLP) test in the non-English language.

**Endorsement Application**

Individuals who are simultaneously enrolled in the Early Childhood Graduate Education Program may apply for their endorsement as part of the degree award process. Those who are not part of the program must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and licensure tests. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

**Early Childhood English as a Second Language Endorsement**

**Admission Requirements**

To be eligible for the Early Childhood English as a Second Language endorsement program, students must hold a bachelor’s degree from an accredited college or university as well as a valid professional educator license that includes an early childhood endorsement.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed application
- Application fee ($40)
- One official transcript from all colleges and/or universities attended
- A copy of a valid professional educator license
- A résumé or curriculum vitae
- Two letters of recommendation from professors or employers
- Statement of purpose indicating professional development goals and related experience (750 words)

**Course Requirements**

28 quarter hours, grade of C or better required in all courses:

- BBE 409 ENGLISH AS A SECOND LANGUAGE INSTRUCTIONAL FOUNDATIONS IN EARLY CHILDHOOD SETTINGS
- T&L 443 ASSESSING YOUNG BILINGUAL/ESL LEARNERS
- T&L 440 EARLY CHILDHOOD EDUCATION CROSS-CULTURAL STUDIES
- T&L 441 EARLY CHILDHOOD METHODS AND MATERIALS FOR ENGLISH LANGUAGE LEARNERS
- BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
- T&L 442 EARLY LITERACY DEVELOPMENT AND SECOND LANGUAGE ACQUISITION
- BBE 425 BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL
- T&L 444 EARLY CHILDHOOD BILINGUAL/ESL PRACTICUM *(Does not count towards endorsement)*
- BBE 408 BILINGUAL EARLY CHILDHOOD DEVELOPMENT THEORETICAL FOUNDATIONS *(Additional course to earn both bilingual and ESL endorsement)*

**Licensure Test**

Individuals seeking a bilingual endorsement must complete the Illinois State Board of Education (ISBE) Target Language Proficiency (TLP) test in the non-English language.

**Endorsement Application**

Individuals who are simultaneously enrolled in the Early Childhood Graduate Education Program may apply for their endorsement as part of the degree award process. Those who are not part of the program must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and licensure tests. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.
English as a Second Language (ESL) Endorsement

Admission Requirements

To be eligible for the English as a Second Language (ESL) endorsement program, students must hold a bachelor’s degree from an accredited college or university and hold a valid teaching license.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed application
- Application fee ($40.00)
- One official transcript from all colleges and/or universities attended
- A copy of valid professional educator license
- A resume or curriculum vitae
- Two letters of recommendation from professors or employers
- Statement of purpose indicating professional development goals and related experience (750 words)

Course Requirements

28 quarter hours, grade of C or better required

Must complete the coursework and field experience hours below:

- BBE 402 BILINGUAL-BICULTURAL PROGRAM DESIGN AND CURRICULUM DEVELOPMENT
- BBE 404 LANGUAGE, LITERACY AND CULTURE
- BBE 407 EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
- BBE 425 BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL
- BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
- BBE 524 METHODS OF TEACHING ESL
- BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
- BBE 97 100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED (non-credit)

Endorsement Application

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

Special Education for Teachers (Learning and Behavior Specialist 1) Endorsement - Graduate Program

Admission Requirements

To be eligible for the Learning and Behavior Specialist 1 (LBS1) endorsement only program, students must hold a bachelor’s degree from an accredited college or university and a valid Illinois teaching license.

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed graduate application
- Application fee ($40.00)
- Copy of a valid Illinois teacher license
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of reference, one of which must be from persons familiar with your academic work
- One official transcript from each college or university attended
- Personal statement (see below) *
- Resume or curriculum vitae showing evidence of adequate background for the program.
- The admission process also may include an interview with program faculty.

*Personal statement

Write a personal statement that discusses your future goals and your thoughts about your career as a special educator. As part of your statement please consider the following: the possible tasks/roles of a special education teacher are multiple and include inclusion specialist, team teacher with general educators, specialized instruction for exceptional students, advocate for exceptional students, response to intervention (RTI) coordinator, case manager or provider of staff development. From your perspective, rank order the tasks/roles and discuss your rationale for the top ranked roles.

Course Requirements

Endorsement-Only Requirements 24 hours required, grade of B+ or better required

- LSI 440 SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION
- LSI 443 PSYCHOLOGICAL TESTS AND METHODS IN DIAGNOSIS
- LSI 458 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES I
- LSI 467 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES II
- LSI 468 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES I
- LSI 469 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES II

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. LBS1 Endorsement students must complete the following tests:

- LBS1 Content Area Test (test #155) – assesses knowledge of working with students with disabilities and special needs.

Endorsement Application

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and licensure tests. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

Special Education for Teachers (Learning and Behavior Specialist 1) Endorsement - Undergraduate Program

Admission Requirements

To be eligible for the Learning and Behavior Specialist 1 (LBS1) endorsement at the undergraduate level, the candidate must be currently enrolled in a College of Education degree-seeking program resulting in initial licensure.

Course Requirements

Endorsement Requirements: 18 hours required, grade of C or better required
Complete these courses:

- LSI 302 INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION: CONTENT AREA
- LSI 321 FORMAL ASSESSMENT IN SPECIAL EDUCATION
- Choose 1 of 2 in each of 3 areas:
  - Area 1: LSI 300 INTRO TO SPECIAL EDUCATION I: EXCEPTIONALITY & LEARNING
  - LSI 346 STRATEGIES FOR MAINSTREAMING AND INCLUSION
  - Area 2: LSI 322 TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES I: ACADEMIC & LIFE SKILLS
  - LSI 323 TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES II: COMMUNICATION & SOCIAL SKILLS
  - Area 3: LSI 324 PRACTICUM I: INCLUSION SETTING (2 credit hours)
  - LSI 327 PRACTICUM II: SELF-CONTAINED SETTING (2 credit hours)

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. LBS1 Endorsement students must complete the following tests:

- LBS1 Content Area Test (test #155) – assesses knowledge of working with students with disabilities and special needs.

Endorsement Application

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and licensure tests. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

Reading Teacher Endorsement

The Illinois State Board of Education (ISBE) requirements for the Reading Teacher Endorsement include:

1. Hold a valid 0-3, K-9, or 6-12 teaching license
2. Complete 24 semester hours or 36 quarter hours, including a practicum, of reading and literacy courses in the following areas:
   a) Foundations of reading,
   b) Content area reading,
   c) Assessment and diagnosis of reading problems,
   d) Developmental and remedial reading instruction and support,
   e) Developmental and remedial materials and resources, and
   f) Literature appropriate to students across all grade ranges
3. Pass the Reading Teacher content test (#177)

Students can pursue the Reading Teacher Endorsement by either:

1. Completing courses that are a subset of the Reading Specialist program (see below), or
2. Applying for a Reading Teacher endorsement evaluation through ISBE. Once a statement of area deficiencies is received, the student will meet with an advisor to determine the required outstanding coursework.

Admission Requirements

To be eligible for the Reading Teacher endorsement only program, students must hold a bachelor’s degree from an accredited college or university and a valid Illinois teaching license.

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed graduate application
- Application fee ($40.00)
Course Requirements

Reading Teacher Endorsement Coursework: 36 quarter hours required, grade of C or better required

- LSI 430 INTRODUCTION TO READING ASSESSMENT
- LSI 431 FOUNDATIONS OF LITERACY: ASSESSMENT AND INSTRUCTION I
- LSI 432 DEVELOPING LITERACY: ASSESSMENT AND INSTRUCTION II
- LSI 433 ASSESSMENT AND DIAGNOSTIC TEACHING OF READING
- LSI 435 LITERACY PROGRAMS: CURRICULUM AND COLLABORATION
- LSI 438 LITERATURE-BASED AND CONTENT AREA LITERACY INSTRUCTION

Practicum Courses

- LSI 542 PRACTICUM IN LITERACY ASSESSMENT
- LSI 543 PRACTICUM IN LITERACY INSTRUCTION AND ASSESSMENT
- LSI 544 PRACTICUM IN LITERACY INSTRUCTION, ASSESSMENT, AND COLLABORATION

The practicum courses provide an opportunity to apply knowledge from course work to teaching struggling learners and those with disabilities. In these courses, students provide diagnostic and remedial services to children and adolescents from the Chicago area under the supervision of program faculty. These courses are offered in an on-campus facility.

Teacher Leader Endorsement Only

Admission Requirements

To be eligible for the Teacher Leader endorsement program, students must hold a bachelor's degree and master's degree from an accredited college or university and hold a valid teaching license.

To apply, please submit the following items to The Office of Graduate Admission:

- A completed application
- Application fee ($40.00)
- 2 years of full-time teaching on a valid standard teaching Licensure at the time of application
- One official transcript from all colleges and/or universities attended
- A resume or curriculum vitae
- Proof of passing Basic Skills Test or TAP Exam
- Two letters of recommendation from professors or employers
- Statement of purpose indicating professional development goals and related experience (750 words)

Course Requirements

This non-degree program allows students who already have a Master's degree to obtain an ISBE Teacher Leader Endorsement. Candidates already holding a Master's degree (M.Ed. or M.A.) and a professional educator license may enter the program seeking the Teacher Leader Endorsement. Students not holding a Master's degree must complete either the existing Educational Leadership or Curriculum Studies Master's program and obtain their professional educator license before they can obtain the Teacher Leader Endorsement.

40 quarter hours, grade of C or better required in all courses
Educational Leadership Courses: 20 quarter hours required

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 499 PLANNING FOR PROFESSIONAL DEVELOPMENT

Curriculum Studies Courses Required: 16 quarter hours required

- CS 470 TEACHERS AS LEADERS
- CS 473 ASSESSMENT
- CS 482 THE HISTORY OF CURRICULUM PRACTICE
- CS 488 CURRICULUM DESIGN

Bilingual/ Bilcultural Education Courses Required: 4 quarter hours required

- BBE 599 SCHOOLWIDE APPROACHES TO EDUCATING ELL

Licensed Professional Counselor

State Licensure Information

The State of Illinois requires that those who wish to work as a counselor have licensure as either a Licensed Professional Counselor (LPC) or an advanced Licensed Clinical Professional Counselor (LCPC). The Counseling program’s Clinical Mental Health Counseling concentration meets the educational requirements for the Licensed Clinical Professional Counselor. However, there are further requirements that must be met. For more information, contact the State of Illinois Department of Professional Regulation in Springfield, Illinois.

Admission Requirements

To be eligible for the Licensed Professional Counselor program, students must hold a bachelor’s degree from an accredited college or university. It is recommended that you have at least one year of working experience.

To apply, please submit the following materials to the Office of Graduate Admission:

- A completed application
- Application fee ($40)
- One official transcript from each college and/or university attended
- Three letters of recommendation: one from a professor addressing your academic ability, one from an employer, and the third from either another professor or employer
- Resume
- A personal statement (see below for more information)

The admission process also may include an interview with program faculty.

Personal Statement

Please answer all of the following questions. Your entire response should not exceed 1,500 words (or approximately 300 words per question).

1. Discuss why you want to enter the counseling field. Demonstrate in your response that you have researched the field and have a basic understanding of what counseling professionals do.
2. Given what you have researched about the profession, discuss your short-term and long-term professional goals should you eventually graduate from our program. Integrate into your response why DePaul’s counseling program will help you achieve your goals.
3. Discuss why self-awareness, self reflection and self-care are important skills for counselors. Explain ways in which you would attend to all of these should you be a student in our program.
4. Explain how your personal values and ethical beliefs will be an asset to you as a future counselor and explain any challenges you may face in future practice. Provide concrete examples from your personal or professional life to help illustrate your points.

5. Discuss your understanding of “multicultural proficiency” and “social justice.” Explain how you believe these play a role in the work of counseling professionals as well as how these fit with your own beliefs and values. Provide concrete examples from your personal or professional life to help illustrate your points.

Academic Advising

DePaul University College of Education’s Academic Advising Office is committed to engaging students through a holistic partnership focused on personalized educational and professional goals.

Nancy Hashimoto
   Director of Advising and Licensure Officer
Alexa Walsh
   Associate Director of Advising and Licensure Officer
Nicole Ide
   Academic Advisor
Kevin McCann
   Academic Advisor
Anne Nieminski
   Academic Advisor
Katie Schiller
   Academic Advisor
Brandon Washington
   Academic Advisor
Sandra Tanksley
   Advising Assistant
Molly Kanaley
   Media and Records Specialist

Office of Student Teaching and Field Experiences

Kathleen Liston
   Director of Student Teaching
William Wilson
Assistant Director of Field Experiences
Lois Walsh

Placement Specialist

Academic Success Center

Nora Murphy
Coordinator/Director

About

DePaul University College of Law challenges and enlightens students by placing the highest priority on innovative programs of instruction that include both traditional classroom theory and professional skills training. We are distinguished by our highly successful centers and institutes, which emphasize collaborative learning among students and faculty in advancing the law and serving justice. Located in a vibrant urban environment, the College of Law brings together students, faculty, staff and alumni committed to serving the public and the legal profession in ways that enhance the social, economic, cultural and ethical values in the broader community. The College of Law is part of a university that derives its fundamental mission from St. Vincent de Paul, who advocated the acceptance of all people and devoted his life to helping the disadvantaged lead dignified lives. We seek diversity in students’ special talents, qualities, interests and socioeconomic backgrounds in creating a culture in which student learning is central. DePaul College of Law students can expect an academic environment that weaves together education, experience, service and community.

Academics

At DePaul University College of Law, tradition underlies everything: our deep roots, our enduring values and our commitment to service.

The College of Law provides theoretical instruction as well as offers creative approaches to professional skills training. Law students can earn academic credit by working with real clients on real cases in every type of legal environment. Through our Legal Clinics, Field Placement Program and Trial Advocacy Program, students gain valuable first-hand experience and insight working side-by-side with distinguished faculty members and practicing attorneys.

In addition to the core Juris Doctor curriculum, students also can choose from a variety of joint degrees, graduate programs and certificate options in a number of concentrations.
Professional Degrees

- Health Law (LLM)
- Intellectual Property (LLM)
- International Law (LLM)
- Law - Joint Degree (JD/LLM)
- Law (JD)
- Law (MJ)
- Law/Business - Joint Degree (JD)
- Law/Computer Science - Joint Degree (JD/MS)
- Law/Public Service - Joint Degree (JD)
- Taxation (LLM)

Health Law Certificate for Health Students & Professionals

The DePaul University Health Law Certificate for Health Students & Professionals is specifically designed to provide medical students and health care professionals with sufficient legal knowledge so that they are prepared to act in the best interests of their patients, without having to pursue a legal degree. The certificate is tailored for those who do not seek to practice law, but who do or will regularly encounter legal issues in their professions and who would benefit from a sophisticated and nuanced understanding of legal doctrine in the health law area. This specialized knowledge, taught by DePaul’s expert health law faculty, will allow health professionals to better understand legal and regulatory issues they will encounter in their work, more effectively deal with the legal concerns of patients, and better communicate with legal counsel with whom they will come into contact in their careers.

The certificate course (LAW 750 HEALTH CARE LAW FOR HEALTH CARE PROFESSIONALS) consists of four, three-credit topics: Health Policy & the Law; Health Law Compliance & Regulations; Health Care Delivery Systems; and Quality of Care & Malpractice Liability. All four classes are offered as a combination of flexible online learning and intensive onsite instruction.

The certificate is a non-degree program, but students can transfer the credits into the College of Law’s Master of Jurisprudence degree.

The Health Law Certificate for Health Students & Professionals is currently available exclusively to students at Rush University.

Admission & Aid

Electronic Application Process

All applicants to the College of Law must submit all materials electronically through the Law School Admission Council (LSAC) and register with the LSAC Credential Assembly Service (CAS). We only accept applications submitted through LSAC. Please read the application instructions included with the LSAC Electronic Application and follow them carefully. You can access the LSAC Electronic Application at law.depaul.edu or lsac.org.

We will not accept any paper application materials or paper updates to your application. Paper materials and updates will not be retained or reviewed by the Admissions Committee and will be discarded. You are welcome...
to submit updates to your file electronically. Application update materials may be submitted to lawinfo@depaul.edu. Please include your name and LSAC identification number on each attachment.

Disabled applicants in need of a reasonable accommodation to complete the application process, or other applicants who require a paper application, should contact the Office of Law Admissions at (312) 362-6831 or email lawinfo@depaul.edu with their request.

Admission Policy

Admission to DePaul University College of Law is very competitive. We consider numerous factors in evaluating each applicant, including undergraduate academic performance, Law School Admission Test (LSAT) scores, advanced degrees, professional work experience, writing ability, potential for leadership, professional and academic recommendations and the applicant's special talents, qualities, interests and socioeconomic and cultural background. No single factor is dispositive when determining admission.

Personal qualities that demonstrate intellectual depth, high ideals and diligence also are considered, as are economic, societal or educational obstacles that have been successfully overcome. Diversity in background and experience among the members of each entering class is a continuing objective. Having a diverse student body allows us to encourage and foster the exchange of different ideas. In addition, a candidate's prior relations with the DePaul University community and her or his potential for furthering DePaul's institutional goals are considered.

Because applications are reviewed on a rolling basis, early application is highly recommended, especially for those who desire merit scholarship and financial aid consideration. For first-year applicants with no previous law school credit, admission is granted only for the fall semester. First-year applicants should ensure that their application and all necessary documents are on file in the Office of Law Admission prior to the suggested application deadline of March 1.

Prospective applicants who have received their baccalaureate degrees from accredited institutions or who have received degrees prior to July of the year for which admission is sought are eligible to apply. In no event will anyone who has yet to receive a baccalaureate degree be permitted to enroll in the College of Law. No specific fields of study are prescribed at the baccalaureate level.

DePaul University has a nondiscriminatory admission policy; it does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, age or disability.

Application Instructions

Letter of Recommendation

One LSAC applicant evaluation or one letter of recommendation is required for all applicants. Additional letters and evaluations are welcome. Letters of recommendation must be submitted through CAS.

Evaluations from an applicant's college professors are particularly useful. Evaluations also may be submitted by employers or colleagues who are in positions to make critical and informed appraisals of an applicant's qualifications.

Personal Statement

A personal statement is required and must be electronically attached to the application for admission. It should not exceed two pages, and may provide the Admissions Committee with information regarding such matters as intellectual interests and pursuits; personal, family or educational background; experiences and talents of special interest; reasons for applying to law school as they may relate to personal goals and professional expectations; or any other factors that will assist the committee's evaluation of the applicant's candidacy for admission. Applicants also may describe, either within the personal statement or as an addendum, how their admission would contribute to the diversity of the College of Law.

Resume

A current resume is strongly recommended and may be electronically attached to the application for admission. It should not exceed two pages. It should include a complete employment record and identify honors, scholarships and commendations received; membership in any scholastic, honorary and professional associations; as well as community, volunteer and extracurricular activities.

Law School Admission Test / Credential Assembly Service

All applicants must take the LSAT. LSAT scores earned prior to June 2009 will not be accepted. In addition, all applicants must register with CAS. Please visit the LSAC website (lsac.org) for additional information.
Application Fee

There is no application fee for the JD program.

International Applicant Information

Applicants who have earned degrees or received diplomas from foreign institutions must submit all materials required of first-time JD applicants.

In addition, applicants who have completed coursework or earned degrees from foreign institutions should submit their foreign transcripts through LSAC's CAS. Foreign transcripts received will be sent to the American Association of Collegiate Registrars and Admissions Officers (AACRAO) where the transcript will be authenticated and analyzed. This service is included in the standard CAS fee. The data will be assembled into a foreign credential evaluation document that contains AACRAO's summary, copies of the transcripts (and translations, as necessary) and a TOEFL or IELTS score, if applicable.

Applicants who were educated in foreign countries at institutions where English is not the primary language must also register for the TOEFL (toefl.org) or IELTS (ielts.org). Applicants who register for the TOEFL must advise Educational Testing Service (ETS) to send their TOEFL score to DePaul University College of Law (institution code 1165).

LSAC will incorporate the applicant's foreign credential evaluation, TOEFL or IELTS score and associated documents into the regular CAS report.

While the College of Law strongly encourages international applicants to submit their foreign transcripts to the CAS, we will also accept detailed evaluation reports from Educational Credential Evaluators (ece.org), World Educational Services (wes.org) or from any other member of the National Association of Credential Evaluation Services.

International applicants who have graduated from foreign law schools may receive up to 28 credit hours toward the JD degree. The determination of applicable credit is made upon admission. For additional information, including a copy of the Financial Affidavit of Support Form for International Students, please visit international.depaul.edu/admission.

Joint Degree Programs

DePaul offers five joint degree programs: the JD/MBA degree with the Kellstadt Graduate School of Business; the JD/MS in Public Service Management and the JD/MA in International Studies, both with the College of Liberal Arts & Social Sciences; the JD/MS in Computer Science Technology with the College of Computing and Digital Media; and the JD/Masters in International and European Business Law with the Pontificia Universidad Comillas (Madrid, Spain).

Those seeking a joint degree first must apply and be accepted for admission to the College of Law. Admission is made to the appropriate joint degree program only after completion of the first-year core curriculum in the College of Law with above average academic achievement. Thereafter, if accepted into the joint degree program, law students begin their joint degree studies.

A separate application may be required for each program and should be submitted during the first year of law school. In addition, an entrance exam such as the GRE or GMAT may be required depending on the requirements of the program to which the applicant is applying.

More information about joint degree programs is available at law.depaul.edu.

Transfer Applicant Information

DePaul University College of Law welcomes applications from students who will have completed, within the preceding two years, at least one year of study at another ABA-accredited law school. Transfer applicants may apply for admission to the day and evening programs during the fall and spring semesters. Transfer applicants admitted to the College of Law may receive up to 30 hours of credit toward the JD degree. The determination of applicable credit is made upon admission. DePaul University does not have an articulation agreement with any university or law school program regarding transfer admission.

Students applying for transfer admission complete a different online application than first-year applicants. Transfer applicants are required to submit the following: transfer student application form, one letter of recommendation from a law school professor, resume, personal statement from current LSAC CAS report. In addition, transfer applicants must submit directly to the Office of Law Admissions: (1) a letter of good standing indicating eligibility to return from all previously attended law schools and (2) law school transcripts from all previously attended law schools. Law school transcripts must provide grades for all coursework attempted. While a transcript showing spring grades generally is required to review the application, the Admissions Committee may make an exception and grant a conditional admission based upon an applicant's strong academic
performance in the fall semester. Class ranks are not required to evaluate an applicant's transfer application.

In evaluating transfer applicants, the Admissions Committee will consider the applicant's undergraduate academic record, LSAT score, law school grades, personal statement, letter of recommendation and other information requested in the application.

**Financial Assistance**

DePaul University and the College of Law provide a range of financial assistance in the form of loans and scholarships. Should you wish to apply for financial assistance, indicate your intent in the application for admission. Financial aid applications will be available shortly after January 1.

**Scholarship Assistance**

All admitted students are automatically considered for applicable scholarship awards. No separate application is required. Dean's Scholarships are awarded to entering law students based upon their achievements, personal qualities and potential to contribute to the DePaul law community. Scholarship recipients are notified of their award in the acceptance letter.

**Need-Based Assistance**

To apply for loans and other need-based assistance, the Free Application for Federal Student Aid (FAFSA) is required and can be obtained after January 1 at colleges and universities or at the FAFSA website (fafsa.ed.gov). The FAFSA code for DePaul University College of Law is 001671. The FAFSA must be complete and on file in the Office of Financial Aid on or before March 1 in order to receive full consideration for DePaul-administered financial aid.

For additional financial aid and scholarship information, visit the DePaul University College of Law website at law.depaul.edu.

**About**

The College of Liberal Arts and Social Sciences is committed to providing all of its students with an education that balances in-depth study in select areas with a breadth of experience in the various disciplines that form the core of human knowledge. Its 28 degree-granting programs and disciplines share a commitment to the highest standards of academic quality, to a mode of study that nurtures critical thinking skills, to a self-conscious examination of questions of value and meaning, and to the development of those habits of the heart and mind intrinsic to a life-long and independent learner.

Our commitment is reflected in a faculty that is as strongly committed to teaching as it is to research. It is reflected in curricular practices that discourage students from concentrating in one subject area to the exclusion of all others. And it is reflected in the College's encouragement of interdisciplinary areas of study that underline the connections and unities among the various areas of knowledge.

The College values and nurtures the Catholic, urban, and Vincentian mission of the University. The interactions among its faculty and between its faculty and its students are characterized by personalism. Significant portions of the curriculum speak to questions of social responsibility, ethical standards for behavior, and an active engagement with the people and the challenges of the Chicago community.
Administration

Lucy Rinehart, Ph.D.,
Interim Dean
Mark Pohlad, Ph.D.,
Associate Dean
Warren Schultz, Ph.D.,
Associate Dean
Shalija Sharma, Ph.D.,
Associate Dean
Randall Honold, Ph.D.,
Assistant Dean for Academic Services
Susanna Pagliaro, Ph.D.,
Assistant Dean for Sponsored Programs and Finance
Cathy O'Brien
Executive Assistant
Katie Kutina
Assistant Director for Personnel Projects

Contact Us

College of Liberal Arts and Social Sciences
990 West Fullerton Avenue
Suite 4200
Chicago, Illinois 60614-2458

773/325-7300 (phone)
773/325-7304 (fax)
las@depaul.edu
Academics

The College of Liberal Arts and Social Sciences offers a wide range of Undergraduate majors, Graduate programs and Certificates.

Graduate Programs

- Arabic (MA)
- Chinese (MA)
- Critical Ethnic Studies (MA)
- English (MA)
- French (MA)
- German (MA)
- History (MA)
- Interdisciplinary Studies (MA)
- Interdisciplinary Studies (MS)
- International Public Service (MS)
- International Studies (MA)
- Italian (MA)
- Japanese (MA)
- Leadership and Policy Studies (MS)
- Liberal Studies (MA)
- New Media Studies (MA)
- Nonprofit Management (MNM)
- Philosophy (MA)
- Philosophy (PhD)
- Public Administration (MPA)
- Public Health (MPH)
- Public Service Management (MS)
- Refugee and Forced Migration Studies (MS)
- Social Work (MSW)
- Sociology (MA)
- Spanish (MA)
- Sustainable Urban Development (MA)
- Women's and Gender Studies (MA)
- Writing and Publishing (MA)
- Writing, Rhetoric and Discourse (MA)

Master's Programs

For the master's degree, all programs involve one or more of the following: 1) credit hours, 2) thesis, 3) paper on approved topic, 4) integrating project, 5) final or comprehensive examination, and 6) program time limitation.

Credit Hours

For the master's degree, most programs for graduate students require 48 quarter hours of course work. When the program includes a thesis, no more than eight quarter hours of registration in Thesis Research will be
counted toward the degree. Specific degree requirements are listed in the departmental and program sections of this Catalog.

**Thesis**

The University offers the master's degree both with and without the thesis; however, the thesis is required by some departments. The thesis is limited to the student's field of specialization and should offer satisfactory evidence of the candidate's potential for scholarly research.

The student is advised to consult the College Office or its website for information regarding the required format of the thesis and accompanying forms. Responsibility for fulfilling theses requirements lies with the student.

The student, after completing the thesis, will submit it to the director of his or her thesis committee for consideration. When the thesis is fully approved, purged of all errors, and in the correct format, the student must submit an electronic copy to the College Office. The College Office will arrange for the electronic archival of your thesis with the library and your department.

**Paper on Approved Topic**

The type and length of the paper is determined by the department or program that lists it as a requirement for the master's degree. The purpose of the paper is to give evidence of the student's ability to find, select, organize and interpret material in a manner consistent with the standards and practices of the discipline involved.

**Integrating Project**

Procedures for such a project are set in advance in each specific case through consultation between the student and the department or program advisor.

**Final or Comprehensive Examination**

The type and the subject matter of the examination follow the regulations established in the various departments and programs. If the student does not pass the examination, the department or program may grant permission for another examination. The examination may not be repeated until after the next convocation nor may the examination be taken more than twice.

**Program Time Limitation**

Graduate students in master's programs are expected to complete their program degree requirements within a six-year period from the first registration date for a course in the program. When a graduate student fails to finish before the end of the sixth year, the department or program director may recommend, on receipt of the student's petition, in writing, an extension of time with or without additional courses, examinations, or other conditions.

**Doctoral Programs**

The Doctor of Philosophy, the highest academic degree that DePaul University confers, is offered in the department of Philosophy. The degree shows that the recipient has demonstrated proficiency in a broad area of learning, as well as the potential to explore and advance that field of knowledge by independent research.

Following are the minimum general requirements for all candidates for the Doctor of Philosophy degree in the areas of 1) academic achievement, 2) residence, 3) admission to candidacy, 4) dissertation, 5) final examination and 6) program time limitations. Additional requirements set by the departments are stated in the departmental sections of this Catalog.

**Academic Achievement**

A student will be advised to withdraw from the doctoral program when the department judges that he or she is not maintaining satisfactory progress toward the degree. Students are required to maintain at least a 3.0 average. A course grade below 2.0 is unsatisfactory and will not be counted toward completing degree requirements. The determination of satisfactory progress is not limited to grades and grade point average, but...
includes all factors in the student's performance.

Residence

At least three consecutive quarters beyond the master's level must be spent in full-time study at DePaul University. Full-time study is defined as registration for a minimum of eight quarter hours in a quarter. With prior approval of the department, the student may satisfy residency by course work, by participation in seminars, or by research performed off campus. To reflect the diversity of graduate study for the Ph.D. degree at stages other than the residency stage, doctoral candidates are full-time students who are registered for Independent Study (four hours); for Dissertation Research (four hours); or for Candidacy Continuation (non-credit).

Admission to Candidacy

Admission to candidacy implies that the faculty is satisfied the doctoral candidate is sufficiently knowledgeable in his or her area of specialization and in the use of research tools to be able to prepare an acceptable dissertation.

For admission to candidacy the doctoral candidate shall have had the master's degree conferred and shall have completed three consecutive quarters of full-time study beyond the master's level. Other requirements may include a comprehensive examination, departmental language or allied field study, and/or a dissertation proposal.

The College Office will record the date of admission to candidacy. There is a time limit of four years between admission to the College of Liberal Arts and Social Sciences and admission to candidacy. Once admitted to candidacy, the doctoral candidate must maintain registration in the University in each of the quarters of the academic year until the degree requirements have been completed. Among other courses, the following are appropriate to maintain registration: Independent Study (four hours); Dissertation Research (four hours); or Candidacy Continuation (non-credit). Failure to comply with the policy governing registration in the University, in each of the quarters of the academic year until the degree requirements have been completed may result in dismissal from the doctoral program. Candidacy status may be reinstated only after the student has applied for readmission (see Readmission Procedures).

Dissertation

The doctoral candidate will prepare a dissertation based on his or her research. The purpose of the dissertation is to demonstrate one's ability to do scholarly work that contributes to the profession and the advancement of knowledge. The candidate will: 1) select a dissertation director; 2) have a topic of the dissertation approved; and 3) form a dissertation committee to help guide the production of the dissertation. Further details about the dissertation are available from the candidate's department. All doctoral dissertations are to be published through ProQuest and entered into DePaul University's institutional repository. After all requirements have been completed, the dissertation document has been fully approved, purged of all errors, and in the correct format, the student must submit an electronic PDF copy of the dissertation to the College Office. For more on dissertation requirements, accompanying forms, and associated fees, visit here.

Final Examination

The dissertation is the principal basis of the final examination. After completing the dissertation, and at least eight months after admission to candidacy, candidates should submit a petition for the final examination to their department. The department chairperson notifies the Graduate Office of the date, time and place of the examination and of the names of the members of the examining committee. After the examination, the chair of the committee sends a report of the results, signed by all committee members, to the graduate office. When these steps have been completed, the doctoral candidate becomes eligible for degree conferment at the next convocation.

Program Time Limitations

For graduate students in a doctoral program, the time limits to complete the requirements for the Doctor of Philosophy degree are 1) between admission to the doctoral program and admission to candidacy: not more than four years; and 2) between admission to candidacy and the final examination: not less than eight months, and not more than five years. When a graduate student fails to finish before the end of his or her fourth year prior to candidacy or his or her fifth year post candidacy, the department or program director may recommend, on receipt of the student's petition, in writing, an extension of time with or without additional courses, examinations, or other conditions.
Liberal Arts & Social Sciences Graduate Academic Student Handbook

In addition to the DePaul University Graduate Student Handbook, the Liberal Arts and Social Sciences Graduate Student Handbook includes requirements, rules and regulations for its graduate programs. Additional academic information and regulations applicable to specific graduate programs can be found via the program links below.

Upon admission to a graduate program, a student is to follow the catalog requirements in effect at the time of entrance. A student who is readmitted or who changes his or her program or enrollment status is subject to the terms of the catalog in effect at the time of readmission or status change.

As a graduate student you assume the responsibility to know and meet both the general and particular regulations, procedures, policies, and deadlines set forth in this catalog and handbook. This catalog does not constitute a contract between the student and the University. Every effort has been made to provide accurate and firm information. The University reserves the right to revise the content of its catalogs and schedules, and to change policies, programs, requirements, rules, regulations, procedures, calendars and schedule of tuition and fees; to establish and modify admission and registration criteria; to cancel or change courses or programs and their content and prerequisites; to limit and restrict enrollment; to cancel, divide or change time or location or staffing of classes; or to make any other necessary changes.

Additionally, all students are expected to adhere to the Student Code of Responsibility found in the Student Handbook.

The following graduate programs have specific handbook policies:

- History
- Interdisciplinary Studies Program
- Liberal Studies
- New Media Studies
- Philosophy
- Public Health
- Public Service
- Social Work Program
- Writing, Rhetoric, and Discourse

Academic Advising

Academic advising is an essential component of student success. Faculty work with graduate students not only on course selection and to monitor progress toward degree, but, more importantly, to be mentors and advocates through students' programs of study and beyond.

Degree-seeking students can find the name of their academic advisor on Campus Connection. Non-degree seeking students and students-at-large should contact the LAS Graduate Student Services Office for advising and assistance with registration.

Graduate Student Services Office

990 West Fullerton Avenue
Suite 1200
Chicago, Illinois 60614
773-325-4008 (p)
773-325-2397 (f)
LASGraduateOffice@depaul.edu

http://las.depaul.edu/CurrentStudents/GradStudentSupport/index.asp
Courses and Credit

Students must be registered in order to attend and receive credit for courses. The typical class extends over a ten-week period (or an accelerated five-week period in the summer). All courses carry four quarter hours of credit (2 2/3 semester hours), unless otherwise noted.

For students who work full-time, eight credit hours per term is the suggested maximum.

Graduate courses are numbered 400 - 799. Courses numbered 300 through 399 are advanced undergraduate courses that may be accepted for graduate credit within the limitations stipulated by the specific departmental chair or program director.

Students who want to enroll in undergraduate courses for personal interest while pursuing a graduate degree must submit an online application for non-degree seeking undergraduate admission found on the DePaul website.

Up to twelve quarter hours of credit (or not more than one-quarter of a program's required coursework) may be transferred from another institution, with the approval of the program director. Please contact the Graduate Student Services Office for details.

Grades, Minimum Requirements

A grade of B– or higher must be earned to receive credit for any upper-level undergraduate course (300 level) that has been approved to count toward the graduate degree. A minimum grade point average of 2.500 is required to graduate. Some programs may have a higher minimum graduation grade point average. A grade of D+ or D is unacceptable for graduate credit, and if earned in a required course, the course must be repeated or substituted as directed by the director of the graduate program. D+ or D grades remain on the academic record and are calculated into the cumulative grade point average.

Graduation

Meeting Degree Requirements

You must successfully complete all of the general and specific degree requirements as listed in departmental or program sections of the catalog under which you were admitted. All requirements must be completed by the grading deadline of the degree conferral quarter.

Earning Degrees with Distinction

Requirements for earning a degree with distinction vary by program. Unless otherwise indicated, the minimum cumulative grade point average for distinction is 3.75. Additional criteria need to be met in many programs, such as passing a comprehensive examination or writing a thesis with distinction. Refer to your program information for any differing or specific requirements on minimum grade point average or additional criteria.

Degree Conferral
Applying for degree conferral requires the anticipated completion by the stated deadline of all program requirements including completion of all course work plus any of the following that apply: program standards, field experiences, thesis and/or dissertation requirements, qualifying or comprehensive exams, language proficiency, and the minimum GPA requirement for graduation. Submitting the on-line degree conferral application does not guarantee the conferral (granting) of a degree from DePaul University. Degree requirements are reviewed at the end of the expected completion term indicated.

In order to have your degree conferred, you may not have any outstanding incomplete grades, transfer credit, grade changes, substitutes, or waivers. All exams must be completed and graded, and theses/dissertations or other capstone projects must be graded and submitted. Failure to have these items complete by the end of degree conferral term will prompt the Graduate Office to deny degree conferral. If you wish to postpone your degree conferral or are ineligible to graduate, you must reapply.

If you meet all requirements, your degree will be conferred within 30 days of the end of the term. Diplomas are mailed to graduates without financial holds, by the Student Records Office, generally within 45-60 days after the end of the term.

DePaul reports degree information to the National Student Clearinghouse monthly. Many companies and agencies use this service to verify awarded degrees. Your degree will only be verified by the Clearinghouse if your privacy settings in Campus Connection indicate this as releasable information at the time your degree is conferred. Please verify your privacy settings before the end of your completion term.

**Commencement**

The graduation ceremony is symbolic. It is held in June of each year. June and August degree audits occur after the ceremony, therefore these candidates may not be accurately recognized as having earned a degree. Likewise, graduation with distinction may not be able to be announced at the ceremony, but will appear on the transcript and diploma.

**Deadlines for Degree Conferral and Commencement Participation**

The University confers graduate degrees four times per year, after the autumn, winter, spring, and summer terms. The deadlines for applying for degree conferral are October 1, January 15, and July 15 respectively. The deadline for applying for the June commencement ceremony is February 1 of that academic year. (There is only one commencement, i.e., graduation, ceremony per year, and all students whose degrees are earned in that academic year are encouraged to participate.)

**Probation and Dismissal**

Each program may have its own probation and dismissal policies. Please consult with your program first and if there are no program-specific policies then the following applies.

A student is subject to probation as soon as his/her graduate GPA falls below 2.500. The student remains on probation until four more courses are taken, at which time another evaluation is made. If, at that time, the student has failed to raise his/her GPA to the required level of 2.500 the student may be dismissed.

A student who has been dismissed may, after a period of time, petition for reinstatement. The petition, addressed to the dean of the college, would provide information that would demonstrate a change in the student’s circumstances to an extent that would support successful completion of the student’s degree program. The dean’s decision, based upon the merits of the petition and the recommendation of the faculty of the student’s department, may, if favorable, stipulate conditions of reinstatement.
Registration Procedures

Degree-seeking students enrolled at any time during the previous calendar year are eligible to register and do so through Campus Connection. Non-degree seeking students need permission from the Graduate Student Services Office to register.

Registration in Courses in other Colleges or Schools

Graduate students may be permitted to register for courses offered in other colleges or schools of the University. Contact the Graduate Student Services Office for specifics.

Residence Registration

Whether in residence or not, all active graduate students, master's and doctoral levels who will use the facilities of the University (library, laboratory, etc.) or who will consult with faculty members regarding theses, dissertations or examinations, must be registered in each quarter.

Admission & Aid

Candidates interested in admission to the College of Liberal Arts and Social Sciences should direct all inquiries to the Office of Admission, DePaul University, 1 E. Jackson Boulevard, Chicago, Illinois, 60604, admission@depaul.edu, or (312) 362-8300.

Application for admission begins with an online application, found in the Admission and Aid section of the DePaul University website.

Scholarship Opportunities

Information about the majority of scholarships for undergraduates is found here.

The College awards a handful of targeted, one-off, and relatively small ($500 - $3000) scholarships annually. Some academic departments have similar scholarships for their eligible majors. These opportunities will be posted here.

Graduate students may also be eligible for graduate assistantships, which package tuition waivers with a stipend, or full or partial tuition waivers. Contact Graduate Admission (GradDePaul@depaul.edu) or the graduate program of interest for more information about what opportunities exist.

Double Demon Scholarship

Alumni from any of DePaul's colleges who are admitted into a graduate degree program or a select certificate program* in the College of Communication, the College of Computing and Digital Media, the College of Education, the College of Liberal Arts and Social Sciences, the College of Science and Health, the School for New Learning or the Kellstadt Graduate School of Business will automatically qualify for the Double Demon Scholarship.

This scholarship covers 25 percent of the tuition for a master's degree or a select certificate program*. Both full-time and part-time students are eligible. No scholarship application is required; all alumni admitted to these programs beginning with the winter quarter of 2014 or thereafter qualify. This scholarship cannot be used in
conjunction with other DePaul scholarships, waivers or awards.

DePaul University employees are eligible for other employee tuition benefits through the university, and therefore are not eligible for the Double Demon Scholarship.

To learn more details about this scholarship, please contact your college admissions office.

*Scholarship does not apply to all certificate programs. Please contact one of the college admissions offices above for more information.

---

**Financial Aid**

Information about financial aid is found [here](#).

---

**Graduate Admission**

Applicants are admitted to the College of Liberal Arts and Social Sciences on the basis of their ability to complete programs of study and research prescribed for the master's and doctoral degrees. Specifically, admission qualifications are measured by academic criteria. In accord with these criteria, applicants are admitted in one of three major categories: degree-seeking, non-degree-seeking, and student-at-large.

The admission process begins with an online application, found [here](#).

**Degree-Seeking Students**

Applicants are admitted as degree-seeking students in either of two ways: full or conditional.

**Full Degree-Seeking Status**

The minimum requirements for this status are:

- Bachelor's degree conferred by a regionally accredited institution.
- Scholastic achievement in undergraduate studies satisfying all requirements for entering a specific graduate program.
- Submission of all required supporting credentials.
- Unconditional approval by the department or program director of the applicant's proposed course of graduate study.

Please note these are minimum requirements for full admission. The departmental and program sections of this Catalog provide additional, more specific and selective, criteria for admission to specific programs.

**Conditional Degree-Seeking Status**

The minimum requirements for this status are:

- Bachelor's degree conferred by a regionally accredited institution.
- Scholastic achievement in undergraduate studies indicating a capacity to pursue successfully a specific program of graduate study.
- Submission of all required supporting credentials.
- Conditional approval by the department or program director of the applicant's proposed course of graduate study.

A conditionally admitted applicant is eligible for reclassification to full, degree-seeking status when the conditions...
of his or her admission have been satisfied.

**Non-Degree Seeking Students**

The dean may admit as students those applicants who do not wish to pursue an advanced degree. Non-degree-seeking students may, at some future date, make application to a graduate program, but they are not accorded special consideration for admission. Students should consult the intended degree program's website for information about application requirements.

**Non-Degree Seeking Status**

The minimum requirements for this status are:

- Bachelor's degree conferred by a regionally accredited institution
- Academic achievement in undergraduate studies indicating a capacity to succeed in graduate course work (minimum of 2.50/4.00)
- Submission of official transcript from bachelor's degree granting college or university
- Approval by the director of graduate admission.

Students admitted as non-degree graduate students are eligible to enroll in graduate-level courses only. When such students apply to a graduate program, the departmental or program director of their specific graduate course of study may recommend, in writing, to the dean that a maximum of three courses (12 quarter hours) completed by the student under the non-degree-seeking status be counted toward fulfillment of the advanced degree requirements.

**Student-at-Large Status**

The College of Liberal Arts and Social Sciences may admit as a student-at-large a graduate student currently enrolled in a graduate program in another accredited institution upon the recommendation, in writing, of his or her own graduate dean.

A student-at-large must submit a graduate application. The supporting credentials required are an official transcript from the bachelor's granting college or university and a letter from the dean of the graduate school where the student is in good standing. This letter should state in general terms the course or courses the student is authorized to take.

Under no circumstances does this classification constitute admission to a degree program at DePaul University.

**Combined B.A./ Masters Programs**

Some programs of study offer an accelerated master's degree. In these programs, Liberal Arts and Social Science undergraduates take three graduate courses their senior year and complete the master's degree in a minimum of one additional year. Further information about these combined programs can be found within specific program descriptions in this Catalog.

---

**About**

The purpose of the African & Black Diaspora Studies Program is to provide DePaul students with a systematic, interdisciplinary, and integrated course of study of Africa & the Black Diaspora. The Program provides students with an opportunity to earn a Bachelor of Arts degree in African & Black Diaspora Studies with a concentration in Africa, Black America, and/or Afro-Caribbean and Latin America. African & Black Diaspora Studies will also train students in comparative analysis of regions (e.g., peoples, religions, philosophies) through an incorporation of the study of history, power, identity, gender, and race. The Program's offerings provide students with opportunities to learn about and develop expertise in the cultures, epistemologies, histories, sciences, and societies of Africans and peoples of African descent. The Program prepares students to pursue professions and careers that require a systematic knowledge of Africa and its Diaspora.
Faculty

Julie Moody-Freeman, Ph.D.,
Chair and Associate Professor
University of Illinois at Chicago

Amor Kohli, Ph.D.,
Associate Professor
Tufts University

Lori Pierce, Ph.D.,
Associate Professor
University of Hawaii

About

American Studies courses are methodologically grounded in many different areas of cultural studies including historiography, media studies, material culture, visual literacy, critical race theory, and gender/sexuality studies. Students are expected to gain competency in American cultural studies by mastering the theoretical and intellectual frameworks of their concentration and by learning to interpret and analyze primary documents.

Program Faculty

Director
Amy Tyson, PhD
Associate Professor (History)

Program Committee Faculty
Jane Baxter, PhD
Associate Professor (Anthropology)

Jim Block, PhD
Associate Professor (Political Science)

Paul Booth, PhD
Associate Professor (College of Communication: Media Studies)

John Burton, PhD
Associate Professor (History)
Marcy Dinius, PhD  
Associate Professor (English)

Dustin Goltz, PhD, MFA  
Associate Professor (College of Communication: Multicultural Communication)

Nancy Grossman, MSW, MA  
Associate Director (University Honors Program)

Elizabeth Kelly, PhD  
Professor (Women's and Gender Studies)

Allison McCracken, PhD  
Associate Professor (American Studies)

Robin Mitchell, PhD  
Assistant Professor (Women's and Gender Studies)

Lori Pierce, PhD  
Associate Professor (African and Black Diaspora Studies)

Barbara Schaffer, MA  
Lecturer (English) and Assistant VP (Diversity Investigations)

**Associated Faculty**

James Brask, PhD
Jaime Hovey, PhD
Elias (Eli) Vitulli, PhD

**Affiliated Faculty**

June Chung, PhD  
Associate Professor (English)

Winifred Curran, PhD  
Associate Professor (Geography)

Michael DeAngelis, PhD  
Associate Professor (College of Communication: Media and Cinema Studies)

Tom Foster, PhD  
Professor (History)

Bill Johnson Gonzalez, PhD  
Assistant Professor (English)

Valerie Johnson, PhD  
Associate Professor (Political Science)

Laura Kina, MFA  
Associate Professor (Studio Art)

Amor Kohli, PhD
About

Anthropology is the comparative study of humanity, focusing on people in all places and throughout history and prehistory. Courses engage students in the analysis of beliefs, values, and practices from a perspective that understands societies on their own terms. This perspective includes comparing the similarities and differences among different groups and appreciating and valuing different ways of living. Students study other cultures in order to learn more about their own. This curriculum affords students the opportunity to see the interaction between "what we know" and "what we do" that lies at the heart of the study of humanity.

Our curriculum combines the best parts of a critical, creative, liberal arts education with practical, professional preparation. The major courses direct the student toward the subfields of cultural anthropology, biological anthropology, and archaeology, with a focus on applied research in these sub-fields. As part of the major, students engage in several research projects, including those that expose them to the application of anthropological knowledge for non-academic audiences, and to our archaeological field school. Out-of-class research projects in the City of Chicago are integral components of several courses. They graduate with an extensive knowledge of how anthropology is actually done. We bring students farther into this practical side of the discipline than any other B.A. program in the country.

Academic careers are attractive to some graduates, but more than half of all professional anthropologists work outside of academic institutions. Some of these careers include research for public and private organizations, administration and/or public policy on the local, regional, federal, or international level; research and work in museums; intercultural communication; advertising, marketing, and public relations; forensics; human resources; public health; health care; and law. They also contribute to non-governmental and international organizations. Within the context of administration or public policy, anthropologists are engaged in cultural resource management (CRM), monitoring the preservation of cultural resources for national parks, museums, and state or municipal cultural institutions (i.e., parks and historical societies). Anthropology enhances other career paths, such as modern languages, international studies, international relations, cultural studies, and international business. Students will have completed at least four ethnographic research projects and be certified in archaeological research skills by the time they graduate.
The extensive ethnographic research experience qualifies students with B.A. degrees to work in both non-profit (social service agencies) and for-profit (marketing, design, user-based) research settings. The archaeological certification opens avenues for careers in cultural resource management (CRM), and monitoring the preservation of cultural resources for national parks, museums, and state or municipal cultural institutions.

Faculty

Robert Rotenberg, Ph.D.
Professor and Chair
University of Massachusetts, Amherst

Jane Eva Baxter, Ph.D.
Associate Professor
University of Michigan, Ann Arbor

Nila Ginger Hofman, Ph.D.
Associate Professor
Purdue University

Morag Kersel, Ph.D.
Assistant Professor
Cambridge University

Larry W. Mayo, Ph.D.
Associate Professor
University of California, Berkeley

John Mazzeo, Ph.D.
Assistant Professor
University of Arizona

Rachel Scott, Ph.D.
Assistant Professor
University of Pennsylvania

About

The Department of Art, Media, and Design (AMD) offers a general curriculum which identifies and promotes continuing contact with the enduring values of our artistic heritage and the application of these values to the future. The educational aim of the department is to provide, through individualized instruction, a broad foundation in art practice and art history. The curriculum emphasizes fundamental artistic concepts through problem solving and experimentation.

The Department offers three concentrations: Graphic Art, Photography and Media Art, and Studio Art, and three minors: Graphic Art, Photography, and Studio Art (not available to AMD majors). Students can take advantage of the small class sizes and personalized instruction from studio and media art faculty. Among area universities, the department now boasts two of the finest digital computer laboratories dedicated solely to studio and media
arts. Our newly renovated facility features two darkrooms, two computer digital laboratories, a teaching exhibition space, wood and metal sculpture studios, and dedicated studios for video, photography, digital imaging, sculpture, printmaking, painting and drawing.

**Faculty**

M.A. Papanek-Miller, MFA  
Professor and Chair  
The University of Houston

Gagik Aroutiunian, MFA  
Associate Professor  
Towson University

Paola Cabal, MFA  
Adjunct  
School of the Art Institute of Chicago

Steven Carrelli, MFA  
Adjunct  
Northwestern University

Jeff Carter, MFA  
Professor  
School of the Art Institute of Chicago

Thomas Denlinger, MFA  
Adjunct  
School of the Art Institute of Chicago

Mary Jane Duffy, MFA  
Adjunct  
Northwestern University

Mark Elder, C.M., MFA  
Adjunct  
University of Denver

Matthew Girson, MFA  
Associate Professor  
University of Illinois at Chicago

Steve Harp, MFA  
Associate Professor  
University of Illinois at Chicago

Matthew Jinks, MFA  
Professional Lecturer  
University of Illinois at Chicago

Laura Kina, MFA  
Professor and Vincent de Paul Professor  
University of Illinois at Chicago
About

The Department of Catholic Studies is intellectual in focus and interdisciplinary in nature. Rigorous intellectual study, a deepened critical understanding and an appreciation of the Catholic contribution to human civilization are its main goals. The program explores Roman Catholicism as a religious and cultural reality that expresses and motivates multiple forms of human expression. All members of the university are invited to participate in the scholarly examination of Catholicism and the development of Catholic thought. True to DePaul's tradition, no religious test is applied to either students or faculty participating in the department. In addition to the offerings of DePaul University, upper-level students in the program in Catholic Studies are able to take selected courses at the Catholic Theological Union at Chicago. The cooperative relationship between DePaul and CTU opens to students in the program the resources of the largest Catholic school of theology and ministry in North America. The Catholic Studies major is designed to give students with differing learning objectives and career goals maximum flexibility in the design of their Bachelor of Arts degree. In order to ensure intellectual coherence in their program, all students are expected to meet quarterly with their academic advisor to design a course of study, refine their learning goals, and select classes that meet their educational and professional objectives.
Faculty

Michael Budde, Ph.D.
Chair, Department of Catholic Studies
Professor (Catholic Studies and Political Science)
Northwestern University

Michael Baxter, Ph.D.
Visiting Associate Professor
Duke University

William Cavanaugh, Ph.D.
Professor
Duke University

Emanuele Colombo, Ph.D.
Assistant Professor
Università degli Studi di Padova

Stan Chu Ilo, Ph.D.
Assistant Professor
University of St. Michael's College

Matthew Maguire, Ph.D. (Catholic Studies and History)
Associate Professor
Harvard University

Scott Moringiello, Ph.D.
Assistant Professor
University of Notre Dame

Sheryl Overmyer, Ph.D.
Assistant Professor
Duke University

Karen Scott, Ph.D.
Associate Professor (Catholic Studies and History)
University of California, Berkeley

Jaime Waters, Ph.D.
Assistant Professor
Johns Hopkins University

About

The Community Service Studies (CSS) Minor is a multidisciplinary program that provides a framework for understanding and engaging in critical social issues at the level of community. While the notion of community is increasingly complex, the program explores the nuances of community as defined through the lens of groups with common affiliation, identity, or grievance that may be geographically or nongeographically-based. The curriculum relies heavily on community-based service learning courses and is designed to provide students with a foundation of analytical, reflective, interpersonal, and leadership skills. Through supporting university partnerships with Chicago-area community-based organizations, students gain a local perspective on social justice issues, including those built on race, class, and gender inequalities and other forms of social, economic and political exclusion.
The practice of service is often shaped by particular economic and cultural circumstances related to power, privilege, and identity. A central component of CSS is the importance of viewing communities through an asset lens and thus working to support existing community strengths rather than responding to needs. Students minoring in CSS therefore develop strong critical self-reflection skills that guide them as future leaders in making ethical and socially responsible decisions.

Faculty

Jacqueline Lazu, Ph.D.
Director of Community Service Studies
Associate Professor of Modern Languages

About

The Comparative Literature minor is designed for students who combine the drive and the ability to master foreign languages with a strong commitment to theoretical and interdisciplinary approaches to literature. Students must do a substantial portion of their work in at least one foreign language.

Although students will take many of their courses in the departments of their elected literary fields, the program in comparative literature is distinguished from national literature departments by its comparative scope and by the requirement of seminars that focus on fundamental theoretical questions regarding the nature of literature and literary inquiry. The requirements for the minor are designed to allow each student to follow a course of study that combines intellectual rigor with the pursuit of personal interests.
Faculty

Elizabeth Rottenberg, Ph.D.
   Director of Comparative Literature
   Associate Professor (Philosophy)
   The Johns Hopkins University

Pascale-Anne Brault, Ph.D.
   Professor (Modern Languages)
   New York University

Gary Cestaro, Ph.D.
   Associate Professor (Modern Languages)
   Harvard University

Tina Chanter, Ph.D.
   Professor (Philosophy)
   State University of New York at Stony Brook

Jason Hill, Ph.D.
   Professor (Philosophy)
   Purdue University

Elizabeth Milian-Breslan, Ph.D.
   Professor (Philosophy)
   State University of New York at Buffalo

Gerald P. Mulderig, Ph.D.
   Associate Professor (English)
   The Ohio State University

Michael Naas, Ph.D.
   Professor (Philosophy)
   State University of New York at Stony Brook

Clara E. Orban, Ph.D.
   Professor (Modern Languages)
   University of Chicago

Juana Quinones-Goergen, Ph.D.
   Associate Professor (Modern Languages)
   State University of New York at Stony Brook

Eric Murphy Selinger, Ph.D.
   Professor (English)
   University of California at Los Angeles

Anna Souchuk, Ph.D.
   Assistant Professor (Modern Languages)
About

Economics is both a social science discipline and a framework for analyzing production, consumption, and distribution decisions. The goal of the undergraduate curriculum is to offer students the theoretical background necessary to understand business and policy issues, as well as the quantitative and analytical skills necessary to evaluate these issues independently. The Economics Department offers courses that explore topics such as unemployment, inflation, production and distribution, economic growth, environmental issues, poverty, urban and regional development, international trade, labor issues, economic history, and international economic relations.

Courses emphasize the need for accurate knowledge of business institutions and economic phenomena, for theories capable of explaining these phenomena, for estimating relationships among economic variables, and for testing explanations.

Graduates with a major in economics are solidly prepared for employment in the private, public, and non-profit sectors, or for advanced studies in business, law, and economics.

DePaul offers Economics as both a major and minor field of study through both the College of Liberal Arts and Social Sciences and the Driehaus College of Business. An Honors Track option is available to economic majors in both colleges. In addition, the Department of Economics offers the Accelerated Bachelor-Master of Science in Business and Economic Policy Analysis.

Faculty

Thomas D. Donley, Ph.D.
Professor & Chairman
University of Wisconsin

Bala Batavia, Ph.D.
Professor
North Carolina State University

John Berdell, Ph.D.
Associate Professor
University of Cambridge

Burhan Biner, Ph.D.
Visiting Assistant Professor
University of Minnesota

Gabriella Bucci, Ph.D.
Associate Professor
The Johns Hopkins University
Luke Chicoine, Ph.D.

Assistant Professor
University of Notre Dame
Jin Choi, Ph.D.

Associate Professor
Iowa State University
James E. Ciecka, Ph.D.

Professor
Purdue University
Seth Epstein, Ph.D.

Associate Professor
University of Arizona
Animesh Ghoshal, Ph.D.

Professor
University of Michigan
Robert Kallen, J.D., M.A.

Visiting Assistant Professor
Washington University
Anthony Krautmann, Ph.D.

Professor
University of Iowa
Michael S. Miller, Ph.D.

Associate Professor
University of Pittsburgh
Thomas Mondschean, Ph.D.

Professor
University of Wisconsin
Brian Phelan, Ph.D.

Assistant Professor
Johns Hopkins University
Timothy Opiela, Ph.D.

Associate Professor
Texas A&M
Margaret Oppenheimer, Ph.D.

Professor
Northwestern University
Laura Owen, Ph.D.

DePaul University Autumn 2015-2016
Associate Professor
Yale University
William Sander III, Ph.D.

Professor
Cornell University
Avraham Stoler, Ph.D.

Assistant Professor
University of Chicago
Rafael Tenorio, Ph.D.

Professor
The Johns Hopkins University
Jaejoon Woo, Ph.D.

Associate Professor
Harvard University

**Emeritus Faculty**

Floyd R. Dill, Ph.D.

Professor Emeritus
Cornell University

Richard Wiltgen, Ph.D.

Professor Emeritus
University of Illinois

**Adjunct Faculty**

Peter Bernstein, M.B.A.

University of Chicago

Liliana Fargo, Ph.D.

University of Chicago

Lawrence J. Frateschi, Ph.D.

University of Illinois at Chicago

Donald Hanson, Ph.D.

University of Illinois

Elizabeth Hart, Ph.D.

Louvain University

Paul Kubik, Ph.D.

University of Tennessee

Jin Man Lee, Ph.D.
About

The study and practice of reading and writing literature are central to a liberal arts education and foster skills that are critical to success in virtually all professional and personal contexts. The English department at DePaul boasts an innovative and engaging curriculum, a faculty of highly accomplished teacher-scholars, friendly and efficient staff, committed advisors, outstanding students, and exciting opportunities for internships and other co-curricular involvement.

The department's curriculum unites historical and theoretical perspectives in literary study with sustained practice in creative and analytical writing. It encourages critical and creative thought, fosters research and communication skills, and develops a student's ability to negotiate diverse perspectives and points of view.

The English major undergraduate program--one of the largest in the College--offers two concentrations, Literary Studies and Creative Writing, as well as two minor programs, English Literature and Creative Writing. Junior English majors interested in graduate study may apply to the combined bachelor's/master's programs in English.
or Writing and Publishing, and those interested in teaching high school English may apply to the TEACH Program, a combined bachelor's/master's program developed and taught with faculty in the College of Education.

The department also houses two graduate programs, the Master's in English and the Master's in Writing and Publishing. Students in these two programs can elect to complete certificates in Teaching English in Two Year Colleges, Teaching English as a Second Language (TESOL), Women's and Gender Studies, or Digital Humanities.

**Faculty**

Francesca Royster, Ph.D.
Professor and Chair
University of California, Berkeley

Rebecca Cameron, Ph.D.
Associate Professor and Associate Chair
University of Toronto

Jennifer Conary, Ph.D.
Assistant Professor and Director, Undergraduate Studies
University of Southern California

Robert Meyer, Ph.D.
Associate Professor and School of Education Liaison
Florida State University

Michele Morano, M.F.A., Ph.D.
Associate Professor and Director, M.A. in Writing and Publishing Program
University of Iowa

John Shanahan, Ph.D.
Associate Professor and Director, M.A. in English
Rutgers University

Richard Squibbs, Ph.D.
Assistant Professor and Director, Combined B.A./M.A. Program in English
Rutgers University

Carolyn Goffman, Ph.D.
Coordinator of the Certificate in Teaching English in Two-Year Colleges
Ball State University

Chris Green, M.F.A.
Senior Lecturer and Coordinator of Internships in Writing and Publishing
Bennington College

David Welch, M.F.A.
Coordinator of Literacy Outreach
University of Alabama

--------------------------------------------------

Theodore G. Anton, M.A., M.F.A.
Professor
University of Iowa

Anne Clark Bartlett, Ph.D.
Professor
University of Iowa

Barrie Jean Borich, M.F.A.
Assistant Professor
Pacific Lutheran University

Caryn Chaden, Ph.D.
Associate Professor
University of Virginia

June Hee Chung, Ph.D.
Associate Professor
University of California, Los Angeles

Stanley J. Damberger, M.A.
Professor Emeritus
Saint Louis University

Marcy J. Dinius, Ph.D.
Associate Professor
Northwestern University

William Fahrenbach, Ph.D.
Associate Professor Emeritus
University of Toronto

James Fairhall, Ph.D.
Associate Professor
State University of New York at Stony Brook

Sarah Fay, M.F.A., Ph.D.
Lecturer
University of Iowa

Kristine Garrigan, Ph.D.
Professor Emerita
University of Wisconsin

Jonathan Gross, Ph.D.
Professor
Columbia University

Miles Harvey, M.F.A.
Associate Professor
University of Michigan, Ann Arbor

Megan Heffernan, Ph.D.
Assistant Professor
University of Chicago

Hugh J. Ingrasci, Ph.D.
Associate Professor Emeritus
University of Michigan
Rebecca Johns Trissler, M.F.A.
  Associate Professor
  University of Iowa

Bill Johnson Gonzalez, M.A., Ph.D.
  Assistant Professor
  Harvard University

Richard Jones, M.A., M.F.A.
  Professor
  University of Virginia, Vermont College

Ellin M. Kelly, Ph.D.
  Professor Emerita
  University of Wisconsin

Lesley Kordecki, Ph.D.
  Professor
  University of Toronto

Helen Marlborough, Ph.D.
  Associate Professor Emerita
  Brown University

Paula McQuade, Ph.D.
  Associate Professor
  University of Chicago

Keith M. Mikos, Ph.D.
  Lecturer
  University of Minnesota

Jeremy P. Mulderig, Ph.D.
  Associate Professor Emeritus
  The Ohio State University

James H. Murphy, Ph.D.
  Professor
  University College Dublin

Margaret M. Neville, Ph.D.
  Professor Emerita
  Loyola University

Lucy Rinehart, Ph.D.
  Associate Professor
  Columbia University

Kathleen Rooney, M.F.A.
  Senior Lecturer
  Emerson College

Eric Murphy Selinger, Ph.D.
  Professor
  University of California, Los Angeles

Frank Sherman, Ph.D.
  Professor Emeritus
Special Programs

Internships

English students may qualify for a variety of internships, receiving significant on-the-job experience in such areas as creative writing, business writing, editing, publishing, communications, non-profit work, and education. Sophomores, juniors, and seniors may receive as many as 4 hours of credit toward their major, which includes Junior Year Experiential Learning (JYEL) credit. Students might locate an internship on their own or choose from the internships found quarterly by Professor Chris Green, Coordinator of Internships in Writing and Publishing. To earn credit, students will need Professor Green's approval to register for ENG 392/509, an online class designed to complement their internship work. Students will also benefit from quarterly Career Nights featuring panels of professionals.

Certificate in Teaching English in Two-Year Colleges

The Certificate Program in Teaching English in Two-Year Colleges is an interdisciplinary program housed in the Department of English and taught by faculty in both English and the Department of Writing, Rhetoric, & Discourse. The program is designed to prepare prospective teachers of introductory classes in English, Writing, and the Humanities in city and community college settings. Participants in the Certificate Program will learn to teach critical and analytical reading, the processes and disciplines of writing, and other aspects of the arts, humanities, or communication curriculum in two-year colleges.

The Certificate is comprised of 16 hours of credit: three classroom-based courses and a teaching internship, enrolled as an Independent Study.

Application

To be admitted to the Certificate Program, students must have completed or be currently pursuing a master's degree in English; Writing and Publishing; Writing, Rhetoric, and Discourse; or a related field.

Applications are accepted at any time. It is strongly recommended that the prospective applicant contact the program director, Dr. Carolyn Goffman, before applying (cgoffman@depaul.edu; 773-325-8688). Please email all application materials directly to Dr. Goffman (not to Graduate Admissions).

Application materials:
Certificate Requirements:

- ENG 474 TEACHING LITERATURE
- WRD 540 TEACHING WRITING
- One course from the following list:
  - ENG 407 LANGUAGE AND STYLE FOR WRITERS
  - ENG 473 TEACHING CREATIVE WRITING
  - ENG 478 TOPICS IN TEACHING
  - WRD 506 MULTICULTURAL RHETORICS
  - WRD 550 TOPICS IN TEACHING WRITING AND LANGUAGE (when topic is appropriate)
  - WRD 582 WRITING CENTER THEORY AND PEDAGOGY
  - Or another graduate course approved by the Program Director
- ENG 509 INTERNSHIP: Community College Teaching

Two-Year College Teaching Internship

Graduate students who are not pursuing the Certificate are also eligible to apply for the internship. Please contact Dr. Goffman about applying for an internship.

Also, please note: Chicago-area two-year colleges operate on the semester system; therefore, the internship's duration does not correspond to DePaul's academic calendar. The intern should expect to complete the work for ENG 509 some time after the end of the quarter in which registered. A grade of "R" (indicating work in progress) will be assigned temporarily, to be changed to a letter grade when work is completed.

About

Located in the Lincoln Park neighborhood on Chicago's north side, DePaul's Department of Geography was founded in 1948. Over the last sixty-five years, the Department has grown and developed to reflect changes in the geographic discipline, in technology, and the labor market. Today, the Department includes seven full-time faculty members and additional contingent faculty instructors, teaching a wide variety of courses within several sub-disciplinary and topical areas. Geography offers courses in every Liberal Studies Program Learning Domain, making it an ideal program of study for students interested in double majoring, or adding a 6-course minor.

As the largest geography department in the Chicago metropolitan region, we are positioned extremely well to be the major provider of post-secondary and professional Geography degrees and certificates. With our commitment to critical human geography and to strong specializations in Urban Geography, Geotechnologies (Geographic Information Systems and Remote Sensing), Cultural, and Environmental Geography, we offer high quality programs that lead to careers in government, GIS, community and international development, environmental management, and intelligence, to name a few. Many Department of Geography alumni continue their studies at the graduate level in geography, planning, and other natural and social sciences. Recent graduates have joined M.A. or Ph.D. programs in geography, urban planning, urban studies, and international relations at universities such as Syracuse University, Rutgers University, University of Illinois at Chicago, the University of Maryland, UCLA, University of Kentucky and the University of Colorado at Boulder.
Faculty

Alec Brownlow, Ph.D.
    Associate Professor
    Clark University

Winifred Curran, Ph.D.
    Associate Professor
    Clark University

Julie Sungsoon Hwang, Ph.D.
    Associate Professor
    State University of New York at Buffalo

Euan Hague, Ph.D.
    Professor and Chair
    Syracuse University

Patrick McHaffie, Ph.D.
    Associate Professor
    University of Kentucky

Alex G. Papadopoulos, Ph.D.
    Associate Professor
    University of Chicago

Maureen Sioh, Ph.D.
    Associate Professor
    University of British Columbia

Affiliated Faculty

Kaveh Ehsani, Ph.D.
    Assistant Professor, International Studies
    Leiden University

Sanjukta Mukherjee, Ph.D.
    Assistant Professor, Women's and Gender Studies
    Syracuse University

Heidi Nast, Ph.D.
    Professor, International Studies
    McGill University

Howard Rosing, Ph.D.
    Executive Director, Steans Center for Community-based Service Learning
    State University of New York-Binghamton

Carolina Sternberg, Ph.D.
    Assistant Professor, Latino and Latin American Studies
    University of Illinois Urbana-Champaign

Carrie Breitbach, Ph.D.
    Contingent Faculty, International Studies
    Syracuse University
Certificate in Geographic Information Systems

The Certificate Program requires 20 hours of instruction. It provides sophisticated education in GIS, remote sensing and cartography and serves as a basis for entry-level employment in the geotechnology industry. There are five required courses to complete the certificate:

- GEO 241 GEOGRAPHIC INFORMATION SYSTEMS I
- GEO 242 GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS
- GEO 243 REMOTE SENSING
- GEO 343 REMOTE SENSING II
  or GEO 344 GEOGRAPHIC INFORMATION SYSTEMS III: SPATIAL ANALYSIS FOR SUSTAINABILITY
- GEO 391 STATISTICAL DATA ANALYSIS FOR GIS

GEO 241, 242 and 344 must be taken in sequence. GEO 241 is a pre-requisite for GEO 391. GEO 243 can be taken at any time. Please contact the Department if you are considering pursuing the GIS Certificate, even if you are a declared geography major.

In order to earn a certificate in GIS, a student must:

- Earn at least a grade of C- in each Certificate course.
- Earn at least a cumulative GPA of 2.0 for all courses applied to the Certificate.
- Earn a letter grade. The pass / fail option may not be selected for courses in the Certificate.

A student completing a GIS Certificate is eligible to simultaneously complete a Geography minor. No more than 3 GIS Certificate courses can be applied to a Geography minor. A student wishing to complete a GIS Certificate and a Geography minor will complete a minimum of 8 Geography courses. Please see a faculty advisor in the Department of Geography for further details.

About

Our program in Global Asian Studies at DePaul University is the only one of its kind in the United States. Courses offer an in-depth, challenging and critical thinking based perspective on ancient societies, cutting edge technology and current events in Asian countries, the Asian region, Asian diaspora and Asian American communities.

Our faculty teach more than 100 courses in the arts, humanities, languages and social sciences. We also offer a number of Study Abroad trips to Asia and the Americas, as well as host events and workshops for students.

Drawing from our leading expertise in China and Japan, our program also reflects growing expertise in India and...
Southeast Asia.

From ancient cultures to modern technology, DePaul’s Global Asian Studies program provides an important foundation for students to prepare to have a leading role in the 21st “Pacific” Century.

To learn more about our current activities email us at globalasianstudies@depaul.edu

Faculty

Program Director
Kathryn Ibata-Arens, Ph.D.
Associate Professor of Political Science
Northwestern University

Program Faculty
L. Joyce Mariano, Ph.D.
Lecturer in Global Asian Studies
University of Minnesota

Affiliated Faculty
Nobuko Chikamatsu, Ph.D.
Associate Professor of Modern Languages/Japanese Studies; Co-Director, Japanese Studies Program
University of Illinois, Urbana-Champaign

Sumi Cho, J. D., Ph.D.
Professor of Law
University of California at Berkeley

June Chung, Ph.D.
Associate Professor of English
University of California, Los Angeles

Camilla Fojas, Ph.D.
Professor and Chair of Latin American and Latino Studies
New York University

Bill Johnson Gonzalez, Ph.D.
Assistant Professor of English
Harvard University

David L. Gitomer, Ph.D.
Associate Professor of Religious Studies, Director, MALS Program
Columbia University

Curt Hansman, Ph.D.
Adjunct of History of Architecture and Art
University of Kansas

Li Jin, Ph.D.
Associate Professor of Chinese Studies; Director, Chinese Studies Program
University of South Florida
Laura Kina, M.F.A.
Associate Professor of Art, Media and Design
Vincent de Paul Professor
University of Illinois at Chicago

Lucy Xing Lu, Ph.D.
Professor of Communication
University of Oregon

Rajit Mazumder, Ph.D.
Associate Professor of History
School of Oriental and African Studies, University of London

Michael McIntyre, Ph.D.
Associate Professor of International Studies; Director, International Studies Program
University of Chicago

Kalyani Menon, Ph.D.
Associate Professor of Religious Studies
Syracuse University

Yuki Miyamoto, Ph.D.
Associate Professor of Religious Studies; Co-Director, Japanese Studies Program
University of Chicago

Sanjukta Mukherjee, Ph.D.
Assistant Professor of Women and Gender Studies
Syracuse University

Lori Pierce, Ph.D.
Associate Professor of American Studies
University of Hawai‘i

Shalija Sharma, Ph.D.
Associate Professor of English
State University of New York at Stony Brook

Phillip Stalley, Ph.D.
Associate Professor of Political Science
George Washington University

Maureen Sioh, Ph.D.
Associate Professor of Geography
University of British Columbia

Charles Strain, Ph.D.
Professor of Religious Studies
University of Chicago

Chi-Jang Yin, M.F.A.
Associate Professor of Art, Media, and Design
School of the Art Institute of Chicago
About

The Department of History offers an innovative curriculum that emphasizes student research and allows students to tailor concentrations to meet their interests and goals. The History major teaches students how to research, write, and engage with other students and scholars about the processes of historical change in a global context. The curriculum culminates in an annual Student History Conference that highlights student achievement.

Currently home to more than 35 full and part-time faculty, and approximately 300 majors and minors, the History Department serves as a robust center for talks, campus activities, and intellectual life in the College of Liberal Arts and Social Sciences. The department's faculty are teacher-scholars who specialize in virtually every region of the world—American, African, Asian, European, Latin American, and World History—and who specialize in a broad range of subfields that allow students to understand a wide range of topics and methods.

The undergraduate program offers a variety of concentrations including the standard concentration, public history, pre-law, and secondary education in history. Students can also apply for one of our joint degree programs. The TEACH program combines history courses with those necessary for specialization in secondary education. TEACH students receive both B.A. and M.A. degrees. The Department of History, in conjunction with Journalism, offers another innovative joint degree program. Students combine a B.A. in History with an M.A. in Journalism. These joint degree options allow students to acquire the valued skills and broad knowledge a history education provides while working towards a professional program and certification in five years. Plus, students received discounted graduate tuition.

The Department offers day and at night courses on the Lincoln Park and Loop Campuses. The history major offers a foundation for any number of career paths. DePaul History students have an excellent track record of acceptance at leading professional programs and graduate schools.

Faculty

Tera Agyepong, JD/PhD
Assistant Professor
Northwestern University

Eugene Beiriger, PhD
Associate Professor
University of Illinois at Chicago

Brian Boeck, PhD
Associate Professor
Harvard University

Scott Bucking, PhD
Associate Professor
Cambridge University

John Burton, PhD
Associate Professor
College of William and Mary

Thomas Croak, C.M., D.A., JD
Associate Professor Emeritus
Carnegie-Mellon University, DePaul University

Colleen Doody, PhD
Associate Professor
University of Virginia

Albert Erlebacher, PhD
Professor Emeritus
University of Wisconsin, Madison

Thomas Foster, PhD
Professor
Johns Hopkins University

Robert Garfield, PhD
Associate Professor
Northwestern University

Daniel Goffman, PhD
Professor Emeritus
University of Chicago

Thomas Krainz, PhD
Associate Professor
University of Colorado

James P. Krokar, PhD
Associate Professor Emeritus
Indiana University

Howard O. Lindsey, PhD
Assistant Professor Emeritus
University of Michigan

Matthew Maguire, PhD
Associate Professor
Harvard University

Felix Masud-Piloto, PhD
Professor
Florida State University

Rajit Mazumder, PhD
Associate Professor
University of London

Richard J. Meister, PhD
Professor Emeritus
Notre Dame University

Thomas R. Mockaitis, PhD
Professor
University of Wisconsin, Madison

Juan Mora-Torres, PhD
Associate Professor
University of Chicago

Otunnu, PhD
Associate Professor
York University
About

The Department of the History of Art and Architecture offers a curriculum that identifies and promotes continuing contact with the enduring values of the world’s artistic heritage and the application of these values to the future. It provides a broad foundation in the history of art and architecture that emphasizes the exquisitely diverse ways that peoples across time and place have inscribed their most cherished cultural traditions into their material world.

Faculty

Joanna Gardner-Huggett, Ph.D.
   Associate Professor and Chair
   Rutgers University

Elena Boeck, Ph.D.
   Assistant Professor
   Yale University

Delia Cosentino, Ph.D.
   Associate Professor
   University of California, Los Angeles

Mark Delancey, Ph.D.
   Assistant Professor
   Harvard University

Paul Jaskot, Ph.D.
   Professor
   Northwestern University

Elizabeth Lillehoj, Ph.D.
   Professor
   Columbia University

Mark Pohlad, Ph.D.
   Associate Professor
   University of Delaware

Susan Solway, Ph.D.
   Professor
   Northwestern University

Simone Zurawski, Ph.D.
   Associate Professor
   Brown University
Adjunct Faculty

Cheryl Bachand, M.A.
  Professional Lecturer
  University of Massachusetts, Amherst

Curtis Hansman, Ph.D.
  Lecturer
  University of Kansas

Roberta Katz, Ph.D.
  Lecturer
  University of Illinois

Diane Miliotes, Ph.D.
  Lecturer
  Northwestern University

Sami Siegelbaum, Ph.D.
  Lecturer
  University of California, Irvine

Joseph Socki, Ph.D.
  Lecturer
  Binghamton University

Catherine Zurybida, M.A.
  Lecturer
  University of Chicago

About

The Interdisciplinary Studies Program (IDS) is an innovative, flexible, and highly individualized graduate program designed to meet students' academic and professional goals. The program gives students the opportunity to design a program of study tailored to their own needs and interests. When students choose IDS, they take on the exciting challenge of creating their own curriculum and unique plan for learning. Creating an individualized program requires maturity, self-motivation, and independence. Students seeking a combination of flexible options and academic challenges are natural IDS candidates. IDS is a creative alternative to more rigid traditional, discipline-specific programs. Students can build their particular academic or professional interests and concentrate on specialized fields that are not available in traditional graduate programs.

The program offers students individualized cross-disciplinary majors, incorporating courses drawn from social sciences, humanities, business, computer and information science, and public service.

The program offers the following:

- Individual, self-designed graduate program of study that builds on specific academic and professional interests.
- Ability to combine various academic disciplines in chosen areas of study.
- Choice of courses in most colleges and schools.
About

The Department of International Studies offers a Bachelor of Arts (B.A.) degree, a Master of Arts (M.A.) degree, and a five year B.A./M.A. program within the College of Liberal Arts and Social Sciences. We also provide a minor in International Studies for undergraduate students from other departments.

Our programs are designed to equip students with the interdisciplinary approach, critical thinking skills, and international perspectives necessary to address real world challenges. Our faculty and affiliated faculty come from diverse academic backgrounds and share a commitment to fostering critical thinking through a rigorous interdisciplinary curriculum founded in critical social theory and international political economy.

The B.A. and M.A. curricula are unique within the Midwest and far beyond for their interdisciplinary approach to international studies and their commitment to placing the themes of power and inequality at the heart of academic inquiry. Unlike conventional programs that focus on international security and economy, our program addresses the economic in conjunction with the political and social. Moreover, all students are expected to develop and maintain proficiency in a language other than English. Students learn to think in more international and interdisciplinary contexts, to value social and cultural complexity, and to question conventional wisdom. As a result, our students often engage in activism and social justice work in Chicago, nationally, and internationally.

For more detailed and up to date information, please visit the International Studies Department Website.

Faculty

The department houses six core faculty and three visiting faculty whose research and teaching interests include postcolonial theory, Middle East politics, critical social theory, migration and diaspora studies, gender and sexuality, critical development studies, international law, international political economy, and social movements. As an interdisciplinary program, we involve faculty from across the university in teaching classes, hosting events, and advising students. Affiliated faculty come from Political Science, History, Geography, Modern Languages, Latin American and Latino Studies, Anthropology, African and Black Diaspora Studies, Religious Studies, Educational Policy Studies, Environmental Sciences, and Women's and Gender Studies. Despite the varied teaching and research interests, faculty members share a commitment to examining the world critically through an interdisciplinary and international lens.

Kaveh Ehsani, PhD
Assistant Professor (International Studies)
Leiden University, Faculty of Social Sciences
Gil Gott, PhD, JD
 Institutional Professor (International Studies)
 University of California, Berkeley

Daniel Kamin, MA
 Instructor (International Studies)
 Columbia University, School of International and Public Affairs

Brendan McQuade, PhD
 Visiting Assistant Professor (International Studies)
 Binghamton University (SUNY)

Shiera Malik, PhD
 Assistant Professor (International Studies)
 Trinity College, Dublin, Ireland

Michael McIntyre, PhD
 Associate Professor and Department Chair (International Studies)
 University of Chicago

Antonio Morales-Pita, PhD
 Visiting Assistant Professor (International Studies)
 Institute of Economics of the Ukrainian Academy of Sciences

Heidi J. Nast, PhD
 Professor (International Studies)
 McGill University

Shailja Sharma, PhD
 Associate Professor (English and International Studies)
 State University of New York at Stony Brook

**Affiliated Faculty**

Clement Adibe, PhD
 Associate Professor (Political Science)
 Queens University, Kingston, Ontario

Eugene Beiriger, PhD
 Associate Professor (History)
 University of Illinois, Chicago

Winifred Curran, PhD
 Associate Professor (Geography)
 Clark University

Rocio Ferreira, PhD
 Associate Professor (Modern Languages)
 University of California, Berkeley

Euan Hague, PhD
 Associate Professor (Geography)
 Syracuse University

Stephen Haymes, PhD
 Associate Professor (Educational Policy Studies and Research)
 Miami University

Liam Heneghan, PhD
 Professor (Environmental Sciences)
 University College, Dublin, Ireland

Scott Hibbard, PhD
 Associate Professor (Political Science)
 The Johns Hopkins University

N. Ginger Hofman, PhD
 Associate Professor (Anthropology)
About

The Irish Studies Program is an interdisciplinary field of study, offering an undergraduate minor to students interested in studying Ireland along with the worldwide Irish Diaspora and the contemporary integration of Ireland within globalized systems of political economy, international relations, travel and communication.

The Irish Studies Minor familiarizes students with a wide range of courses that explore Ireland and develop critical perspectives on its place in history and the contemporary world. Our faculty provides an interdisciplinary approach on a wide range of Irish topics from various fields of inquiry including History, Geography, Digital Media, Religious Studies, Women's and Gender Studies, Environmental Science, and English. Several study abroad programs offer courses that fulfill requirements towards the Minor as well. It takes six courses to meet the requirements for the Irish Studies Minor.
Faculty

Kara Dempsey, Ph.D.
Visiting Assistant Professor and Director of Irish Studies
University of Wisconsin-Madison

Eugene Beiriger, Ph.D.
Associate Professor of History
University of Illinois at Chicago

James Fairhall, Ph.D.
Associate Professor of English
State University of New York at Stony Brook

Euan Hague, Ph.D.
Associate Professor and Chair of Geography
Syracuse University

Liam J. Heneghan, Ph.D.
Professor of Environmental Science
University College Dublin (National University of Ireland)

Elizabeth A. Kelly, Ph.D.
Professor of Women’s and Gender Studies
Rutgers University

John T. Leahy, S.T.D.
Associate Professor Emeritus of Religious Studies
Marianum, Rome

Mary McCain
Instructor of History, Catholic Studies and Religious Studies
University of Chicago

Thomas Mockaitis, Ph.D.
Professor of History
University of Wisconsin, Madison

James H. Murphy, Ph.D., D.LITT., F.R.Hist.S.
Professor of English
University College Dublin (National University of Ireland)

Alex G. Papadopoulos, Ph.D.
Associate Professor of Geography
University of Chicago

Karen Scott, Ph.D.
Associate Professor in Catholic Studies and History
and Chair of Catholic Studies
University of California, Berkeley

Barbara M. Schaffer, MAT
Lecturer
Washington University, St. Louis
About

Our program grounds students in a study of Islam as a worldview/civilization and living reality. The program engages students in exploring primary texts, history, global Muslim communities and regional issues of the Islamic world. Three assumptions undergird the philosophy of this program: Islam is a religious tradition, an historical civilization and a living reality; it has interacted with all known forms of government and thus produced varied cultural expressions; and the religious core ties all of these cultural expressions together.

Students will not only investigate the history of Islam, major texts and ideas and sources in their coursework, but will also focus intensively on specific aspects of global Islamic experiences. Included in this coursework are the opportunities to take a closer look at the various histories of Islam in places such as the Middle East, Africa, South Asia, Central Asia, Europe and the Americas. Central to this project is a focus on specific contexts, local communities and individuals that continue to shape the legacies of Islam in their unique contexts.

This approach to the study of Islam is currently unmatched anywhere else in the United States and perhaps the world.

Faculty

Aminah Beverly McCloud, Ph.D.

Professor (Religious Studies)
Director (Islamic World Studies)
Editor (Journal of Islamic Law and Culture)
Temple University

Khaled Keskh, Ph.D.

Associate Professor (Religious Studies)
University of Chicago

Affiliated Faculty

Nesreen Akhtarkhavari, Ph.D.

Associate Professor (Modern Languages)
Florida State University

Scott Hibbard, Ph.D.

Associate Professor (Political Science)
Johns Hopkins University

John T. Karam, Ph.D.

Associate Professor (Latin American and Latino Studies)
Syracuse University

Babacar Mbengue, Ph.D.

Instructor (Islamic World Studies)
University of Dakar, Senegal

Mark DeLancey, Ph.D.

Associate Professor (Art & Art History)
Harvard University

Ahmed Hashim

DePaul University  Autumn 2015-2016
About

The Latin American and Latino Studies Program explores the cultural contributions of Latin Americans to the global community and highlights perspectives and traditions that have developed in the region. It analyzes the multicultural character of the peoples of Latin America by calling attention to the complex interplay among Indigenous, European, Semitic, Arab, Asian and African societies in the region. It explores the profound linkage that has emerged between Latin America and the United States, particularly through the construction of Latino communities in the U.S.

Faculty

Lourdes Torres, Ph.D.
    Chair and Professor, Latin American and Latino Studies
    University of Illinois at Urbana

Marisa Alicea, Ph.D.
    Associate Professor and Dean, School of New Learning
    Northwestern University

Luisela Alvaray, Ph.D.
    Assistant Professor, College of Communication
    University of California, Riverside

Maria Beltran-Vocal, Ph.D.
    Professor, Modern Languages
    University of California, Riverside

Glen Carman, Ph.D.
    Associate Professor, Modern Languages
    Cornell University

Delia A. Cosentino, Ph.D.
    Associate Professor, History of Art and Architecture
    University of California at Los Angeles

Rene De Los Santos, Ph.D.
    Assistant Professor, Writing, Rhetoric and Discourse
Rocio Ferreira, Ph.D.
Associate Professor, Modern Languages
University of California at Berkeley

Camilla Fojas, Ph.D.
Professor, Latin American and Latino Studies
New York University

David Akbar Gilliam, Ph.D.
Assistant Professor, Modern Languages

Juana Goergen, Ph.D.
Associate Professor, Modern Languages
State University of New York, Stony Brook

Maria Hinojosa

Sor Juana Ines de la Cruz Chair

Paul Jaskot, Ph.D.
Professor, Art and Art History
Northwestern University

Bill Johnson Gonzalez, Ph.D.
Assistant Professor, English
Harvard University

John Tofik Karam, Ph.D.
Assistant Professor, Latin American and Latino Studies
Syracuse University

Jacqueline Lazu, Ph.D.
Assistant Professor, Modern Languages
Stanford University

Elizabeth Martinez, Ph.D.
Professor, Latin American and Latino Studies
University of New Mexico

Martha Martinez, Ph.D.
Assistant Professor, Sociology

Maria Masud, M.A.
Lecturer, Modern Languages
Florida State University

Felix Masud-Piloto, Ph.D.
Professor, History
Florida State University, Tallahassee

Elizabeth Millan, Ph.D.
Associate Professor, Philosophy
State University of New York at Buffalo

Juan Mora-Torres, Ph.D.
About

The LGBTQ Studies program posits sex and sexuality as central analytical categories within many different fields of inquiry. This emerging discipline scrutinizes the cultural production, dissemination, and vicissitudes of sexuality while attempting to decipher the meanings inscribed in the practices and discourses of sex. We may say that LGBTQ Studies does for sex and sexuality what women’s studies does for gender. It has grown out of women’s and gender studies, cultural studies, and the post-1969 discourse on the politics of sexuality both in the public sphere and the more limited arena of scholarly endeavor.

Faculty

LGBTQ Studies Program Advisory Board 2014-2015

Douglas Bruce

DePaul University Autumn 2015-2016
About

The Master of Arts in Liberal Studies (MALS) program offers a multidisciplinary approach to graduate education which emphasizes liberal education and enhanced intellectual skills that are valuable in a wide variety of careers. It is particularly designed for serious learners, or those who wish to become serious learners, from recent college graduates to men and women in later life.
Faculty

Program Directors

David Gitomer, Ph.D.
   Associate Professor and Director
   Columbia University

Susan Dean Jacobs, M.A.
   Associate Director
   Northern Illinois University

The Master of Arts in Liberal Studies program draws on faculty from throughout the College of Liberal Arts and Social Sciences at DePaul. The following faculty represent those who have been active in the program in the current academic year.

David Brenders, Ph.D.
   Associate Professor (Communication)
   Purdue University

John Burton, Ph.D.
   Associate Professor (American Studies)
   College of William and Mary

Ada Shu-Ju Cheng, Ph.D.
   Associate Professor (Sociology)
   University of Texas at Austin

James Fairhall, Ph.D.
   Associate Professor (English)
   State University of New York at Stony Brook

Laila Farah, Ph.D.
   Assistant Professor (Women's and Gender Studies)
   Southern Illinois University

Frida Furman, Ph.D.
   Professor (Religious Studies)
   University of Southern California

Jonathan Gross, Ph.D.
   Professor (English)
   Columbia University

Randall Honold, Ph.D.
   Assistant Dean for Academic Services
   Adjunct Professor (Philosophy and Environmental Studies)
   DePaul University

Sandra Jackson, Ph.D.
   Professor (Women's and Gender Studies)
   Director, Center for Black Diaspora
   University of California at Berkeley

Paul Jaskot, Ph.D.
   Associate Professor (History of Art and Architecture)
   Northwestern University
About

The Military Science Department offers students, as an adjunct to their major field of study, the opportunity to achieve commissions as Army officers in either the active Army, the U.S. Army Reserve, or National Guard through the Reserve Officers’ Training Corps (ROTC) program. The program develops leadership, managerial potential, and the qualities of self-discipline, confidence, personal integrity, and individual responsibility. Emphasis is on learning through doing. The department’s program prepares the student for a period of service as a commissioned officer in the United States Army, a service that can ultimately lead either to a military career or to a more responsible place in the civilian world. The curriculum is divided into two parts: Basic and Advanced. The Basic course normally encompasses the freshman and sophomore academic years. Basic-course students are under no obligation to enter into a contractual agreement with the U.S. Government. The advanced course encompasses juniors and seniors who have successfully completed the on-campus basic course. Students who have attended a special six-week summer training program, students who have previous Junior ROTC training, and qualified veterans may also be admitted into the advanced course. Upon enrollment in the Advanced Course, the student enters into a contractual agreement with the United States Government, whereby the student agrees to accept a commission in the United States Army for a period of active or reserve duty after his graduation. The government, in return, provides a monthly stipend of $300-500 for up to ten months of the school year.

Students may compete for ROTC two-year and three-year scholarships during their freshman or sophomore year. Scholarships can pay full tuition and fees, annual book allowance of $1,200, and $300-500 monthly during the remainder of the winner’s undergraduate education. A Leaders Training Course summer program is available to selected students who have been unable to complete the normal two-year progression of Military Science. Students attend a six-week program at Fort Knox, Kentucky. This program, in conjunction with the normal two-year advanced program of Military Science, is designed to prepare the student for a period of service as a commissioned officer in the United States Army. The program provides an introduction to a variety of military-related topics. It involves instruction in map reading, marksmanship, first aid, tactics, fundamentals of leadership, and basic military skills.

Faculty

Sergeant First Class Marc A. Westenbarger
Assistant Professor and Director
Loyola University
About

The programs in Modern Languages seek to develop a student's ability to speak, understand, read, and write another language and to foster an appreciation of its literature and civilization. The department regularly offers courses in American Sign Language, Arabic, Chinese, French, German, Ancient Greek, Italian, Japanese, Latin, Russian, and Spanish.

Graduate Programs

The Department of Modern Languages offers the following graduate programs:

- Master of Arts in Arabic
- Master of Arts in Chinese
- Master of Arts in French
- Master of Arts in German
- Master of Arts in Italian
- Master of Arts in Japanese
- Master of Arts in Spanish

Undergraduate Programs

Major programs are available in Arabic Studies, Chinese Studies, French, German, Italian, Japanese Studies, and Spanish; these consist of advanced courses at the 200- and 300-levels. Students may begin their Modern Language major upon completion of elementary and intermediate courses (100-level courses) or successful placement testing.

Minor programs are available for all languages, including:

- American Sign Language
- Arabic Language
- Arabic Studies
- Chinese Language
- Chinese Studies
- Classical Studies
- Commercial French
- Commercial Spanish
- French
- French Translation
- German
- German Studies
- Italian
- Japanese
- Japanese Studies
- Russian Language
- Russian Studies
- Spanish
- Spanish Linguistics
- Spanish Translation

All students are strongly encouraged to participate in DePaul's Study Abroad Programs in China, France, Germany, Greece, Italy, Japan, Mexico, Spain, Poland, and other locations. Consult the Study Abroad Office for current offerings.
Faculty

Clara E. Orban, PhD
Professor and Chair
University of Chicago

Nesreen Akhtarkhavari, PhD
Assistant Professor
Florida State University

Carolina Barrera-Tobón, PhD
Assistant Professor
City University of New York

Maria A. Beltrán-Vocal, PhD
Professor
University of California, Riverside

Pascale-Anne Brault, PhD
Professor
New York University

Glen E. Carman, PhD
Associate Professor
Cornell University

Gary P. Cestaro, PhD
Associate Professor
Harvard University

Nobuko Chikamatsu, PhD
Associate Professor
University of Illinois, Urbana

Rocio Ferreira, PhD
Associate Professor
University of California, Berkeley

David Akbar Gilliam, PhD
Associate Professor
University of Illinois, Chicago

Juana Quiñones-Goergen, PhD
Associate Professor
State University of New York at Stony Brook

Bradley Hoot, PhD
Assistant Professor
University of Illinois at Chicago

Li Jin, PhD
Associate Professor
University of South Florida

Guillemette C. Johnston, PhD

DePaul University Autumn 2015-2016
Language Proficiency Certificate

The Department of Modern Languages offers two certificates to current students and to non-degree seeking students/students-at-large: intermediate (low, mid, or high) language proficiency and advanced (low, mid, or high) language proficiency. Upon completion of the required classes and Written Proficiency Test, the student's certificate will be posted to their DePaul transcripts. Language proficiency certification will allow students to show future employers they are ready to compete in today's global workplace.

To declare the certificate, students must contact the Department of Modern Languages.

Students will register and pay a fee to complete the Writing Proficiency Test (WPT) through Language Testing International, proctored by the Department of Modern Languages, and will receive a nationally recognized level of proficiency based on the standards developed by the American Council on the Teaching of Foreign Languages (ACTFL). Please refer to the Department of Modern Languages website for more information.

The department offers certificates in American Sign Language, Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. Certificates require a varying number of courses, depending on the student's incoming language placement and desired level of proficiency.

Test credit and transfer credit are not applicable toward the certificate. All courses to be applied toward the certificate must be completed at DePaul.
Intermediate:

- Students are required to successfully complete a minimum of three courses at DePaul (level 104 and above - no transfer or test credit; DePaul study abroad program credit will be reviewed on a case by case basis) in order to earn the certificate.
- Student readiness for intermediate level (104 and above) courses will be established by the language placement exam, transfer credit, or test credit.
- The number of courses necessary to achieve an intermediate level certificate of proficiency (low, mid, or high) will depend on the student's entering proficiency level (based on previous study/knowledge; courses required may be determined by the language placement exam, transfer credit, or test credit) and student effort (time spent studying the language, the following recommendations for language proficiency development outside of the classroom, how well students perform in their language classes, etc.).
- At the end of the required number of courses, students must register and pay to take the ACTFL Written Proficiency Test (WPT) or the American Sign Language Proficiency Interview to certify proficiency level. The level of proficiency, per ACTFL test results (Intermediate low, or higher), will be posted onto the student's DePaul transcripts.
- If students test below an intermediate level certificate, they may opt to
  1. take additional language courses,
  2. work with the free language tutors through the Language Learning Center until the desired level of proficiency is achieved, and then retake the test, or
  3. drop the certificate program by emailing their advisor or college advising office.

- Students should familiarize themselves with the ACTFL proficiency standards for intermediate-level speakers in order to better understand how much time they may need to dedicate to language study for the certificate.

Advanced

- Students are required to successfully complete five courses at DePaul (200 and 300 level language courses - no transfer or test credit; DePaul study abroad program credit will be reviewed on a case by case basis).
- Student readiness for advanced level courses will be established by the language placement exam, transfer credit, or test credit.
- Degree-seeking students taking the certificate may also complete one of several minors in the language simultaneous to the certificate.
- The number of courses necessary to achieve an advanced level certificate of proficiency (low, mid, or high) will depend on the student's entering proficiency level and student effort (time spent studying the language, the following recommendations for language proficiency development outside of the classroom, how well students perform in their language classes, etc.).
- At the end of the required number of courses, students must register and pay to take the ACTFL Written Proficiency Test (WPT) or the American Sign Language Proficiency Interview to certify proficiency level. The level of proficiency, per ACTFL test results (Intermediate low, or higher), will be posted onto the student's DePaul transcripts.
- If students test below an advanced level certificate, they may opt to
  1. change their certificate program (Intermediate low, mid, or high),
  2. take additional language courses,
  3. work with the free language tutors through the Language Learning Center until the desired level of proficiency is achieved, and then retake the test, or
  4. drop the certificate program by emailing their advisor or college advising office.

- Students should familiarize themselves with the ACTFL proficiency standards for advanced-level speakers in order to better understand how much time they may need to dedicate to language study for the certificate.
About

New Media Studies is an interdisciplinary field that studies the processes and platforms through which digitally-encoded media (photographs, text, audio, video) operate and circulate. New media studies is also the study of how digitally-encoded media products are combined into "new" media forms, such as web sites, webcasts, interactive games, graphic designs, and sales and technical information. The Master of Arts in New Media Studies combines critical interpretation and hands-on practice in coursework to prepare its graduates to function as productive and responsible individuals in the evolving social contexts created by digital media.

The Master of Arts in New Media Studies will prepare students to engage the new media by building:

- The ability to gather, process, and communicate information on the Internet
- An understanding of the historic role of new media in shaping contemporary consciousness
- An ability to identify appropriate technologies to accomplish a specific communication need using the Web and other online delivery systems
- An ability to edit and manage content for web sites and social media platforms
- An ability to apply rhetorically sophisticated strategies for writing, editing, and producing new media content
- A capacity to work well as part of a team charged with solving a communication problem using new media technologies
- An understanding of the relationship between "new" and "old" media
- An understanding of rhetoric and visual design—how visual, image-based communication differs from and interrelates with text- or language-based communication
- An understanding of the technical and practical logistics (planning, budgeting, scripting) of moving a project from idea to completion

The MA in New Media Studies is interdisciplinary in focus; although NMS is housed in Writing, Rhetoric, & Discourse, students are able to take courses from a wide variety of other units as well.

Faculty

Antonio Ceraso, PhD
New Media Studies Program Director
Associate Professor, Writing, Rhetoric, & Discourse
Pennsylvania State University

Laura Alfaro, EdD
Lecturer
Argosy University
M.A., DePaul University

Darsie Bowden, PhD
Professor, Writing, Rhetoric, & Discourse
University of Southern California

Lisa Dush, PhD
Assistant Professor, Writing, Rhetoric, & Discourse
University of Massachusetts-Amherst

Jason Kalin, PhD
Assistant Professor, Writing, Rhetoric, & Discourse
North Carolina State University

DePaul University Autumn 2015-2016 Page 1051 of 2506
About

The Peace, Justice, & Conflict Studies Program offers students a B.A. major curriculum that helps them reflect on the origins and causes of conflict, violence, and social injustice as well as the wide spectrum of conflict intervention, from armed conflict, through governmental and organizational peacebuilding, to local and interpersonal conflict resolution. The Program also introduces students to strategies for resolving interpersonal, communal and international conflicts peacefully, as well as tactics that promote the common good in a way that addresses the structural origins of violence. The Peace, Justice, and Conflict Studies Program addresses the need for a critical examination of the origins and root causes of violence and conflict. The Program includes frank debate about the efficacy of nonviolent in comparison with violent approaches to social change. The inclusion of conflict theory and intervention as part of this program is a distinctive aspect of this program; the arena of conflict resolution offers many potential career options. The Program emphasizes hands-on, experiential components in the introductory course, the final seminar/internship and the workshops which emphasize skill training.

Students and faculty in Peace, Justice, & Conflict Studies question what constitutes a just society and world, what peace and peacebuilding can accomplish in a world full of conflict, and how attitudes toward social justice, violence, and peace reflect and reveal American and other cultures' values, beliefs, prejudices, assumptions, and perceptions.

Students are expected to gain competency in dealing with situations of conflict and injustice by mastering the theoretical and intellectual frameworks related to peacebuilding, human rights advocacy, and justice development, by learning to interpret and analyze real life situations in their complexity, by understanding how to build strategies for negotiation, consensus-building, advocacy, partnership development, and other intervention tools, and by understanding various research methodologies and the use of media and creative outlets.

Students majoring in many social science, humanities, and other interdisciplinary programs will find it beneficial to double major or minor in Peace, Justice, & Conflict Studies. Students who pursue the major are well prepared for graduate work in the humanities or social sciences, and specifically in peace, justice, or conflict studies, as well as for professional training in law, public service, or business.

Faculty

Clement Adibe, PhD
Associate Professor of Political Science
Queen's University

Nicholas Angotti, DD
Adjunct Faculty, Peace, Justice & Conflict Studies
University of Wisconsin, Milwaukee
Emerson Theological Institute
Jerica Arents, MA
Adjunct Faculty, Peace, Justice & Conflict Studies
Loyola University of Chicago

Christy Beighe-Byrne, MA
Adjunct Faculty, Peace, Justice & Conflict Studies
University of Chicago

Gene Beiriger, PhD
Associate Professor of History and Co-Director of the Program
University of Chicago

Monika Black, PhD
Adjunct Faculty, Peace, Justice & Conflict Studies
The Ohio State University

Kenneth Butigan, PhD
Adjunct Faculty, Peace, Justice & Conflict Studies
Graduate Theological Union

Ruth Chojnacki, PhD
Adjunct Faculty, Peace, Justice & Conflict Studies
University of Chicago

Adar Cohen, PhD
Adjunct Faculty, Peace, Justice & Conflict Studies
University of Dublin, Trinity College

Maureen Dolan, PhD
Interfaith Minister, University Ministry
Adjunct Faculty
California Institute of Integral Studies

Katheryn Dutenhaver, JD
Associate Professor of Law
DePaul University

Joyana Jacoby Dvorak, MNM
Adjunct Faculty, Peace, Justice & Conflict Studies
DePaul University

Joy Ellison, MA
Adjunct Faculty, Peace, Justice & Conflict Studies
DePaul University

Laila Farah, PhD
Associate Professor of Women's and Gender Studies
Southern Illinois University, Carbondale

Frida Kerner Furman, PhD
Professor of Religious Studies
University of Southern California

Juana Goergen, PhD
Associate Professor of Modern Languages
State University of New York, Stony Brook

Miklos Gosztonyi, MA
Adjunct Faculty, Peace, Justice & Conflict Studies
Northwestern University
Ecole des Hautes Etudes en Sciences Sociales (EHESS), Paris

Phyllis Griffin, MFA
Associate Professor of the Theatre School
DePaul University

Jessica Havens, MA
Adjunct Faculty, Peace, Justice & Conflict Studies
DePaul University

Stephen Haymes, PhD
Associate Professor of Educational Policy Studies and Research, School of Education
Miami University of Ohio

Deborah Hodges, MLA
Adjunct Faculty, Peace, Justice & Conflict Studies
DePaul University

Sandra Jackson, PhD
Professor of Women's and Gender Studies
University of California, Berkeley

Paula Kagan, PhD, RN
Assistant Professor of Nursing
Loyola University of Chicago

Robert Koehler, MFA
Adjunct Faculty, Peace, Justice & Conflict Studies
Columbia College

Mary Jeanne Larrabee, PhD
Professor of Philosophy and Co-Director of the Program
University of Toronto

Luana Lienhart, O.F.S., L.C.S.W.
Adjunct Faculty, Peace, Justice & Conflict Studies
Loyola University, Chicago

Susana Martinez, PhD
Associate Professor of Modern Languages
Yale University

Harriet McCullough, MLA
Adjunct Faculty
DePaul University

Kalyani Menon, PhD
Associate Professor of Religious Studies
Syracuse University

Craig Mousin, J.D., M.Div
University Ombudsperson
University of Illinois; Chicago Theological Seminary

Karl Nass, MCP
Assistant Director, University Ministry
University of Pennsylvania
Jane Nicholson, PhD
  Adjunct Faculty, Peace, Justice & Conflict Studies
  University of Iowa

Thomas O'Brien, PhD
  Associate Professor of Religious Studies
  University of Toronto

Ogenga Otunnu, PhD
  Associate Professor of International Studies
  York University

Scott Paeth, PhD
  Associate Professor of Religious Studies
  Princeton Theological Seminary

Charlotte Phillips, MA
  Adjunct Faculty, Peace, Justice & Conflict Studies
  DePaul University

Mauricio Pineda, MAT
  Adjunct Faculty, Peace, Justice & Conflict Studies
  Columbia College

Howard Rosing, PhD
  Executive Director, Steans Center
  State University of New York at Binghamton

Ann Russo, PhD
  Associate Professor of Women's and Gender Studies
  University of Illinois, Urbana-Champaign

Rose Spalding, PhD
  Professor of Political Science
  University of North Carolina, Chapel Hill

Charles Strain, PhD
  Professor of Religious Studies
  University of Chicago

Alice Stuhlmacher, PhD
  Professor of Psychology
  Purdue University

David Wellman, PhD
  Associate Professor of Religious Studies
  Union Theological Seminary
About

The Department of Philosophy serves the needs of the student who seeks an understanding of philosophical issues for personal enrichment, the student who desires a more fundamental appreciation of philosophy in support of law, medicine, business, and various academic disciplines, and the student who wishes to continue the study of philosophy at the graduate level.

Through its courses and programs, the department acquaints students with various philosophical approaches and with basic problems posed by diverse thinkers. Courses have been designed to highlight both the humanistic and technical features of philosophy.

The department also recognizes the important need for skills and training. Its courses in logic and analysis have been designed to help students become more perceptive in their experiences and more critical in their thinking.

Further, the department is aware that, in our age of rapid change, society often tends to neglect the meaning and worth of the person. Courses are therefore offered that investigate and emphasize the dignity of the person. By helping students understand the nature and grounds of ethical judgments, these courses aim to promote an appreciation and ordering of human values.

The department has designed all of its course offerings with the aim of both ensuring that our Liberal Studies courses remain responsive to the needs of the student who does not plan to specialize in philosophy and offering the student who chooses to major or minor in philosophy a rich and diverse curriculum.

The department is particularly proud of its "Philosophy Circle," an undergraduate philosophy club which provides a forum for the exchange of ideas between faculty and students.

Faculty

María del Rosario Acosta
Associate Professor
Universidad de los Andes, Bogotá, Colombia

Peg Birmingham, Ph.D.
Professor
Duquesne University

Avery Goldman, Ph.D.
Associate Professor
Pennsylvania State University

Jason D. Hill, Ph.D.
Professor
Purdue University

Sean D. Kirkland, Ph.D.
Associate Professor
State University of New York at Stony Brook

Daryl Koehn, Ph.D.
Professor
University of Chicago

Mary Jeanne Larrabee, Ph.D.
Political Science is the study of the organization and behavior of people, groups, and institutions which make up our government and the larger political system. The program is designed to introduce students to questions, perspectives, and arguments about the political forces that shape their lives. As such, the program has value for Liberal Studies students as well as for those who may choose the discipline as a major field of study. Students find the substance and the methods of the discipline useful in the legal, business, civic, communications, governmental, and academic professions, as well as any endeavors that draw them into public service.
Faculty

Clement Adibe, PhD  
Associate Professor  
Queen’s University, Canada

Molly Andolina, PhD  
Associate Professor  
Georgetown University

Kathleen Arnold, PhD  
Senior Lecturer  
The University of California at Los Angeles

David Barnum, PhD  
Professor Emeritus  
Stanford University

Larry Bennett, PhD  
Professor  
Rutgers University

James Block, PhD  
Associate Professor  
University of Chicago

Michael L. Budde, PhD  
Professor  
Northwestern University

Patrick Callahan, PhD  
Professor Emeritus  
Ohio State University

William E. Denton, PhD  
Lecturer  
University of North Carolina, Chapel Hill

Ben C. Epstein, PhD  
Assistant Professor  
City University of New York Graduate Center

Richard P. Farkas, PhD  
Professor  
University of South Carolina

Scott Hibbard, PhD  
Associate Professor  
The Johns Hopkins University

Kathryn Ibata-Arens, PhD  
Associate Professor
Northwestern University
Valerie C. Johnson, PhD
Associate Professor and Department Chair
University of Maryland

Azza Layton, PhD
Associate Professor
University of Texas at Austin

Catherine May, PhD
Senior Instructor and PSC Internship Coordinator
University of Wisconsin, Madison

Joseph P. Mello, PhD
Assistant Professor
University of Connecticut, Storrs

Michael L. Mezey, PhD
Professor Emeritus
Syracuse University

Christina Rivers, PhD
Associate Professor
Cornell University

Rose Spalding, PhD
Professor
University of North Carolina, Chapel Hill

Phillip Stalley, PhD
Associate Professor
George Washington University

Wayne Steger, PhD
Professor
University of Iowa

Erik R. Tillman, PhD
Associate Professor
Emory University

David L. Williams, PhD
Associate Professor
University of Texas at Austin

J. Harry Wray, PhD
Professor Emeritus
University of North Carolina, Chapel Hill
About

Master of Public Health (MPH)

The Master of Public Health (MPH) program prepares public health leaders to work collaboratively with diverse communities to prevent disease and ill-health, prioritize and investigate health concerns, achieve lasting social change, and foster health equity to promote the health and well-being of all people. The MPH program has one focus, community health practice, and students will master the breadth of public health subject matter necessary for practice in this field.

Features unique to the MPH Program include a cohort-based learning model (including admitting students once per year); small class sizes; integrated field work and classroom learning in the practicum and capstone course sequence; ideal for working professionals--courses are offered in the evening; students can complete the degree in two, three or four years; and a multidisciplinary perspective that prepares students to address the complexities of community health.

Students gain practical experience during the final year of the program in their community-based practicum. The practicum constitutes nine months of professional community health-focused practice and provides students with a structured, comprehensive and integrated application of their MPH course work. This experience culminates in the creation of the MPH capstone, project, and formal presentation through a three-course capstone sequence.

Faculty

Douglas Bruce, Ph.D., M.S.W.
Assistant Professor, Department of Health Sciences & Master of Public Health Program

Suzanne Carlberg-Racich, Ph.D., M.S.P.H.
Visiting Assistant Professor, Master of Public Health Program

Fernando De Maio, Ph.D.
Director of Sociology Undergraduate Program, Associate Professor

Kristin M. Jacobson, Ph.D.(c), M.P.H.
Director of Community Partnerships & Instructor, Master of Public Health Program

Associate Professor, Department of Management

John Mazzeo, Ph.D.
Associate Professor, Department of Anthropology
Director, MPH Program

Leah C. Neubauer, Ed.D., M.A.
Program Manager & Instructor, Master of Public Health Program

Massimo Pacilli, M.P.H.
Instructor, Master of Public Health Program

Rachel Scott, Ph.D.
Assistant Professor, Department of Anthropology
Certificate in Global Health

The certificate in Global Health prepares professionals to work collaboratively with communities to prioritize and investigate health concerns to achieve lasting social change, and foster health equity to promote the health and well-being of populations in diverse global contexts. The four-course certificate trains students in key aspects of global health, using a multidisciplinary approach to analyze the underlying determinants of health, the relationship between public health and development, and public health practice.

Course Requirements

- MPH 551 GLOBAL HEALTH
- MPH 554 INTRODUCTION TO GLOBAL PUBLIC HEALTH
- MPH 555 EPIDEMIOLOGY IN A GLOBAL CONTEXT
- Choose one from the following:
  - MPH 552 MATERNAL AND CHILD HEALTH
  - MPH 553 PUBLIC HEALTH AND FORCED MIGRATION
  - MPH 595 SPECIAL TOPICS IN PUBLIC HEALTH
  - MPH 599 INDEPENDENT STUDY IN PUBLIC HEALTH

Admission Requirements

Applications are accepted at any time, and students may begin the program at the start of any academic quarter. The program is open to both non-degree seeking students and students concurrently enrolled in a DePaul graduate degree program. All applicants must hold a bachelor's degree. To apply to the program, prospective students must submit the following materials:

- An LAS graduate admission on-line application [application fee is waived for current DePaul students]
- Transcripts from all schools attended
- A personal statement of 300-500 words describing their professional interests and goals in the certificate.
curriculum also is tailored to prepare students who would like to continue their education in graduate programs or law schools. The faculty members of the department work closely with students to place them in internships, and when possible, employment positions.

The Public Policy Studies Department (PPS) offers an undergraduate degree (B.A.) that allows majors the option to pursue concentrated work in the areas of Environmental or Urban Studies. Students take a common core of courses dealing with public policy theories, processes, methods of public policy analysis, and important environmental and urban policy issues. In addition, a data analysis course is required that the student selects from a list of approved courses. Microeconomics or statistics is strongly encouraged.

Beyond the core curriculum, students choose either the Environmental Studies or Urban Studies track, selecting from a group of courses within these specializations. A capstone course reconvenes the students at the end of their curriculum to study a public policy problem in-depth under the direction of a public policy professor. The capstone changes approximately every three years, to reflect a current issue on the public policy agenda.

The department is in the process of making a number of changes to the curriculum that will make it more exciting, more flexible for students, and responsive to suggestions from students. Until these innovative changes are established, the current curriculum shall be followed.

Faculty

Hugh E. Bartling, Ph.D.
Associate Professor
University of Kentucky, Lexington

Susan Bennett, Ph.D.
Associate Professor
Northwestern University

Fassil Demissie, Ph.D.
Associate Professor
University of California-Los Angeles

William Sampson, Ph.D.
Professor and Chairperson
Johns Hopkins University

Kelly A. Tzoumis, Ph.D.
Professor
Texas A&M University

Affiliated Faculty

Joseph Schwieterman, Ph.D.
Professor (School of Public Service)
University of Chicago
About

While remaining intensely personal, the resurgence of religion in the public sphere is a characteristic of our era. Religion has become central to contemporary culture, politics, identity, and conflict in every part of the globe. At the same time, our world is marked by an emerging pluralism, as globalization, migration and technology bring diverse religious traditions into closer proximity and creates new religious communities.

The Department of Religious Studies offers DePaul students the opportunity to engage in the academic study of religion. The study of religion includes not only the traditional areas of sacred texts, myths, rituals, mystical experiences and doctrines, but also the ways in which political, social and economic forces shape these phenomena for religious communities. Drawing on a host of academic disciplines, religious studies challenges students to encounter the traditions of the world in all their rich diversity. Given the complexity of the subject matter, members of the department draw upon several other academic disciplines -- anthropology, art history, biblical studies, economics, environmental studies, ethics, gender studies, history, linguistics, literature and literary criticism, political science, philosophy, psychology, sociology, and theology -- as they do their work.

Beyond work with texts, students may also study religion through the media of film and video, music, the visual and dramatic arts, and the internet. The department emphasizes comprehensive learning in writing, synthetic and analytic thinking, and oral communication skills. Students can go beyond their course work with further learning opportunities, such as the senior thesis, independent study, study abroad and internships, and service learning, both locally and internationally.

A truly interdisciplinary field, religious studies at DePaul helps students broaden cultural literacy and deepen critical skills. The study of religion also prepares students to engage important conversations of our day. Further, students may find that the study of religions can help them respond not only to political, social and environmental challenges, but also to address the existential questions they face and that are encountered by other thoughtful men and women.

A religious studies major or minor is positioned to pursue a wide variety of careers. A bridge between the specialist's perspectives on religion and a wider world that is often in need of these perspectives, religious studies majors have worked in the fields of law, social work, regional and international business, governmental and non-governmental service, secondary school teaching, and service in religious communities. A religious studies major is also well-prepared for further studies in graduate programs leading to careers in academia.

Religious studies at DePaul expresses the university's distinct identity, which respects engaged pluralistic inquiry in all religious issues and traditions. The department is committed to DePaul's Catholic, Vincentian and urban heritage, mission, and identity, and to its goal of establishing the university as a model of diversity. The department's course offerings reflect the diversity of the city of Chicago and of the students who attend DePaul.

The twenty-two full-time faculty constitute one of the largest and most diverse undergraduate departments of religious studies in the United States. This size and diversity enables us to offer courses in a wide range of geographical regions and historical periods. The research and teaching interests of the faculty include American religious history as well as South and East Asia, the African diaspora, North and Meso-America, the Middle East and Europe. The faculty and curriculum includes specialists in Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Taoism, Shinto, as well as Native American, African American, and Latino/a religious traditions.

In addition to excellence in teaching, the faculty also maintain high standards for research, and are actively engaged in presenting at major academic conferences and publishing their work in high-ranking professional journals.

The Department of Religious Studies sponsors the Center for Interreligious Engagement and is fully engaged with Center for Intercultural Theology and World Catholicism and other centers and institutes of the University. It has a close working relationship with the Department of Catholic Studies and the Islamic World Studies Program. Religious Studies is a vital part of the First Year, Liberal Studies and Honors Programs.

The Department encourages students in all major concentrations and minors to engage various questions related to the study of religion, such as (but not limited to):

- What is religion?
- How do religious communities come into being and define themselves?
- How do religious communities form worldviews, doctrines, and practices, and how does the study of religion help us to understand their change over time?
- How do sacred texts come into being, and what do they communicate to us?
- How does religion shape culture, and how does the wider culture define religion?
- What is the role of religion in the contemporary world?
- How do religious sensibilities help us to relate (or hinder us from relating) to each other?
- How can an informed student of religion evaluate the rival claims to truth and moral rightness of different
religious and secular ideologies?

- How do religious traditions and texts treat issues of sexuality and gender, race and class?
- How have religious traditions interacted with each other in the past, and how do they continue to do so today?

Faculty

Khaled M.G. Keshk, Ph.D.
Associate Professor and Chair
University of Chicago

U. Angelika Cedzich, Ph.D.
Associate Professor
University of Wurzburg, Germany

Frida Kerner Furman, Ph.D.
Professor
University of Southern California

David L. Gitomer, Ph.D.
Associate Professor
Columbia University

James R. Halstead, O.S.A., Ph.D., S.T.D.
Associate Professor
Katholieke Universiteit Leuven, (Louvain), Belgium

Scott Kelley, Ph.D.
Assistant Professor
Loyola University

Aminah B. McCloud, Ph.D.
Professor
Temple University

Kalyani Menon, Ph.D.
Associate Professor
Syracuse University

Yuki Miyamoto, Ph.D.
Associate Professor
University of Chicago

Christopher N. Mount, Ph.D.
Associate Professor
University of Chicago

Thomas W. O'Brien, Ph.D.
Associate Professor
St. Michael's College, University of Toronto, Canada

Scott R. Paeth, Ph.D.
Associate Professor
Princeton Theological Seminary

Lisa Poirier, Ph.D.
Assistant Professor
Syracuse University

Chernoh M. Sesay Jr., Ph.D.
Associate Professor
Northwestern University

Alexei Sivertsev, Ph.D.
Associate Professor
New York University

Naomi Steinberg, Ph.D.
Associate Professor
Columbia University

Charles R. Strain, Ph.D.
Professor
University of Chicago

Christopher Tirres, Ph.D.
Associate Professor
Harvard University

David Wellman, Ph.D.
Associate Professor
Union Theological Seminary

Visiting Assistant Professors

Laith Al-Saud, Ph.D. (cand.)
University of Chicago

Mathew Gowans, Ph.D.
Loyola University

David Lysik, J.D.
Kent College of Law

Professors Emeriti

Paul F. Camenisch, Ph.D.
Professor Emeritus
Princeton University

John Dominic Crossan, S.T.D., S.S.L.
Professor Emeritus
St. Patrick’s College, Maynooth, Ireland

Associate Professor Emeritus
Marianum, Rome, Italy

Kay A. Read, Ph.D.
Professor Emerita
University of Chicago
About

We educate women and men to be effective public service leaders in the global community guided by the values of St. Vincent de Paul.

The School of Public Service promotes effective management of nonprofit organizations and government agencies, and fosters the development of sound public policies affecting the delivery of social services. Programs of instruction, research, and community involvement prepare adult learners to pursue administrative careers in a broad range of public service organizations. Following the tradition of St. Vincent de Paul, the School of Public Service devotes special attention to policies and practices that promote social equity through the delivery of affordable, quality services to those in greatest need.

While the knowledge and skills required to manage organizations in the public sector are becoming indistinguishable from the best practices used in the private and nonprofit sectors, the ultimate goals of these organizations provide a sharp distinction. The School of Public Service keeps this distinction firmly in view in its course offerings. Degree and certificate programs are interdisciplinary, drawing primarily upon the knowledge bases of sociology, economics, political science, law and the human-service professions. The curriculum carefully balances theoretical and applied approaches to contemporary challenges of administration and policy analysis.

The School emphasizes ethical leadership in all aspects of its curriculum but especially by offering short-term, executive-style, study-abroad experiences for working professionals. Faculty encourage all students to take advantage of more than a dozen courses to developed and developing countries. Consistent with its mission, the School of Public Service purposefully strives to build an academic community that is racially, ethnically, religiously, and otherwise diverse. Part-time and full-time students are equally welcome.

Faculty

Robert Stokes, Ph.D.
   Director, Associate Professor
   Rutgers University

Steve Abbey, MBA
   Lecturer
   University of Chicago

Patricia M. Bombard, BVM, D.Min.
   Lecturer
   Chicago Theological Seminary

H. Woods Bowman, Ph.D.
   Professor Emeritus
   Syracuse University

Caitlyn Brennan, M.S.
   Lecturer
   DePaul University

Finola Brennan, D.M.
   Lecturer
   Case Western Reserve University
Alexander Brown, Ph.D.
   Lecturer
   The Institute for Clinical Social Work

William Calzaretta, Ph.D.
   Professor Emeritus
   Northwestern University

Guillermo Campuzano, C.M., M. S.
   Lecturer
   San Buenaventura Mission

Caryn Chaden, Ph.D.
   Lecturer
   University of Virginia

Michael Diamond, M.A.
   Visiting Assistant Professor
   New School for Social Research

Jeremy Edwards, M.S.
   Lecturer
   DePaul University

Christopher Einolf, Ph.D.
   Assistant Professor
   University of Virginia

Ronald Fernandes, Ph.D.
   Assistant Director and Long Term Teaching Professional
   Carnegie Mellon University

Michael A. Frigo, M.S., CPA
   Lecturer
   DePaul University

Brian Gilomen, J.D.
   Lecturer
   Illinois Institute of Technology

Rosemary Hollinger, J.D.
   Lecturer
   Georgetown University

Adrienne Holloway, Ph.D.
   Assistant Professor
   Northern Illinois University

Juanita Irizarry, MPA
   Lecturer
   Harvard University

Krista Johnsen-Mikos, M.S.
   Lecturer
   University of Michigan
Nicholas Kachiroubas, Ph.D.
Visiting Assistant Professor
Cardinal Stritch University

Joseph Kearney, J.D.
Lecturer
The John Marshall Law School

Kathryn A. Kelly, J.D.
Lecturer
DePaul University

Barbara Kraemer, Ph.D.
Visiting Assistant Professor
University of Illinois at Chicago

Mark Light, Ph.D.
Visiting Assistant Professor
Antioch University

Martin Luby, Ph.D.
Assistant Professor
Indiana University

Rosemary McDonnell, M.S.
Lecturer
DePaul University

Andrea Messing-Mathie, Ph.D.
Lecturer
Northern Illinois University

J. Patrick Murphy, Ph.D.
Professor Emeritus
Stanford University

John Newman, Ph.D.
Lecturer
Emory University

Jamie S. Nolan, MBA

Lecturer
DeVry University

Raphael Ogom, Ph.D.
Associate Professor
Carleton University

Ramya Ramanath, Ph.D.
Assistant Professor
Virginia Polytechnic Institute and State University

Pete Reinwald, M.S.
Lecturer
DePaul University
Certificate in Community Development

This program offers community development specialists skills in organization planning, leadership development, and program evaluation. The program allows established and emerging professionals to broaden their perspective on urban-development programs in an inter-disciplinary learning environment by including knowledge from psychology, public service, sociology, geography and liberal studies.

Students must successfully complete a minimum of 16-quarter hours of graduate credit. Each course carries four-quarter hours. Students then must participate in a non-credit research colloquium. Each participant of the colloquium makes a presentation before a small group of students and faculty members. No more than two courses earned toward the certificate shall come from one department. Please note that the list of courses is subject to change.

Course Requirements

- MPS 571 METROPOLITAN PLANNING
- Select three (3) from the following:
  - GEO 441 GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
  - MLS 404 THE CITY
  - MPS 526 LOCAL GOVERNMENT ADMINISTRATION
  - MPS 572 URBAN POVERTY SEMINAR
  - MPS 573 URBAN AND COMMUNITY DEVELOPMENT
  - PSY 654 COMMUNITY PSYCHOLOGY
  - PSY 680 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
  - SOC 426 URBAN DEVELOPMENT POLICIES

Students may also enroll in the following elective courses, with permission of the program director and often the approval of the instructor. Generally, participants will be limited to one (1) of these courses:

- MPS 529 STRATEGIC MANAGEMENT AND PLANNING
- PSY 495 GRANT WRITING IN PSYCHOLOGY
- PSY 520 PRINCIPLES OF HUMAN DIVERSITY
- PSY 567 SPECIAL TOPICS IN COMMUNITY PSYCHOLOGY
- PSY 569 SEMINAR IN PROGRAM EVALUATION
- SOC 423 RESEARCH ON URBAN CULTURES
- SOC 360 SOCIAL SERVICES IN CONTEMPORARY SOCIETY

Certificate in Metropolitan Planning and Development

This certificate program is designed for individuals who want to develop analytical skills and stay current on issues of regional land use, transportation, and economic development. It provides students with a perspective on the institutions of municipal and metropolitan planning and issues affecting the delivery of public services, and it explores innovative solutions to urban and suburban development problems. This certificate is offered in
conjunction with The Chaddick Institute for Metropolitan Development. The Institute offers a variety of programs regarding land use, infrastructure and transportation in the region.

**Course Requirements**

- **MPS 571 METROPOLITAN PLANNING**
- Select two from the following:
  - MPS 526 LOCAL GOVERNMENT ADMINISTRATION
  - MPS 529 STRATEGIC MANAGEMENT AND PLANNING
  - MPS 541 ECONOMIC FOUNDATIONS OF PUBLIC SERVICE
  - MPS 543 POLICY IMPLEMENTATION
  - MPS 546 ADVOCACY AND LOBBYING
  - MPS 573 URBAN AND COMMUNITY DEVELOPMENT

**About**

The Master of Social Work (M.S.W.) degree program is designed to prepare students for advanced social work, with an emphasis on community practice. The M.S.W. degree prepares its graduates for work and leadership in broad and varied human service organizations which span child welfare, health and mental health, community planning, family services and the like.

**Faculty**

R. Noam Ostrander, Ph.D.

Associate Professor and Chair
University of Illinois at Chicago

Sonya Crabtree-Nelson, Ph.D.

Assistant Professor
Loyola University

Maria J. Ferrera, Ph.D.

Assistant Professor
University of Chicago

Sharon Kohli, M.S.W.

Coordinator of Field Education
University of Chicago

Tracey Mabrey, D.S.W.

Associate Professor
Howard University

Neil Vincent, Ph.D.

Associate Professor
University of Illinois at Chicago
About

The Department of Sociology consists of 15 full-time faculty, 350 undergraduate majors, and over 45 graduate students. Founded in 1922, the department has a long tradition of inspiring students to apply sociology to the world around them.

Sociology is the study of groups, social interaction, and social institutions. To study these, the department has developed a core curriculum centered on sociological methods (how we know) and sociological theory (how we explain). Beyond these core courses, faculty areas of interest are wide-ranging, which is reflected in the variety of courses and undergraduate concentrations we offer.

Our location in the Lincoln Park neighborhood in Chicago gives students access to a remarkable range of community service opportunities, field experiences, and internships. With its ethnic communities, economic development, and urban concerns, Chicago serves as a rich laboratory for research and observation.

Faculty

Julie E. Artis, PhD
   Associate Professor
   Indiana University

Noel Barker, MA
   Lecturer
   University of Illinois at Urbana-Champaign

Michael I.J. Bennett, PhD
   Associate Professor
   University of Chicago

Shu-Ju Ada Cheng, PhD
   Associate Professor
   University of Texas, Austin

Fernando G. De Maio, PhD
   Associate Professor
   University of Essex

Roberta Garner, PhD
   Professor
   University of Chicago

Melanie Jones Gast, PhD
   Assistant Professor
   University of California-Davis

Black Hawk Hancock, PhD
   Associate Professor
   University of Wisconsin-Madison
Tracey Lewis-Elligan, PhD  
Associate Professor  
Syracuse University

Martha Martinez-Firestone, PhD  
Associate Professor  
Duke University

Traci Schlesinger, PhD  
Associate Professor  
Princeton University

John Joe Schlichtman, PhD  
Assistant Professor  
New York University

Greg Scott, PhD  
Associate Professor  
University of California, Santa Barbara

José Soltero, PhD  
Associate Professor  
University of Arizona

Joyce Sween, PhD  
Professor and Internship Director  
Northwestern University

Deena A. Weinstein, PhD  
Professor  
Purdue University

Associated Faculty

Judith A. Bootcheck, PhD  
Associate Professor Emeritus  
Purdue University

Grace Budrys, PhD  
Professor Emeritus  
University of Chicago

Noreen Cornfield, PhD  
Professor Emeritus  
University of Chicago

Kenneth Fidel, PhD  
Associate Professor Emeritus  
Washington University

John P. Koval, PhD  
Associate Professor Emeritus  
University of Oregon, Eugene

Richard T. Schaefer, PhD  
Vincent de Paul Professor Emeritus  
University of Chicago

Charles Suchar, PhD
Certificate in Social Research

The Certificate in Social Research familiarizes students with the choices they can make in designing social science research and to help them select the research tools that are right for the types of questions they are asking. The four-course program provides knowledge of current research designs, methods, and practices; quantitative and statistical skills; and the logic of inquiry.

A number of Sociology MA students may wish to obtain the certificate as part of their degree program. The certificate is also useful for students in fields ranging from the social and behavioral sciences to communication and education.

Course Requirements

Core Courses

Two core courses are required:

- A statistics or quantitative analysis class. This requirement is met by taking at least one of the following courses:
  - SOC 402 STATISTICS FOR THE SOCIAL SCIENCES
  - SOC 412 DATA ANALYSIS
  - SOC 450 ADVANCED STATISTICS I*

- SOC 411 SOCIAL RESEARCH (This class also includes the requirement of obtaining an online certificate in the protection of human subjects - currently offered through the DePaul Institutional Review Board [IRB] and Collaborative Institutional Training Initiative [CITI].)

* Students will be placed in the appropriate quantitative/statistics class on the basis of their graduate and undergraduate work.)

Elective Courses

Choose two courses from the following:

- SOC 412 DATA ANALYSIS
- SOC 413 QUALITATIVE METHODS
- SOC 417 ETHNOGRAPHIC DOCUMENTARY FILM PRODUCTION
- SOC 422 URBAN AND COMMUNITY ANALYSIS
- SOC 423 RESEARCH ON URBAN CULTURES
- SOC 493 VISUAL SOCIOLOGY

About

Women’s and Gender Studies is an interdisciplinary department offering an undergraduate major and a minor, a 5-year B.A./M.A., a Master of Arts (M.A.), and a 4-course Graduate Certificate. Women’s and Gender Studies courses examine women’s lives, conditions, and contributions within their historical, social, cultural, national and transnational contexts and they explore how gender is constructed and negotiated within and across societies. Women’s and men’s identities and experiences are examined through the constructs of gender, race, class, age, ability, sexuality, culture, religion, nation, etc. within broader historical, social, and global contexts, such as colonialism, globalization, among others.
Through feminist and gender-based theories and methodologies, the Department of Women's and Gender Studies offers critical analyses, reflections, and contributions to knowledge regarding interlocking systems of oppression and privilege, thereby addressing issues of power, resistance, and social transformation. In addition, the emphasis on critical theory and analysis allows for work that interrogates feminist discourses as well as those of other disciplines in the arts, humanities, social sciences, and natural sciences.

The interdisciplinary Women's and Gender Studies major and minor combine courses taken in the Department of Women's and Gender Studies with approved elective courses offered in other departments and programs around the university. Courses are offered regularly by many departments in the college of Liberal Arts and Social Sciences—in the social sciences, and in the humanities—as well as by the other colleges and schools throughout the university.

In addition, many students decide to combine a Women's and Gender Studies major with a second major in another discipline. A double major is a rich educational experience and is actually easy to accomplish. To do so, you can double count courses that fulfill both Women's and Gender Studies and Liberal Studies requirements, and you can double count half of the courses that fulfill the requirements of both majors. We now have a 5 Year B.A./M.A. Program that allows you to get both an undergraduate and graduate degree in five years. Students must apply their junior year for the program.

A major, double major, minor, and/or M.A. in Women’s and Gender Studies prepares students for graduate study in many fields (law, social work, sociology, psychology, history, art and art history, communication, Latin American/Latino Studies, African and Black Diaspora Studies, International Studies, among many others) as well as for careers in the public and private sectors, including social services, social justice, public policy, education, media and popular culture, advocacy, creative arts, counseling, and more.

Students who would like to know more about the Department of Women’s and Gender Studies are invited to speak with the department chair, and other faculty members of the department (5th Floor of Schmitt Academic Center) and/or visit the Department of Women's and Gender Studies website.

**Faculty**

Beth Skilken Catlett, PhD

Department Chair, Associate Professor
Ohio State University

Ann Russo, PhD

Graduate Director, Associate Professor
University of Illinois, Urbana

Laila Farah, PhD

Associate Professor
Southern Illinois University

Nicole Garneau, MA

Adjunct Faculty
Columbia College, Chicago

Sandra Jackson, PhD

Professor
University of California, Berkeley

Elizabeth Kelly, PhD

DePaul University Autumn 2015-2016
Certificate in Women's And Gender Studies

Graduate Certificate Program

The Women's and Gender Studies Graduate Certificate Program at DePaul University is available both to non-degree seeking students and to students in other DePaul graduate degree programs.

The Program's requirements are

- WGS 400 FEMINIST THEORIES (offered Fall Quarter only)
- Three graduate-level elective courses

It is highly recommended that students take the foundational course, WGS 400, prior to the other required three WGS electives. The elective courses may be taken from the Women's and Gender Studies offerings and/or from courses in other departments and programs in the College of Liberal Arts and Social Sciences that have been approved by the Department of Women's and Gender Studies.

To be considered for the certificate program, please follow the directions below.

Non-degree seeking students

Applications are accepted on an ongoing basis. Complete a DePaul University Liberal Arts and Social Sciences graduate admission online application; submit undergraduate and (if applicable) graduate transcripts and a personal statement of 300-500 words (describing your interest in Women's and Gender Studies, any prior experience in the field, and personal or professional goals for pursuing the certificate), and a letter of recommendation from a current or previous professor.

Students enrolled in other DePaul graduate degree programs

Applications are accepted on an ongoing basis. Complete a DePaul University Liberal Arts and Social Sciences graduate admission online application. Submit undergraduate and (if applicable) graduate transcripts, a personal statement of 300-500 words (describing your interest in Women's and Gender Studies, any prior experience in the field, and personal or professional goals for pursuing the certificate), a letter of recommendation from a current or previous professor, and a letter from the Director of Graduate Studies in the degree granting department indicating whether interdisciplinary courses in Women's and Gender Studies may be counted toward departmental degree requirements. Submit transcripts, personal statement and letter from the other graduate program.
Completed applications are reviewed by the Department of Women’s and Gender Studies. Admission decisions are based on the prospective student’s ability to complete the academic requirements of courses in the program. The Graduate Director may use the personal statement as a basis for advising certificate students on the selection of courses and on any academic skills development that would aid successful participation in and completion of WGS graduate courses.

Descriptions of courses offered through the Department of Women’s and Gender Studies can be found in Campus Connect through the “Search for Classes” function.

For more information please contact the Women’s and Gender Studies Graduate Program Director, Dr. Ann Russo (773-325-1774 or arusso@depaul.edu), or visit the Department of Women’s and Gender Studies website, http://las.depaul.edu/wms/.

---

**About**

The Master of Arts in Writing and Publishing program offers advanced training in the art and craft of writing poetry, fiction, and nonfiction. The program is specifically designed for students interested in careers in creative and literary writing, publishing, and editing, as well as for those seeking to expand their knowledge of writing for the purpose of teaching.

**Faculty**

Francesca Royster, Ph.D.
Associate Professor and Chair
University of California, Berkeley

Robert Meyer, Ph.D.
Associate Professor and School of Education Liaison
Florida State University

Michele Morano, M.F.A., Ph.D.
Associate Professor and Director, M.A. in Writing and Publishing
University of Iowa

Carolyn Goffman, Ph.D.
Coordinator of the Certificate in Teaching English in Two-Year Colleges
Ball State University

Chris Green, M.F.A.
Senior Lecturer and Coordinator of Internships in Writing and Publishing
Bennington College

Theodore Anton, M.A., M.F.A.
Professor
University of Iowa  
Barrie Jean Borich, M.F.A.  
Assistant Professor  
Pacific Lutheran University  

Miles Harvey, M.F.A.  
Associate Professor  
University of Michigan, Ann Arbor  

Rebecca Johns Trissler, M.F.A.  
Associate Professor  
University of Iowa  

Richard Jones, M.A., M.F.A.  
Professor  
University of Virginia, Vermont College  

Craig A. Sirles, Ph.D.  
Associate Professor Emeritus  
Northwestern University  

Daniel Stolar, M.F.A.  
Associate Professor  
University of Arizona  

David Welch, M.F.A.  
Coordinator of Literary Outreach  
University of Alabama  

**Visiting Faculty**  
Jay Bonansinga, M.A.  
Adjunct Instructor  
Columbia College, Chicago  

Gioia Diliberto, M.A.  
Adjunct Instructor  
University of Maryland  

Sarah Fay, M.F.A., Ph.D  
Lecturer  
University of Iowa  

Nancy Grossman, M.S.W., M.A.  
Adjunct Instructor  
Columbia College  

Susan Harris, M.A.  
Visiting Lecturer  
University of Illinois At Chicago  

Kathleen Rooney, M.F.A.  
Senior Lecturer  
Emerson College  

Emily Gray Tedrowe, Ph.D.  
Adjunct Instructor  
New York University
Paul Thomas, M.A.
Visiting Lecturer
DePaul University

Mark Turcotte, M.F.A.
Senior Lecturer
Western Michigan University

Special Programs

Internships
Writing & Publishing students can qualify for a variety of internships, receiving significant on-the-job experience in such areas as research, writing, editing, publishing, law, corporate communications, non-profit work, and library science. Students might locate an internship on their own or receive assistance from Prof. Chris Green, Coordinator of Professional Internships in Writing & Publishing. Quarterly Career Nights (featuring panels of professionals) and Career Workshops (emphasizing internship- and job-finding skills) will also enhance students' opportunities and experience.

About

The department of Writing, Rhetoric, and Discourse (WRD), one of the largest departments at DePaul, is dedicated to studying the history and theory of literate activity and helping students excel as writers in a wide range of academic, professional, and public settings. WRD is home to DePaul's First-Year Writing program; in addition, the department offers the Minor in Professional Writing and the major in WRD. At the graduate level, the Master of Arts in WRD addresses writing in professional and technical contexts, the preparation of postsecondary teacher-scholars in writing, and the study of language for writers. The Combined BA/MA in WRD allows undergraduates to begin taking graduate courses in their senior year. The department's Master of Arts in New Media Studies prepares graduates to function as productive and responsible individuals in social contexts created by digital media through both critical interpretation and hands-on practice. The department also offers a Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL), which prepares students to teach English as a Second Language (ESL) to adult learners in the United States or abroad. Undergraduates who choose the BA/MA option may complete the TESOL Certificate within the MA portion of the program.

The act of writing in general and each student's writing in particular are of central concern in all WRD courses. Theories of language, rhetoric (how to make effective choices as writers), and discourse (the way writing structures human activity) develop students' understanding of how the individual act of writing is bound up in broader contexts of institution and culture.

WRD is made up of more than 70 faculty members, all of whom teach at the undergraduate level. The department's Graduate Faculty comprises nationally recognized researchers in rhetorical theory and practice, composition theory, writing pedagogy, applied linguistics, second language writing, professional and technical writing, and writing program administration.
Faculty

Peter Vandenberg, PhD
Professor and Chair
Texas Christian University

Alan Ackmann, MFA
Lecturer
University of Arkansas

Julie A. Bokser, PhD
Associate Professor and Director of First-Year Writing
University of Illinois at Chicago

Darsie Bowden, MFA, PhD
Professor
University of Southern California

Hector Carbajal, PhD
Lecturer
University of Texas El Paso

Antonio Ceraso, PhD
Associate Professor and Director of MA in New Media Studies
Pennsylvania State University

Dana Dunham, MA
Instructor, Internship Coordinator
University of Chicago

Lisa Dush, PhD
Assistant Professor and Director of MA in WRD
University of Massachusetts-Amherst

Tricia Hermes, MA
Lecturer
DePaul University

Amy Hornat-Kaval, MA
Lecturer, Professional Writing for Business Coordinator
DePaul University

Jason Kalin, PhD
Assistant Professor
North Carolina State University

Michael Moore, MA
Senior Professional Lecturer, Academic Technology Coordinator
San Francisco State University

Sarah Read, PhD
Assistant Professor
University of Washington

Jason Schneider, PhD
Certificate in Teaching English to Speakers of Other Languages

The WRD department offers a Graduate Certificate in TESOL, which may be completed by students in an existing DePaul graduate program or by students who wish to complete only the Certificate. Made up of courses in the programs of Writing, Rhetoric, & Discourse, Bilingual-Bicultural Education, English, and Modern Languages, the Certificate prepares students to teach English as a Second Language (ESL) to adult learners in the United States and abroad. The Certificate may also be attractive to faculty at non-U.S. institutions who wish to come to the U.S. for education in working with second language learners.

Course Requirements

- One Theory course from the following list:
  - BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
  - MOL 454 THEORETICAL FOUNDATIONS/CURRENT RESEARCH SECOND/FOREIGN LANGUAGE ACQUISITION
  - BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
  - BBE 510 SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE (when topic is relevant)
  - BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
  - WRD 512 TOPICS IN LANGUAGE (when topic is relevant)

- One Methods course from the following list:
  - WRD 543 TEACHING ESL WRITING
  - WRD 544 TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE
  - WRD 550 TOPICS IN TEACHING WRITING AND LANGUAGE (when topic is relevant)

- One Sociolinguistics course from the following list:
  - WRD 507 GLOBAL ENGLISHES
  - WRD 514 SOCIOLINGUISTICS
  - BBE 510 SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE (when topic is relevant)

- One Language Structure course from the following list:
  - ENG 400 STRUCTURE OF MODERN ENGLISH
  - ENG 401 HISTORY OF THE ENGLISH LANGUAGE
  - ENG 408 STYLISTICS
  - ENG 478 TOPICS IN TEACHING: GRAMMAR FOR TEACHERS *
  - WRD 512 TOPICS IN LANGUAGE (when topic is relevant)
  - WRD 546 PEDAGOGICAL GRAMMAR

- 20 hours of field experience working with adult language learners. Field experience will be arranged individually with the Coordinator of the Certificate program.

* ENG 478 counts for TESOL credit only with this subtitle.

Students completing the Master's in Bilingual-Bicultural Education can complete the Certificate program by taking their Theory and Sociolinguistics courses in BBE and their Methods and Language Structure courses in WRD; they must complete all requirements for the BBE program to receive the Master's degree. Students in the Master of Arts in English (MAE) may complete their Language and Structure requirement in English; any two additional
courses form the list above will count for credit in both MAE and the TESOL Certificate. For Students in the M.A. in WRD, a maximum of two courses (8 credits) from MOL or BBE may be counted as credits toward the M.A. in WRD degree.

Students who are concurrently completing any other graduate degree program at DePaul must work with their program director/advisor to determine if TESOL Certificate courses will count toward their degree requirements.

**Admission Requirements**

Applications are accepted at any time, and students may begin the program at the start of any academic quarter. The program is open to both non-degree seeking students and students concurrently enrolled in a DePaul graduate degree program. All applicants must hold a bachelor's degree. To apply to the program, prospective students must submit the following materials:

- an LAS graduate admission on-line application (application fee is waived for current DePaul students)
- transcripts from all schools attended
- a personal statement of 300-500 words describing their interest in the program, prior experience in TESOL or related fields, and professional goals for pursuing the certificate

**Modern Language Option**

The Modern Language Option (MLO) is available to any student in the Liberal Studies Program of any College major who studies a modern language beyond what is necessary to meet the College's Modern Language Requirement (MLR). Students selecting the MLO may substitute up to two language courses for two Learning Domain requirements*. The MLO is applied according to the following combinations of Learning Domains: Philosophical Inquiry OR Religious Dimensions; Understanding the Past OR Self, Society, and the Modern World; Arts and Literature OR Scientific Inquiry (cannot substitute for the lab science requirement.)

*Students must have the MLO approved by an academic advisor because conditions and variations are too numerous to list here.

**Pre-Law Study**

The Association of American Law Schools does not consider it appropriate to prescribe certain undergraduate degree programs for students who are planning to study law at the professional level. The Association does, however, consider certain skills and knowledge essential for later success in law and appropriate for study on the undergraduate level.

Pre-law study in the College of Liberal Arts and Social Sciences entails advanced course work that further develops the capacities and skills essential for satisfactory performance in law school. Specifically, pre-law study sharpens: (1) the ability to use the English language skillfully and effectively in oral and written advocacy situations; (2) the power to think clearly, critically, and independently in situations requiring problem-solving ability and sound judgment; and (3) the ability to use and understand statistical calculations. Moreover, pre-law study is intended to promote an understanding of the psychological processes, economic systems, political organizations, and social structures essential to the study and practice of law. Students who are considering applying to law school should fulfill their open elective requirements with challenging, upper-level courses that expand the knowledge areas and skills mentioned above.

Admission to law school is based on scores achieved on the Law School Admissions Test (LSAT), collegiate performance, extracurricular activities, work experience, and letters of recommendation.

Students who want to prepare for law school should, whatever their academic major, consult with Dr. David Williams (dwill105@depaul.edu) in the Department of Political Science, or contact the Department of History.
Study Abroad Program

A study abroad experience is an important part of a liberal education. The opportunity to live, study, and work with people from around the world provides students with a way to not only gain international competence and skills, but also helps them to more clearly understand their own identities and agency within a global context. Study Abroad programs are designed to emphasize social, political, historical, and cultural understanding through immersion in other cultures and societies.

Program lengths range from one year to one week. In traditional programs lasting one quarter or more, students live and take courses on site. Short-term programs are topic-focused tours led by DePaul faculty exploring specific aspects and issues of a country or society. These programs typically last 2-3 weeks and are offered during breaks between terms. First Year Abroad programs are for first-year students and combine on-campus study of a location prior to a one-week trip to that area.

Program fees ordinarily cover local transportation associated with course excursions, accommodations, and some meals. Short-term program fees also cover round-trip airfare. In addition students pay regular DePaul tuition for the credit received while abroad.

Courses taken through the Study Abroad Program may be used to fulfill Liberal Studies domain requirements (including experiential learning), modern language requirements, major field requirements, or open electives.

Please visit the Study Abroad Program’s website for current offerings.

TEACH Program

This program provides students the opportunity to complete in five years an undergraduate degree in a core arts and sciences major and a Master's of Education degree with State of Illinois secondary education teaching certification in a content area related to their major. As a combined degree program of the College of Liberal Arts and Social Sciences and the College of Education, the program is collaboratively developed, governed, and taught by faculty from both units.

Students may apply to the Program during the spring of their junior year. They must complete the Junior Year Experiential Learning course TCH 320, Exploring Teaching in an Urban High School, and meet other application criteria prior to applying; these include completion of at least 16 hours at DePaul and a 3.0 GPA. During their Senior Year, students are required to complete a program capstone course and three 400-level courses that count toward both their undergraduate and graduate degrees. The Master's year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois Certification requirements (which may require some additional course work in the student’s major and related fields), students are eligible to be certified to teach English, History, or Social Science at the 6th-12th grade levels.

A full description of the Program can be found in the College of Education graduate course catalog.
Certificates

Undergraduate Certificates

- Geographic Information Systems
- Language Proficiency Certificate

Graduate Certificates

- Community Development
- Digital Humanities
- Global Health
- Metropolitan Planning and Development
- Social Research
- Teaching English in Two-Year Colleges
- Teaching English to Speakers of Other Languages
- Women's and Gender Studies

Course work credit leading to a graduate degree program in the College of Liberal Arts and Social Sciences may be double-counted toward ONE approved, paired, graduate certificate program. If a student seeks another (second or more) LAS certificate, and those certificate program requirements are again completely comprised of course work leading to the student's graduate degree, then the student must take at least two additional courses in order to earn the additional certificate(s).

Language Proficiency Certificate

The Department of Modern Languages offers two certificates to current students and to non-degree seeking students/students-at-large: intermediate (low, mid, or high) language proficiency and advanced (low, mid, or high) language proficiency. Upon completion of the required classes and Written Proficiency Test, the student's certificate will be posted to their DePaul transcripts. Language proficiency certification will allow students to show future employers they are ready to compete in today's global workplace.

To declare the certificate, students must contact the Department of Modern Languages.

Students will register and pay a fee to complete the Writing Proficiency Test (WPT) through Language Testing International, proctored by the Department of Modern Languages, and will receive a nationally recognized level of proficiency based on the standards developed by the American Council on the Teaching of Foreign Languages (ACTFL). Please refer to the Department of Modern Languages website for more information.

The department offers certificates in American Sign Language, Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. Certificates require a varying number of courses, depending on the student's incoming language placement and desired level of proficiency.

Test credit and transfer credit are not applicable toward the certificate. All courses to be applied toward the certificate must be completed at DePaul.

Intermediate:

- Students are required to successfully complete a minimum of three courses at DePaul (level 104 and above - no transfer or test credit; DePaul study abroad program credit will be reviewed on a case by case basis) in order to earn the certificate.
- Student readiness for intermediate level (104 and above) courses will be established by the language placement exam, transfer credit, or test credit.
- The number of courses necessary to achieve an intermediate level certificate of proficiency (low, mid, or...
high) will depend on the student's entering proficiency level (based on previous study/knowledge; courses required may be determined by the language placement exam, transfer credit, or test credit) and student effort (time spent studying the language, the following recommendations for language proficiency development outside of the classroom, how well students perform in their language classes, etc.).

- At the end of the required number of courses, students must register and pay to take the ACTFL Written Proficiency Test (WPT) or the American Sign Language Proficiency Interview to certify proficiency level. The level of proficiency, per ACTFL test results (Intermediate low, or higher), will be posted onto the student's DePaul transcripts.

- If students test below an intermediate level certificate, they may opt to
  1. take additional language courses,
  2. work with the free language tutors through the Language Learning Center until the desired level of proficiency is achieved, and then retake the test, or
  3. drop the certificate program by emailing their advisor or college advising office.

- Students should familiarize themselves with the ACTFL proficiency standards for intermediate-level speakers in order to better understand how much time they may need to dedicate to language study for the certificate.

**Advanced**

- Students are required to successfully complete five courses at DePaul (200 and 300 level language courses - no transfer or test credit; DePaul study abroad program credit will be reviewed on a case by case basis).
- Student readiness for advanced level courses will be established by the language placement exam, transfer credit, or test credit.
- Degree-seeking students taking the certificate may also complete one of several minors in the language simultaneous to the certificate.
- The number of courses necessary to achieve an advanced level certificate of proficiency (low, mid, or high) will depend on the student's entering proficiency level and student effort (time spent studying the language, the following recommendations for language proficiency development outside of the classroom, how well students perform in their language classes, etc.).
- At the end of the required number of courses, students must register and pay to take the ACTFL Written Proficiency Test (WPT) or the American Sign Language Proficiency Interview to certify proficiency level. The level of proficiency, per ACTFL test results (Intermediate low, or higher), will be posted onto the student's DePaul transcripts.
- If students test below an advanced level certificate, they may opt to
  1. change their certificate program (Intermediate low, mid, or high),
  2. take additional language courses,
  3. work with the free language tutors through the Language Learning Center until the desired level of proficiency is achieved, and then retake the test, or
  4. drop the certificate program by emailing their advisor or college advising office.
- Students should familiarize themselves with the ACTFL proficiency standards for advanced-level speakers in order to better understand how much time they may need to dedicate to language study for the certificate.

**Geographic Information Systems**

The Certificate Program requires 20 hours of instruction. It provides sophisticated education in GIS, remote sensing and cartography and serves as a basis for entry-level employment in the geotechnology industry. There are five required courses to complete the certificate:

- GEO 241 GEOGRAPHIC INFORMATION SYSTEMS I
- GEO 242 GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS
- GEO 243 REMOTE SENSING
- GEO 343 REMOTE SENSING II
  or GEO 344 GEOGRAPHIC INFORMATION SYSTEMS III: SPATIAL ANALYSIS FOR SUSTAINABILITY
- GEO 391 STATISTICAL DATA ANALYSIS FOR GIS
GEO 241, 242 and 344 must be taken in sequence. GEO 241 is a pre-requisite for GEO 391. GEO 243 can be taken at any time. Please contact the Department if you are considering pursuing the GIS Certificate, even if you are a declared geography major.

In order to earn a certificate in GIS, a student must:

- Earn at least a grade of C- in each Certificate course.
- Earn at least a cumulative GPA of 2.0 for all courses applied to the Certificate.
- Earn a letter grade. The pass / fail option may not be selected for courses in the Certificate.

A student completing a GIS Certificate is eligible to simultaneously complete a Geography minor. No more than 3 GIS Certificate courses can be applied to a Geography minor. A student wishing to complete a GIS Certificate and a Geography minor will complete a minimum of 8 Geography courses. Please see a faculty advisor in the Department of Geography for further details.

Community Development

This program offers community development specialists skills in organization planning, leadership development, and program evaluation. The program allows established and emerging professionals to broaden their perspective on urban-development programs in an inter-disciplinary learning environment by including knowledge from psychology, public service, sociology, geography and liberal studies.

Students must successfully complete a minimum of 16-quarter hours of graduate credit. Each course carries four-quarter hours. Students then must participate in a non-credit research colloquium. Each participant of the colloquium makes a presentation before a small group of students and faculty members. No more than two courses earned toward the certificate shall come from one department. Please note that the list of courses is subject to change.

Course Requirements

- MPS 571 METROPOLITAN PLANNING
- Select three (3) from the following:
  - GEO 441 GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
  - MLS 404 THE CITY
  - MPS 526 LOCAL GOVERNMENT ADMINISTRATION
  - MPS 572 URBAN POVERTY SEMINAR
  - MPS 573 URBAN AND COMMUNITY DEVELOPMENT
  - PSY 654 COMMUNITY PSYCHOLOGY
  - PSY 680 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
  - SOC 426 URBAN DEVELOPMENT POLICIES

Students may also enroll in the following elective courses, with permission of the program director and often the approval of the instructor. Generally, participants will be limited to one (1) of these courses:

- MPS 529 STRATEGIC MANAGEMENT AND PLANNING
- PSY 495 GRANT WRITING IN PSYCHOLOGY
- PSY 520 PRINCIPLES OF HUMAN DIVERSITY
- PSY 567 SPECIAL TOPICS IN COMMUNITY PSYCHOLOGY
- PSY 569 SEMINAR IN PROGRAM EVALUATION
- SOC 423 RESEARCH ON URBAN CULTURES
- SOC 360 SOCIAL SERVICES IN CONTEMPORARY SOCIETY
Digital Humanities

The Graduate Certificate in Digital Humanities requires 16 credit hours. The certificate program provides hands-on knowledge and guided experience with DH projects, tools, and methods. It is an interdisciplinary program taught by faculty from across the university. The certificate can broaden, and strengthen, employment prospects of students in all humanities fields. From public history and journalism to website development and all levels of teaching, real-world experience with state-of-the-art software makes digital humanities training stand out in a world powered by new media.

Course Requirements

- DHS 500 INTRODUCTION TO DIGITAL HUMANITIES
- NMS 580 MARKUP AND TEXT ENCODING IN THE HUMANITIES
- GEO 440 PLACES, HUMANITIES, AND GEOGRAPHIC INFORMATION SYSTEMS
- One course selected from the following:
  - ENG 469 TOPICS IN AMERICAN LITERATURE: Digital Humanities in 19th Century American Literature
  - ENG 475 TOPICS IN LITERATURE: Digital Humanities Tools and Methods for Literary Study
  - HAA 402 DIGITAL MAPPING AND ART HISTORY
  - HST 438 COLLOQUIUM: SPECIAL TOPICS IN HISTORY: Digital History
  - NMS 540 DIGITAL ARCHIVES
  - WRD 520 COMPUTERS AND WRITING

Global Health

The certificate in Global Health prepares professionals to work collaboratively with communities to prioritize and investigate health concerns to achieve lasting social change, and foster health equity to promote the health and well-being of populations in diverse global contexts. The four-course certificate trains students in key aspects of global health, using a multidisciplinary approach to analyze the underlying determinants of health, the relationship between public health and development, and public health practice.

Course Requirements

- MPH 551 GLOBAL HEALTH
- MPH 554 INTRODUCTION TO GLOBAL PUBLIC HEALTH
- MPH 555 EPIDEMIOLOGY IN A GLOBAL CONTEXT
- Choose one from the following:
  - MPH 552 MATERNAL AND CHILD HEALTH
  - MPH 553 PUBLIC HEALTH AND FORCED MIGRATION
  - MPH 595 SPECIAL TOPICS IN PUBLIC HEALTH
  - MPH 599 INDEPENDENT STUDY IN PUBLIC HEALTH

Admission Requirements

Applications are accepted at any time, and students may begin the program at the start of any academic quarter. The program is open to both non-degree seeking students and students concurrently enrolled in a DePaul graduate degree program. All applicants must hold a bachelor's degree. To apply to the program, prospective students must submit the following materials:

- An LAS graduate admission on-line application [application fee is waived for current DePaul students]
- Transcripts from all schools attended
- A personal statement of 300-500 words describing their professional interests and goals in the certificate.
Metropolitan Planning and Development

This certificate program is designed for individuals who want to develop analytical skills and stay current on issues of regional land use, transportation, and economic development. It provides students with a perspective on the institutions of municipal and metropolitan planning and issues affecting the delivery of public services, and it explores innovative solutions to urban and suburban development problems. This certificate is offered in conjunction with The Chaddick Institute for Metropolitan Development. The Institute offers a variety of programs regarding land use, infrastructure and transportation in the region.

Course Requirements

- MPS 571 METROPOLITAN PLANNING
- Select two from the following:
  - MPS 526 LOCAL GOVERNMENT ADMINISTRATION
  - MPS 529 STRATEGIC MANAGEMENT AND PLANNING
  - MPS 541 ECONOMIC FOUNDATIONS OF PUBLIC SERVICE
  - MPS 543 POLICY IMPLEMENTATION
  - MPS 546 ADVOCACY AND LOBBYING
  - MPS 573 URBAN AND COMMUNITY DEVELOPMENT

Social Research

The Certificate in Social Research familiarizes students with the choices they can make in designing social science research and to help them select the research tools that are right for the types of questions they are asking. The four-course program provides knowledge of current research designs, methods, and practices; quantitative and statistical skills; and the logic of inquiry.

A number of Sociology MA students may wish to obtain the certificate as part of their degree program. The certificate is also useful for students in fields ranging from the social and behavioral sciences to communication and education.

Course Requirements

Core Courses

Two core courses are required:

- A statistics or quantitative analysis class. This requirement is met by taking at least one of the following courses:
  - SOC 402 STATISTICS FOR THE SOCIAL SCIENCES
  - SOC 412 DATA ANALYSIS
  - SOC 450 ADVANCED STATISTICS I*
- SOC 411 SOCIAL RESEARCH (This class also includes the requirement of obtaining an online certificate in the protection of human subjects - currently offered through the DePaul Institutional Review Board [IRB] and Collaborative Institutional Training Initiative [CITI].)

* Students will be placed in the appropriate quantitative/statistics class on the basis of their graduate and undergraduate work.)

Elective Courses

Choose two courses from the following:

- SOC 412 DATA ANALYSIS
- SOC 413 QUALITATIVE METHODS
- SOC 417 ETHNOGRAPHIC DOCUMENTARY FILM PRODUCTION
Teaching English in Two-Year Colleges

The Certificate Program in Teaching English in Two-Year Colleges is an interdisciplinary program housed in the Department of English and taught by faculty in both English and the Department of Writing, Rhetoric, & Discourse. The program is designed to prepare prospective teachers of introductory classes in English, Writing, and the Humanities in city and community college settings. Participants in the Certificate Program will learn to teach critical and analytical reading, the processes and disciplines of writing, and other aspects of the arts, humanities, or communication curriculum in two-year colleges.

The Certificate is comprised of 16 hours of credit: three classroom-based courses and a teaching internship, enrolled as an Independent Study.

Application

To be admitted to the Certificate Program, students must have completed or be currently pursuing a master's degree in English; Writing and Publishing; Writing, Rhetoric, and Discourse; or a related field.

Applications are accepted at any time. It is strongly recommended that the prospective applicant contact the program director, Dr. Carolyn Goffman, before applying (cgoffman@depaul.edu; 773-325-8688). Please email all application materials directly to Dr. Goffman (not to Graduate Admissions).

Application materials:

- Cover letter describing interest in teaching in a two-year college
- Current CV (résumé)
- Undergraduate and graduate academic transcripts
- Sample of recent academic or professional writing
- Names of two faculty references

Certificate Requirements:

- ENG 474 TEACHING LITERATURE
- WRD 540 TEACHING WRITING
- One course from the following list:
  - ENG 407 LANGUAGE AND STYLE FOR WRITERS
  - ENG 473 TEACHING CREATIVE WRITING
  - ENG 478 TOPICS IN TEACHING
  - WRD 506 MULTICULTURAL RHETORICS
  - WRD 550 TOPICS IN TEACHING WRITING AND LANGUAGE (when topic is appropriate)
  - WRD 582 WRITING CENTER THEORY AND PEDAGOGY
  - Or another graduate course approved by the Program Director
- ENG 509 INTERNSHIP: Community College Teaching

Two-Year College Teaching Internship

Graduate students who not pursuing the Certificate are also eligible to apply for the internship. Please contact Dr. Goffman about applying for an internship.

Also, please note: Chicago-area two-year colleges operate on the semester system; therefore, the internship's duration does not correspond to DePaul's academic calendar. The intern should expect to complete the work for ENG 509 some time after the end of the quarter in which registered. A grade of "R" (indicating work in progress) will be assigned temporarily, to be changed to a letter grade when work is completed.
Teaching English to Speakers of Other Languages

The WRD department offers a Graduate Certificate in TESOL, which may be completed by students in an existing DePaul graduate program or by students who wish to complete only the Certificate. Made up of courses in the programs of Writing, Rhetoric, & Discourse, Bilingual-Bicultural Education, English, and Modern Languages, the Certificate prepares students to teach English as a Second Language (ESL) to adult learners in the United States and abroad. The Certificate may also be attractive to faculty at non-U.S. institutions who wish to come to the U.S. for education in working with second language learners.

Course Requirements

- One Theory course from the following list:
  - BBE 526 THEORETICAL FOUNDATIONS OF ESL AND WLE
  - MOL 454 THEORETICAL FOUNDATIONS/CURRENT RESEARCH SECOND/FOREIGN LANGUAGE ACQUISITION
  - BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
  - BBE 510 SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE (when topic is relevant)
  - BBE 560 SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
  - WRD 512 TOPICS IN LANGUAGE (when topic is relevant)

- One Methods course from the following list:
  - WRD 543 TEACHING ESL WRITING
  - WRD 544 TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE
  - WRD 550 TOPICS IN TEACHING WRITING AND LANGUAGE (when topic is relevant)

- One Sociolinguistics course from the following list:
  - WRD 507 GLOBAL ENGLISHES
  - WRD 514 SOCIOLINGUISTICS
  - BBE 510 SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE (when topic is relevant)

- One Language Structure course from the following list:
  - ENG 400 STRUCTURE OF MODERN ENGLISH
  - ENG 401 HISTORY OF THE ENGLISH LANGUAGE
  - ENG 408 STYLISTICS
  - ENG 478 TOPICS IN TEACHING: GRAMMAR FOR TEACHERS *
  - WRD 512 TOPICS IN LANGUAGE (when topic is relevant)
  - WRD 546 PEDAGOGICAL GRAMMAR

- 20 hours of field experience working with adult language learners. Field experience will be arranged individually with the Coordinator of the Certificate program.

* ENG 478 counts for TESOL credit only with this subtitle.

Students completing the Master’s in Bilingual-Bicultural Education can complete the Certificate program by taking their Theory and Sociolinguistics courses in BBE and their Methods and Language Structure courses in WRD; they must complete all requirements for the BBE program to receive the Master's degree. Students in the Master of Arts in English (MAE) may complete their Language and Structure requirement in English; any two additional courses form the list above will count for credit in both MAE and the TESOL Certificate. For Students in the M.A. in WRD, a maximum of two courses (8 credits) from MOL or BBE may be counted as credits toward the M.A. in WRD degree.

Students who are concurrently completing any other graduate degree program at DePaul must work with their program director/advisor to determine if TESOL Certificate courses will count toward their degree requirements.

Admission Requirements

Applications are accepted at any time, and students may begin the program at the start of any academic quarter. The program is open to both non-degree seeking students and students concurrently enrolled in a DePaul graduate degree program. All applicants must hold a bachelor’s degree. To apply to the program, prospective students must submit the following materials:

- an LAS graduate admission on-line application [application fee is waived for current DePaul students]
- transcripts from all schools attended
- a personal statement of 300-500 words describing their interest in the program, prior experience in TESOL or related fields, and professional goals for pursuing the certificate
Women’s and Gender Studies

Graduate Certificate Program

The Women’s and Gender Studies Graduate Certificate Program at DePaul University is available both to non-degree seeking students and to students in other DePaul graduate degree programs.

The Program's requirements are

- WGS 400 FEMINIST THEORIES (offered Fall Quarter only)
- Three graduate-level elective courses

It is highly recommended that students take the foundational course, WGS 400, prior to the other required three WGS electives. The elective courses may be taken from the Women's and Gender Studies offerings and/or from courses in other departments and programs in the College of Liberal Arts and Social Sciences that have been approved by the Department of Women's and Gender Studies.

To be considered for the certificate program, please follow the directions below.

Non-degree seeking students

Applications are accepted on an ongoing basis. Complete a DePaul University Liberal Arts and Social Sciences graduate admission online application; submit undergraduate and (if applicable) graduate transcripts and a personal statement of 300-500 words (describing your interest in Women’s and Gender Studies, any prior experience in the field, and personal or professional goals for pursuing the certificate), and a letter of recommendation from a current or previous professor.

Students enrolled in other DePaul graduate degree programs

Applications are accepted on an ongoing basis. Complete a DePaul University Liberal Arts and Social Sciences graduate admission online application. Submit undergraduate and (if applicable) graduate transcripts, a personal statement of 300-500 words (describing your interest in Women’s and Gender Studies, any prior experience in the field, and personal or professional goals for pursuing the certificate), a letter of recommendation from a current or previous professor, and a letter from the Director of Graduate Studies in the degree granting department indicating whether interdisciplinary courses in Women's and Gender Studies may be counted toward departmental degree requirements. Submit transcripts, personal statement and letter from the other graduate program.

Completed applications are reviewed by the Department of Women’s and Gender Studies. Admission decisions are based on the prospective student’s ability to complete the academic requirements of courses in the program. The Graduate Director may use the personal statement as a basis for advising certificate students on the selection of courses and on any academic skills development that would aid successful participation in and completion of WGS graduate courses.

Descriptions of courses offered through the Department of Women’s and Gender Studies can be found in Campus Connect through the "Search for Classes" function.

For more information please contact the Women’s and Gender Studies Graduate Program Director, Dr. Ann Russo (773-325-1774 or arusso@depaul.edu), or visit the Department of Women's and Gender Studies website, [http://las.depaul.edu/wms/](http://las.depaul.edu/wms/).
Academic Advising

Academic advising is an essential part of student success. The College is committed to helping each student form a unique and coherent academic plan from the three components of the undergraduate career: the Liberal Studies or General Honors program; the major field of study; and open electives.

Students declare majors, concentrations, and minors through Campus Connection.

Once a student has declared a major, a faculty member from that department is assigned to the student as an academic advisor. The faculty advisor helps the student understand the requirements of the major and how to choose non-major course work to meet the student's needs and interests. In addition, the faculty advisor may inform the student about internships, studying abroad, and preparing for graduate or professional school.

Faculty advisors work closely with staff professional advisors in the Undergraduate College Office and in the larger academic departments (see Advising Staff). Each student is also assigned a staff professional advisor from whom they can receive holistic advising.

Students can find the name and contact information for their academic advisors on Campus Connection.

Advising Staff

Undergraduate College Office

2352 North Clifton Avenue
Suite 130
Chicago, Illinois 60614
773-325-7310 (p)
773-325-7311 (f)
LASAdvising@depaul.edu
Website

Tania Rodriguez, M.S.,
Director of Student Academic Services

Gwenyth Bailey, M.Ed.,
Assistant Director and Academic Advisor for New Students

Phyllis Bailey, B.S.,
Assistant Director and Academic Advisor for Student Retention

Ocelia Faye Harris, B.A.,
Assistant Director and Academic Advisor for Degree Completion

Academic Departments

English

James Phelps, M.A.,
Academic Advisor
Student Support

The Graduate Student Services Office assists graduate students throughout their academic careers. Providing administrative support to the academic programs, the Graduate Student Services Office facilitates orientations, transferring academic credit, awarding of assistantships and tuition waivers, registering for independent study, and completing graduation requirements.

In addition, the Coordinator of Graduate Student Services in the Graduate Office provides supplementary advising on administrative, policy, and procedural matters. Generally, the Coordinator may serve as a first point of contact for any questions students may have about life in the College of Liberal Arts and Social Sciences and at DePaul University.

Graduate students should become familiar with the resources on the Graduate Student Services Office webpages (see URL below) as well as the content of the Graduate Student Handbook (see left menu, Academics > Graduate).

Graduate Student Services Office

990 West Fullerton Avenue
Suite 1200
Chicago, Illinois 60614
773-325-4008 (p)
773-325-2397 (f)
LASGraduateOffice@depaul.edu
Website

Nora Durkin, M.Ed.,
Assistant Director and Coordinator of Graduate Student Services
About

The College of Science and Health provides students with innovative, science-based curricula with a strong liberal arts foundation. Our departments represent the natural sciences, mathematics, psychology, nursing, and health sciences, each of which is committed to providing the highest quality education. The College of Science and Health educates students with a strong Vincentian commitment to social justice and civic engagement. The college provides mathematical and scientific education/literacy for all undergraduate students within the University and participates in all aspects of DePaul’s distinctive Liberal Studies Program.

The College of Science and Health is dedicated to helping members of DePaul’s diverse student body reach their full academic and professional potential. The innovative curricula supported by the college encourages active participation in research, internships and other opportunities that further prepare students for successful careers and as life long learners. Faculty in the college embody the commitment to student academic and professional development through their quality instruction and by conducting meaningful, student accessible research.

Administration

Gerald P. Koocher, Ph.D., ABPP
    Dean
Phillip E. Funk, Ph.D.
    Associate Dean for External Relations
Richard F. Niedziela, Ph.D.
    Associate Dean for Administration
Mona M. Shattell, Ph.D., R.N.
    Associate Dean for Research and Faculty Development
Margaret E. Silliker, Ph.D.
    Associate Dean for Graduate Studies
Michael D. Roberts, M.B.A., M.Ed.
    Assistant Dean for Academic Services
Karen Reinbold, M.B.A.
    Assistant Dean for Sponsored Programs and Finance
Lucinda Rapp
    Executive Assistant
Contact Us

DePaul University

College of Science and Health

Office of the Dean
1110 W. Belden Avenue
Suite 403 - McGowan South
Chicago, IL 60614
773-325-8300

Office of Advising and Student Services
1110 W. Belden Avenue
Suite 400 - McGowan South
Chicago, IL 60614
773-325-8490

Academics

Focusing on the disciplines of allied health technologies, biology, chemistry, environmental science, health sciences, mathematics, nursing, physics, psychology, and science education; the College of Science and Health's undergraduate and graduate programs prepare students to meet the demands of the growing fields of science and health.

The College of Science and Health offers undergraduate majors in seven departments and graduate programs in six departments and one school. Courses are offered in the day, evenings and on weekends, primarily on our Lincoln Park Campus.

Graduate

The graduate division of the College of Science and Health offers an exciting array of scholarly and professional programs. Many of the master's programs have earned distinguished reputations both nationally and in the Chicago area for the unique niches that they fill.

The College offers post-baccalaureate study through six departments and one school. These programs provide students with opportunities for advanced scholarly study and research, preparation for a specific career or professional program, and personal enrichment. Graduate students in CSH have the opportunity to develop a broad and deep knowledge of their chosen discipline, practice the research methodology of the discipline, and acquire those competencies necessary for their personal advancement in scholarly, professional, or industry careers. Prospective graduate students are encouraged to visit individual department sites for more information on specific graduate programs.
Graduate Programs

- Applied Mathematics (MS)
- Applied Statistics (MS)
- Biological Sciences (MA)
- Biological Sciences (MS)
- Chemistry (MS)
- Clinical Psychology (MA)
- Clinical Psychology (PhD)
- Community Psychology (MA)
- Community Psychology (PhD)
- Generalist Nursing (MS)
- Industrial/ Organizational Psychology (MA)
- Industrial/ Organizational Psychology (PhD)
- Mathematics Education (MA)
- Mathematics for Teaching (MS)
- Nursing (MS)
- Nursing Practice (DNP)
- Physics (MS)
- Polymer and Coatings Science (MS)
- Psychological Science (MA)
- Psychological Science (PhD)
- Psychology (MS)
- Pure Mathematics (MS)
- Science Education (MS)

CSH Graduate Academic Student Handbook

In addition to the DePaul University Graduate Student Handbook, the College of Science and Health (CSH) Graduate Academic Student Handbook includes requirements, policy and regulations for CSH graduate programs. Additional academic information and regulations applicable to a specific graduate program can be found in the individual Program's Graduate Academic Student Handbook.

Upon admission to a graduate program, a student is to follow the University Catalog requirements in effect at the time of entrance. A student who is readmitted or who changes his or her program or enrollment status is subject to the terms of the University Catalog in effect at the time of readmission or status change.

As a graduate student you assume the responsibility to know and meet the regulations, procedures, policies, and deadlines set forth in the University Catalog, CSH Graduate Academic Student Handbook, and your Program Graduate Academic Student Handbook. None of these resources constitutes a contract between the student and the University. Every effort has been made to provide accurate and firm information. The University reserves the right to revise the content of its catalogs, handbooks, and schedules, and to change policies, programs, requirements, regulations, procedures, calendars and schedule of tuition and fees; to establish and modify admission and registration criteria; to cancel or change courses or programs and their content and prerequisites; to limit and restrict enrollment; to cancel, divide or change time or location or staffing of classes; and to make any other necessary changes.

Additionally, all students are expected to adhere to the Student Code of Responsibility found in the DePaul University Graduate Student Handbook.
The following programs have their own specific Program Graduate Academic Student Handbook policies:

- Biological Sciences
- Chemistry
- Mathematical Sciences
- School of Nursing
- Physics
- Psychology
- Science Education

If a conflict exists between a particular Program Graduate Academic Student Handbook and the CSH Graduate Academic Student Handbook, then defer to the particular Program Graduate Academic Student Handbook. If a particular program does not address a particular topic in its Program Graduate Academic Student Handbook but the topic is addressed in the CSH Graduate Academic Student Handbook, then defer to the CSH Graduate Academic Student Handbook.

**Academic Advising**

Academic advising is an essential component of student success. Faculty work with graduate students not only on course selection and to monitor progress toward their degree, but, more importantly, to serve as mentors and advocates through students' programs of study and research.

Degree-seeking students can find the name of their advisor in Campus Connect. Non-degree seeking students and students-at-large should contact the College's Office of Advising and Student Services. Graduate students, who are interested in pre-health advising, should contact the Office of Advising and Student Services. A dedicated pre-health staff advisor is available to guide them along the path of preparing for and applying to professional health programs.

**Registration Procedures**

**Enrollment**

Continuing students enrolled in the College at any time during the previous calendar year are eligible to register for courses. Continuing students register via Campus Connect.

**Registration in Courses in Other Colleges or Schools**

Graduate students may be permitted to register for courses offered in other Colleges or Schools at the University. Contact the College's Office of Advising and Student Services for more information.

**Residence Registration**

Whether in residence or not, all admitted graduate students, at either the master's level or doctoral level who will use the facilities of the University (library, laboratory, etc.) or who will consult with faculty members regarding final projects, theses, scholarly leadership projects, or dissertations must be registered for coursework each quarter.

Doctoral students must spend at least three consecutive quarters beyond the master's level in full-time study at DePaul University. Full-time study is defined as registration of eight quarter hours in a quarter. With prior approval of the department, the student may satisfy residence by coursework, by participation in seminars, or by...
research performed off-campus. To reflect the diversity of graduate study for the Ph.D. degree at stages other than the residency stage, doctoral candidates are full-time students who are registered for Independent Study (four hours); for Dissertation Research (four hours); or for Candidacy Continuation or Candidacy Maintenance (non-credit bearing).

**Candidacy Continuation**

Students who have completed their coursework but who must take extra time to complete the requirements for their final project, master's thesis, scholarly leadership project, or dissertation; must enroll in candidacy continuation courses each quarter of the academic year until the final project, master's thesis, scholarly leadership project, or dissertation requirement has been completed. This course carries part-time student status and is non-credit bearing.

**Candidacy Maintenance**

Placeholder course for students not actively working on their final project, master's thesis, scholarly leadership project, or dissertation. This course is meant only to maintain university student status and to avoid being discontinued. It is non-credit bearing, and it will not give the student full- or part-time student status. It will not permit deferment of student loans.

**Courses and Credit**

No one is permitted to attend a class for which he or she has not been properly registered. Credit is accumulated on the basis of quarter hours. The unit of credit is one quarter hour granted for 45 minutes of classroom work a week. Students must be registered in order to attend and receive credit for courses. The normal class extends over a ten-week period (or an accelerated five-week period in the summer). All courses carry four quarter hours of credit (2 2/3 semester hours), unless otherwise noted. For students fully employed, registration for no more than eight credit hours in a term is the suggested maximum.

Graduate courses are numbered 400 and above. Courses numbered 300 through 399 are advanced undergraduate courses. If listed in this Catalog, they may be accepted for graduate credit within the limitations stipulated by the specific departmental chair or program director. Graduate students who want to enroll in undergraduate courses for personal enrichment while pursuing a graduate degree must submit an online application for non-degree seeking undergraduate admission to the Office of Admission.

For the master's degree most programs require 48 quarter hours of coursework. When the program includes a thesis, no more than eight quarter hours of registration in Thesis Research will be counted toward the degree. Specific requirements are listed in the departmental and program sections of this Catalog.

A combined Bachelor's/Master's degree program allows students to complete a maximum of 12 graduate credit hours as three courses while still an undergraduate student. These three graduate level courses will count toward both the undergraduate and graduate degree programs. Students must formally apply to a combined program in the spring of their junior year; interested students should meet with the Graduate Program Director of the program. Students formally accepted into this program take a maximum of twelve graduate credit hours as three courses in their senior year. Students must formally apply for undergraduate degree conferral via Campus Connect and be awarded their bachelor's degree in anticipation of continuing with their master's level coursework. Please note that except for students participating in an approved combined Bachelor's/Master's degree program at DePaul, graduate courses taken while an undergraduate will not apply toward a graduate degree at DePaul.
Graduation

Meeting Degree Requirements

You must successfully complete all of the degree requirements as listed in the college and departmental or program sections of the University Catalog under which you were admitted. All requirements must be completed by the grading deadline of the degree conferral quarter.

Earning Degrees with Distinction

Requirements for earning a master's degree with distinction vary by program. Unless otherwise indicated, the minimum cumulative grade point average for distinction for coursework applied toward a particular College graduate program is 3.75. Additional or other criteria might need to be met in many programs, such as passing a comprehensive examination or writing a thesis with distinction. Refer to your Program Graduate Academic Student Handbook for any differing or specific requirements on minimum cumulative grade point average or additional criteria.

Degree Conferral

Applying for degree conferral requires the anticipated completion by the stated degree conferral deadline of all program requirements including: a) successfully completing all coursework, b) possible field experiences, c) final project, thesis, scholarly leadership project, or dissertation requirements - the College's graduate student services administrator will arrange for the electronic archival of students' theses, scholarly leadership projects, and dissertations with the DePaul University Libraries, d) passing comprehensive or final exams, e) minimum number of credit hours to graduate, f) earning minimum cumulative GPA, and g) DePaul's receipt of undergraduate external transcript showing awarded degree.

Degree conferral candidates must apply for degree conferral online via Campus Connect. Submitting the online degree conferral application does not guarantee the conferral (granting) of a degree from DePaul University. Degree requirements are audited at the end of the expected completion term indicated.

If you meet all requirements, your degree will be conferred within 30 days of the end of the term. Diplomas are mailed to graduates without financial holds, by the Office of Student Records, generally within 45-60 days after the end of the term.

DePaul reports degree information to the National Student Clearinghouse on a monthly basis. Many companies, universities and colleges, and agencies use this service to verify awarded degrees. Your degree will only be verified by the Clearinghouse if your Privacy Settings in Campus Connection indicate this as releasable information at the time your degree is conferred. Please verify your Privacy Settings before the end of your completion term.

Survey of Earned Doctorates

Doctoral students are expected to complete the Survey of Earned Doctorates (SED). The SED is a federal agency survey conducted by the National Opinion Research Center at the University of Chicago for the National Science Foundation and five other federal agencies (National Institutes of Health, U.S. Department of Education, National Endowment for the Humanities, U.S. Department of Agriculture, and the National Aeronautics and Space Administration). The SED gathers information annually from approximately 48,000 new U.S. research doctorate graduates about their educational histories, funding sources, and post-doctoral plans. Each year the SED data are added to a larger historical record of doctorate-degree graduates, the Doctorate Records File (DRF). Begun in 1920, the DRF contains annual information used to track the number of graduates in various fields; the educational paths of scientists, engineers, and humanists; movement of graduates into the labor market; and similar information.

The graduate student services administrator in the Office of Advising and Student Services will email the SED link to graduating doctoral students for them to complete the survey.

Commencement
Commencement is a symbolic celebration of your achievement. One ceremony is held in June of each year. June and August degree conferral audits occur after the ceremony. Due to the timing of your final cumulative GPA calculation, graduation with distinction for June and August candidates may not be announced at the ceremony, but it might appear on the official transcript and diploma or vice versa. The deadline for applying (RSVPing) for June Commencement is February 1st.

### Deadlines for Degree Conferral

The University confers graduate degrees four times per academic year, after the autumn, winter, spring, and summer terms. The deadlines for applying for quarterly degree conferral are as follows:

<table>
<thead>
<tr>
<th>Degree Conferral</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>October 1</td>
</tr>
<tr>
<td>Winter</td>
<td>January 15</td>
</tr>
<tr>
<td>Spring</td>
<td>February 1</td>
</tr>
<tr>
<td>Summer (August)</td>
<td>July 15</td>
</tr>
</tbody>
</table>

### Transfer Credit

A maximum of two semester-based courses or three quarter-based courses to not exceed the equivalent of twelve quarter hours may be accepted as transfer credit toward degree requirements upon approval of the Program Director and Associate Dean for Graduate Studies. Credit will only be transferred for courses that have equivalents in the DePaul curriculum as determined by the Program Director.

Transfer credit can only be awarded for graduate level coursework which has **not** counted toward the completion of a degree at DePaul or any other institution.

### Satisfactory Progress

Satisfactory progress toward degree completion includes, but is not limited to, earning satisfactory grades in coursework, maintaining a minimum cumulative GPA, and progressing in a timely fashion.
Grades, Minimum Requirements

A student must earn a grade of B– or higher to receive graduate credit for any upper-level undergraduate course (300 level only) that has been approved for graduate credit by the program director. A student must achieve a minimum cumulative grade point average of 2.500 to graduate. Some programs may have a higher minimum cumulative graduation grade point average. A grade of D+ or D is unacceptable for graduate credit (400 level and above), and if earned in a required course, the course must be repeated or substituted as directed by the chair of the area of concentration. All grades remain on the academic record and are calculated into the cumulative grade point average. The School of Nursing requires higher minimum grades to earn graduate credit. Refer to the School of Nursing’s Program Graduate Academic Student Handbook for details.

Probation and Dismissal

Each program in the College may have its own probation and dismissal policies. Please consult your Program Graduate Academic Student Handbook.

- Biological Sciences
- Chemistry
- Mathematical Sciences
- School of Nursing
- Physics
- Psychology
- Science Education

If it does not contain a probation and dismissal policy, then the following College policy applies.

Master’s Programs

A master’s student is subject to probation as soon as his/her cumulative GPA falls below 2.500. The student remains on probation until up to four more courses are taken, at which time another evaluation is made. If - after the completion of up to four more courses - the student has failed to raise his/her cumulative GPA to at least 2.500, the student may be dismissed for poor scholarship. The dismissed student is prohibited from registering for additional course work. A dismissal notation will be added to the student’s official DePaul transcript.

A student who has been dismissed may, after a period of time, petition for reinstatement. The petition, addressed to the dean of the College, would provide information that would demonstrate a change in the student’s circumstances to an extent that would support successful completion of the student’s degree program. The dean’s decision, based upon the merits of the petition and the recommendation of the faculty of the student’s department, may, if it’s a favorable decision, stipulate conditions of reinstatement. The dean may also decide to deny the petition for reinstatement.

Doctoral Programs

A doctoral student will be advised to withdraw from the doctoral program when the department judges that the student is not maintaining satisfactory progress toward degree. The determination of satisfactory progress is not limited to minimum grades and minimum cumulative grade point average, but includes all factors in the student’s performance. If a doctoral student is dismissed for poor scholarship, then a dismissal notation will be added to the student’s official DePaul transcript.

A student who has been dismissed may, after a period of time, petition for reinstatement. The petition, addressed to the dean of the College, would provide information that would demonstrate a change in the student’s circumstances to an extent that would support successful completion of the student’s degree program. The dean’s decision, based upon the merits of the petition and the recommendation of the faculty of the student’s department, may, if it’s a favorable decision, stipulate conditions of reinstatement. The dean may also decide to deny the petition for reinstatement.
For more information about probation and dismissal, please contact the College's Office of Advising and Student Services.

Time Limitations

Master's Programs
Graduate students in master's programs are expected to complete their program's degree requirements within a six-year period of time from the date of the first day of the term for the students' first term of enrollment in the program. When a graduate student fails to finish before the end of the sixth year from this date, the student may be placed on academic probation. However, the department or program director may recommend to the dean, on receipt of the student's petition, in writing, an extension of time with or without additional courses, examinations, or other conditions.

Doctoral Programs
For graduate students in a doctoral program, the time limitation to complete the requirements for the Ph.D. are 1) between admission to the doctoral program and admission to candidacy: not more than four years; and 2) between admission to candidacy and the final examination: not less than eight months, and not more than five years. When a graduate student fails to finish before the end of the student's fourth year prior to candidacy or his or her fifth year post-candidacy, the student may be placed on academic probation. However, the department or program director may recommend to the dean, on receipt of the student's petition, in writing, an extension of time with or without additional courses, examinations, or other conditions.

Admission & Aid
Candidates interested in admission to the College of Science and Health should direct all inquiries to the Office of Admission, DePaul University, 1 E. Jackson Boulevard, Chicago, Illinois, 60604, admission@depaul.edu, or (312) 362-8300. For general information on the types of admission and possibility of financial aid, see University Information, Admission.

Financial Aid
Applicants interested in financial aid options should direct all inquiries to the Office of Financial Aid. They are located in DePaul Central in the Schmitt Academic Center, Suite 101 on the Lincoln Park Campus. You may phone them at their Loop location at 312-362-8610.
Graduate Admission

Applicants are admitted to the College of Science and Health on the basis of their ability to complete programs of study and research prescribed for the master’s and doctoral degrees. Specifically, admission qualifications are measured by academic criteria. In accord with these criteria, applicants are admitted in one of three major categories: degree-seeking, non-degree-seeking, and student-at-large.

Degree Seeking Students

Applicants are admitted as degree-seeking students in either of two ways: full or conditional.

**Full Degree-Seeking Status**

The minimum requirements for this status are:

- Bachelor’s degree conferred by a regionally accredited institution.
- Scholastic achievement in undergraduate studies satisfying all requirements for entering a specific graduate program.
- Submission of all required supporting credentials.
- Unconditional approval by the department or program director of the applicant’s proposed course of graduate study.

Please note these are minimum requirements for full admission. The departmental and program sections of this Catalog provide additional, more specific and selective, criteria for admission to specific programs.

**Conditional Degree-Seeking Status**

The minimum requirements for this status are:

- Bachelor’s degree conferred by a regionally accredited institution.
- Scholastic achievement in undergraduate studies indicating a capacity to pursue successfully a specific program of graduate study.
- Submission of all required supporting credentials.
- Conditional approval by the department or program director of the applicant’s proposed course of graduate study.

A conditionally admitted applicant is eligible for reclassification to full, degree-seeking status when the conditions of his or her admission have been satisfied.

Non Degree-Seeking Students

The dean may admit as students those applicants who do not wish to pursue an advanced degree. Non-degree-seeking students may, at some future date, make application to a graduate program, but they are not accorded special consideration for admission. Students should consult the intended degree program’s website for information about application requirements.

**Non-Degree Seeking Status**

The minimum requirements for this status are:

- Bachelor’s degree conferred by a regionally accredited institution
- Academic achievement in undergraduate studies indicating a capacity to succeed in graduate course work (minimum of 2.50/4.00)
- Submission of official transcript from bachelor’s degree granting college or university
- Approval by the director of graduate admission

Students admitted as non-degree graduate students are eligible to enroll in graduate-level courses only.

When such students apply to a graduate program, the departmental or program director of their specific graduate course of study may recommend, in writing, to the dean that a maximum of three courses (12 quarter hours) completed by the student under the non-degree-seeking status be counted toward fulfillment of the advanced degree requirements. The application of any or all recommended credit is at the discretion of the dean.
Student-at-Large Status

The College of Science and Health may admit as a student-at-large a graduate student currently enrolled in a graduate program in another accredited institution upon the recommendation, in writing, of his or her own graduate dean.

A student-at-large must submit a graduate application. The supporting credentials required are an official transcript from the bachelor's granting college or university and a letter from the dean of the graduate school where the student is in good standing. This letter should state in general terms the course or courses the student is authorized to take.

Under no circumstances does this classification constitute admission to a degree program at DePaul University.

DePaul Students and Combined Programs

The combined Bachelor's/Master's degree program allows students to complete a maximum of 12 graduate credit hours as three courses while still an undergraduate student. These three graduate level courses will count toward both the undergraduate and graduate degree programs.

Students must formally apply to a combined program in spring of their junior year; interested students should meet with the Graduate Program Director of the program. Students formally accepted into this program take a maximum of twelve graduate credit hours as three courses in their senior year. Students must formally apply for undergraduate degree conferral via Campus Connection and be awarded their bachelor's degree in anticipation of continuing with their master's level coursework.

Please note that except for a student participating in an approved Bachelor's/Master's program at DePaul, graduate courses taken while an undergraduate will not apply toward a graduate degree at DePaul.

Scholarship Opportunities

Double Demon Scholarship

Alumni from any of DePaul's colleges who are admitted into a graduate degree program or a select certificate program* in the College of Communication, the College of Computing and Digital Media, the College of Education, the College of Liberal Arts and Social Sciences, the College of Science and Health, the School for New Learning or the Kellstadt Graduate School of Business will automatically qualify for the Double Demon Scholarship.

This scholarship covers 25 percent of the tuition for a master's degree or a select certificate program*. Both full-time and part-time students are eligible. No scholarship application is required; all alumni admitted to these programs beginning with the winter quarter of 2014 or thereafter qualify. This scholarship cannot be used in conjunction with other DePaul scholarships, waivers or awards.

DePaul University employees are eligible for other employee tuition benefits through the university, and therefore are not eligible for the Double Demon Scholarship.

To learn more details about this scholarship, please contact your college admissions office.

*Scholarship does not apply to all certificate programs. Please contact one of the college admissions offices above for more information.
Departments

- Biological Sciences
- Chemistry
- Environmental Science and Studies
- Health Sciences
- Mathematical Sciences
- Physics
- Psychology
- School of Nursing
- Science Education

About

The Department of Biological Sciences provides courses for biology majors, minors, and non-majors from all areas. The department currently has more than 600 majors in its undergraduate program leading to a bachelors of science and offers a graduate program leading to a master of arts or master of science.

Faculty

Windsor E. Aguirre, Ph.D.
   Assistant Professor
   Stony Brook University

Rima Barkauskas, M.S.
   Laboratorian
   DePaul University

Joanna S. Brooke, Ph.D.
   Associate Professor
   University of Western Ontario

Jason Bystriansky, Ph.D.
   Assistant Professor
   University of Guelph

Stanley A. Cohn, Ph.D.
   Professor
   University of Colorado

Sarah A. Connolly, Ph.D.
   Assistant Professor
   University of Pennsylvania

John V. Dean, Ph.D.
Professor and Departmental Chair
University of Illinois

Phillip E. Funk, Ph.D.
Associate Professor
Loyola University Chicago

William D. Gilliland, Ph.D.
Assistant Professor
University of California, Davis

Jingjing L. Kipp, Ph.D.
Assistant Professor
University of Illinois

Dorothy A. Kozlowski, Ph.D.
Professor
University of Texas at Austin

Jalene M. LaMontagne, Ph.D.
Assistant Professor
University of Alberta

Elizabeth LeClair, Ph.D.
Professor
University of Chicago

Carolyn Martineau, Ph.D.
Laboratorian
Harvard Medical School

Dennis A. Meritt, Jr., Ph.D.
Adjunct Professor
University of Illinois

Eric M. Norstrom, Ph.D.
Assistant Professor
University of Chicago

Talitha Rajah, Ph.D.
Associate Professor
Osmania University

Megan Schrementi, Ph.D.
Laboratorian
Loyola University Chicago

Kenshu Shimada, Ph.D.
Professor
University of Illinois, Chicago

Margaret E. Silliker, Ph.D.
Professor
University of California, Berkeley

Timothy C. Sparkes, Ph.D.
Associate Professor
University of Kentucky
About

The Department of Chemistry has several fundamental responsibilities. They are (a) to train students to understand, to criticize meaningfully, and to carry out scientific investigations, (b) to provide instruction and laboratory experience for those who wish to make chemistry their livelihood and/or pursue advanced study in chemistry, (c) to provide instruction and laboratory experience for those who wish to use chemistry as a background in an allied profession, and (d) to provide students not majoring in chemistry with up-to-date instruction in the principles of chemistry and methods of scientific inquiry.

In meeting these responsibilities, the department offers four tracks of study, each of which lead to a Bachelor of Science that is certified by the American Chemical Society, the department's accrediting body. The tracks include Standard Chemistry, Analytical and Physical Chemistry, Biochemistry and Medicinal Chemistry, and Synthetic Chemistry. The department also offers a Bachelor of Arts degree. This option allows students to get a firm educational foundation in chemistry along with the ability to develop specialization in another field not necessarily related to chemistry.

In addition to its baccalaureate degrees, the department offers several combined degree programs. Students may pursue a degree in chemistry and chemical engineering through a joint program with the Illinois Institute of Technology. The department has teamed with the College of Education to develop a combined B.S./M.Ed. program that allows students to earn an undergraduate degree in chemistry and a graduate degree in secondary education. Finally, the department hosts its own combined B.S./M.S. program. This option allows students to earn a B.S. and M.S. in chemistry.

Faculty

Lihua Jin, Ph.D.
Associate Professor and Chair
Princeton University

Jurgis A. Anysas, Ph.D.
Professor Emeritus
Illinois Institute of Technology

Stephanie Boussert, Ph.D.
Visiting Assistant Professor
University of Strasbourg and University of Barcelona

Timothy French, Ph.D.
Visiting Assistant Professor
Yale University

Caitlin E. Karver, Ph.D.
Assistant Professor
University of Southern California

Gregory B. Kharas, Ph.D.

DePaul University Autumn 2015-2016
Professor
Technion Institute

John J. Kozak, Ph.D.

Professor
Princeton University

Justin J. Maresh, Ph.D.

Assistant Professor
The University of Chicago

Sara Steck Melford, Ph.D.

Associate Professor Emeritus
Northwestern University

Edwin F. Meyer, Ph.D.

Professor Emeritus
Northwestern University

Thomas J. Murphy, Ph.D.

Professor Emeritus
Iowa State University

Richard F. Niedziela, Ph.D.

Associate Professor and Associate Dean for Instruction
The University of Chicago

Ruben D. Parra, Ph.D.

Associate Professor and Director of TLA
University of Nebraska-Lincoln

William R. Pasterczyk, Ph.D.

Professor Emeritus
Loyola University, Stritch School of Medicine

Sandra Chimon Peszek, Ph.D.

Assistant Professor
University of Illinois at Chicago

Franklin S. Prout, Ph.D.

Professor Emeritus
Vanderbilt University

Quinetta D. Shelby, Ph.D.

Associate Professor, Director of the Graduate Program
University of Illinois at Urbana-Champaign

Cathrine A. Southern, Ph.D.

Assistant Professor
The University of Chicago

Wendy S. Wolbach, Ph.D.

Professor
The University of Chicago
About

Environmental Sciences and Studies provides a supportive environment that stimulates analytical thinking and encourages a broad perspective in learning for our majors and those taking our courses, challenging them to get the maximum benefit from their talents and skills.

Faculty

Liam J. Heneghan, PhD
Professor and Chair
University College, Dublin

Shawn Bailey, MS
Lecturer
University of Montana

Judith Bramble, PhD
Associate Professor Emeritus
University of North Carolina, Chapel Hill

Kimberly Frye, MS
Lecturer
DePaul University

Krista Johnsen Mikos, MS
Lecturer
University of Michigan

Christie Klimas, PhD
Assistant Professor
University of Florida

Beth Lawrence, PhD
Assistant Professor
University of Wisconsin - Madison

James A. Montgomery, PhD
Associate Professor
Washington State University

Thomas J. Murphy, PhD
Professor Emeritus
Iowa State University

Mark J. Potosnak, PhD
Assistant Professor
Columbia University

Monica Richart, MLA
Lecturer
The University of Texas at Austin
Kenshu Shimada, PhD
Professor
University of Illinois at Chicago

Derek West, MS
Lecturer
Yale

Margaret Workman, MS
Laboratorian/Instructor
Purdue University

Maya Zein, PhD
Lecturer
Wayne State University

**Affiliated Faculty**

There are several DePaul faculty from other departments affiliated with the Environmental Science Program.

Hugh Bartling
Public Policy Studies

Bernhard Beck-Winchatz
STEM Studies

Michael Edward
First Year Programs

James Fairhall
English

Randall Honold
Philosophy

David Jabon
STEM Studies

William Jordan III
Institute for Nature & Culture

Barbara Willard
Communications

---

**Department of Health Sciences**

The mission of DePaul University's Department of Health Sciences is to educate and train students who will collaboratively address human health from interdisciplinary natural and social scientific perspectives in order to promote health and to improve the lives of individuals and communities.

The Department of Health Sciences offers a [BS in Health Sciences](#), a minor in [Public Health Studies](#), combined BS+Master's
Degree (MA in Health Communications or Master of Public Health) programs, and several 3+ programs that combine undergraduate studies at DePaul with graduate health professions studies at Rosalind Franklin University of Medicine and Science.

The Health Sciences major offers concentrations in BioScience and Public Health Studies that will enable future health care professionals to begin this cross-disciplinary conversation even earlier. In addition to General tracks, each concentration offers tracks that help students focus their interests and prepare for future careers. In BioScience students can choose from tracks in Medicine and Pre-nursing; while in Public Health Studies, students can choose tracks in Health Education, Community Health or Health Policy and Administration. This degree a) provides students interested in pursuing a career in one of many health-related professions with a common core of knowledge; b) provides a general track in each concentration but also articulates additional tracks that meet requirements for entry into graduate programs; c) provides enough flexibility to enable students to move among those tracks as their interests evolve, and d) brings students headed for multiple health-related professions into on-going conversation with each other. The curriculum is built on the principle that, in order to be effective, health care professionals need to understand both the factors that impact the health of individuals and the factors that impact the health of populations.

Faculty

Craig Klugman, Ph.D.
Professor and Chair
University of Texas at Austin

Douglas Bruce, Ph.D., M.S.W.
Assistant Professor
University of Illinois at Chicago

Sarah A Connolly, Ph.D.
Assistant Professor
University of Pennsylvania

Eiron Cudaback, Ph.D.
Assistant Professor
University of Washington

Michele Shade-McCay, MPH, DrPH
Lecturer
University of Illinois Chicago

About

The Department of Mathematical Sciences offers courses in pure and applied mathematics to help students reach a wide variety of intellectual, academic, and career goals.

Many students come to the department to obtain the mathematical background needed to be successful in programs in the natural sciences, computer science, social sciences, and business. Such students may choose to supplement their major in their home department by obtaining a minor in mathematics. Other students come to the department seeking a program leading to an undergraduate or graduate degree in one of the mathematical
Faculty

Ahmed Zayed, Ph.D.
Professor and Chair
University of Wisconsin

Enrico Au-Yeung, Ph.D.
Assistant Professor
University of Maryland

Allan Berele, Ph.D.
Professor
University of Chicago

Jeffrey Bergen, Ph.D.
Professor
University of Chicago

Sarah Bockting-Conrad, Ph.D.
Assistant Professor
University of Wisconsin-Madison

William Butterworth, Ph.D.
Associate Professor
Northwestern University

Andrew T. Carroll, Ph.D.
Assistant Professor
Northeastern University

Stefan Catoiu, Ph.D.
Associate Professor
University of Wisconsin

William Chin, Ph.D.
Professor
University of Wisconsin

David Degras-Velabregue, Ph.D.
Assistant Professor
Université Paris 6, France

Christopher Drupieski, Ph.D.
Assistant Professor
University of Virginia

Desale Habtzghi, Ph.D.
Associate Professor
University of Georgia, Ph.D.

Juan Hu, Ph.D.
Assistant Professor
Physicists study and apply the laws of nature to answer fundamental questions about the evolution of the universe, the nature of light and matter, and the behavior of the natural world. The Physics department at DePaul offers a full, rich curriculum in undergraduate and graduate education. Currently the home to more than 10 full and part-time faculty and approximately 50 majors and minors, the department offers courses on the
Lincoln Park Campus. In addition to its strong undergraduate program with concentrations in standard physics and computational physics, the department offers dual engineering degrees in conjunction with the Illinois Institute of Technology, and a Master's degree in Applied Physics.

**Faculty**

Jesus Pando  
Associate Professor and Chair  
University of Arizona

George Corso, Ph.D.  
Instructor  
Northwestern University

Susan M. Fischer, Ph.D.  
Associate Professor  
University of Notre Dame

Christopher G. Goedde, Ph.D.  
Professor  
University of California, Berkeley

John Goldman, M.S.  
Instructor  
Pennsylvania State University

Gabriela Gonzalez-Aviles, Ph.D.  
Assistant Professor  
Northwestern University

Mary Bridget Kustusch, Ph.D.  
Assistant Professor  
North Carolina State University

Eric C. Landahl, Ph.D.  
Assistant Professor  
University of California, Davis

Raul Barrea, Ph.D.  
Visiting Professor  
National University of Cordoba, Argentina

Anuj P. Sarma, Ph.D.  
Associate Professor  
University of Kentucky

Gabi Mihalcea  
Laboratory Coordinator  
Kansas State University

**Associated Faculty**

DePaul University    Autumn 2015-2016
About

The Department of Psychology is committed to providing excellent teaching, mentoring and advising for undergraduates, masters, and doctoral students in our six undergraduate major concentrations, two masters programs and five doctoral programs. Moreover, the Department of Psychology is committed to making meaningful contributions to the science of psychology and encourages students to do likewise, and to serve our university, community, and profession so as to enact and realize the mission of DePaul.

The goal of the Department of Psychology is to provide students with an understanding of the methods and content of scientific and applied psychology.

Faculty

Susan D. McMahon, Ph.D.
Professor and Chair
DePaul University

David Allbritton, Ph.D.
Associate Professor
Yale University

Suzanne Bell, Ph.D.
Associate Professor
Texas A&M University

Molly Brown, Ph.D.
    Assistant Professor
    DePaul University

Jocelyn Smith Carter, Ph.D.
    Assistant Professor
    Vanderbilt University

Douglas Cellar, Ph.D.
    Associate Professor
    University of Akron

Jessica Choplin, Ph.D.
    Associate Professor
    University of California, Los Angeles

Jerry Cleland, Ph.D.
    Professor
    Loyola University, Chicago

Ralph Erber, Ph.D.
    Professor and Associate Vice President for Academic Affairs
    Carnegie Mellon University

Joseph Ferrari, Ph.D.
    Professor
    Adelphi University

Pablo Gomez, Ph.D.
    Associate Professor
    Northwestern University

Kathryn E. Grant, Ph.D.
    Professor
    University of Vermont

Verena Graupmann, Ph.D.
    Assistant Professor
    University of Sussex

Megan Greeson, Ph.D.
    Assistant Professor
    Michigan State University

Jane A. Halpert, Ph.D.
    Professor
    Wayne State University

Leonard A. Jason, Ph.D.
    Professor
    University of Rochester

Sheila Krogh-Jespersen, Ph.D.
    Assistant Professor
    University of Texas at Austin

Gerald P. Koocher, Ph.D.
Professor and Dean of College of Science and Health
University of Missouri
Goran Kuljanin, Ph.D.

Assistant Professor
Michigan State University
Yan Li, Ph.D.

Associate Professor
Duke University
Theresa Luhrs, Ph.D.

Senior Long-Term Teaching Professional
DePaul University
Cecilia Martinez-Torteya, Ph.D.

Assistant Professor
University of Michigan
Joseph A. Mikels, PH.D.

Associate Professor
University of Michigan
Antonio Polo, Ph.D.

Associate Professor
University of California, Los Angeles
Kimberly Quinn, Ph.D.

Associate Professor and Associate Chair
University of Western Ontario
Christine Reyna, Ph.D.

Professor
University of California, Los Angeles
W. Lavome Robinson, Ph.D.

Professor
University of Georgia
Bernadette Sanchez, Ph.D.

Associate Professor
University of Illinois-Chicago
Anne Saw, Ph.D.

Assistant Professor
University of Illinois at Urbana-Champaign
Alice Stuhlmacher, Ph.D.

Professor
Purdue University
Susan Tran, Ph.D.

Assistant Professor
University of Wisconsin-Milwaukee
Sandra Virtue, Ph.D.

Associate Professor
University of Minnesota

Emeritus Faculty
DePaul University Autumn 2015-2016 Page 1116 of 2506
About

Nursing is a learned profession with a distinct science and art. Students learn the practice of nursing through research and the study of diverse human and environmental patterns of health behavior as they affect individuals, families, and communities. Students incorporate scientific knowledge and the nursing process in their delivery of safe, ethical and quality care with deep regard for the differences along the dimensions of race/ethnicity, gender, class, sexuality, religion, heritage and language.

The focus of the faculty of the School of Nursing is the education and preparation of students for leadership roles in healthcare. Education is centered on providing care for persons and communities in both health and illness while conducting scientific research to generate knowledge that strengthens these endeavors. Critical thinking is emphasized, along with an insightful examination of society, thus affording students the opportunity to apply the science and art of nursing to promote and maintain health while upholding human dignity for the betterment of the community and society.

In keeping with the Vincentian values of DePaul University, students treat all human beings equally and with respect, and by doing so, are acting in the interest of the common good. The School of Nursing faculty is committed to education that will provide the foundation for a professional career as a caregiver, educator, leader, servant and scholar.

Faculty

Kim Amer, PhD, RN
Associate Professor
University of Illinois at Chicago

Linda Bensfield, MSN, RN
Coordinator of Nursing Labs  
Loyola University

Ellen Chiocca, MSN, APN, RNC, CPNP
Clinical Assistant Professor  
Loyola University

Bill Cody, PhD, RN, CNE, FAAN
Director, School of Nursing  
Professor  
University of South Carolina

Alison DiValerio, MS, RN
Instructor  
Rush University

Elizabeth Florez, PhD, RN
Assistant Professor  
University of Illinois

Linda Graf, MSN, CNM, WHNP-C, APN
Clinical Assistant Professor  
University of Illinois at Chicago

Ron Graf, DNSc, APN, FNP-BC
Associate Director, Doctor of Nursing Practice Program  
Clinical Associate Professor  
Rush University

Barbara Harris, PhD, RN
Assistant Professor  
University of Illinois at Chicago

Erin Irwin, MSN, CMN
Coordinator of Clinical Placements  
Visiting Instructor  
University of Illinois at Chicago

Jennifer Jackson, MSN, RN
Instructor

Paula N. Kagan, PhD, RN
Associate Professor  
Loyola University

Marjorie Kozlowski, MSN, RN, APN-BC
Instructor  
Northern Illinois University

Karen Larimer, PhD, ACNP-BC
Coordinator of Community Engagement  
Assistant Professor  
Loyola University

Christina Lattner, MSN, ED.RN
Instructor  
Olivet Nazarene University

Young Me-Lee, PhD, RN
Assistant Professor
Rush University

Larry Maturin, MSN, APN, ACNS-BC, CEN, CCRN

Clinical Assistant Professor
Governors State University

Elizabeth Moxley, PhD, RN, BS

Assistant Professor
Tamara Poole, MS, APN, FNP-BC

Clinical Assistant Professor
DePaul University

Kathleen Rylance, DNP, APN, CNP

Assistant Professor
Rush University

Pamela Schwartz, DNP, CRNA, APN

Director, NorthShore School of Nurse Anesthesia
Clinical Assistant Professor
Rush University

Courtney Sensenbrenner, MS, RN

Instructor
DePaul University

Mona M. Shattell, PhD, RN, FAAN

Associate Dean for Research and Faculty Development
Associate Professor
University of Tennessee

Matthew R. Sorenson, PhD, APN, ANP-C

Associate Director, Master's Entry into Nursing Practice Program
Associate Professor
Loyola University

Joseph Tariman, PhD, ANP-BC

Assistant Professor
University of Washington

Jane Tarnow, DNSc, RN

Clinical Associate Professor
Rush University

Lori Thuente, PhD, RN

Assistant Director for Rosalind Franklin Site
Assistant Professor
Loyola University Chicago
About

The Science, Technology, Engineering, and Mathematics (STEM) Studies Department offers innovative, interdisciplinary programs and courses spanning the sciences, mathematics, and technology at DePaul. The Department works in close collaboration with the DePaul STEM Center. The Department administers the Master of Science in Science Education, a program to prepare master teachers in science at the middle school level. The program addresses a great need for content-based graduate study to enhance the teaching of science at the middle school level. The program integrates content with pedagogy, is inquiry-based, and integrates mathematics and technology with science. The STEM Studies Department also offers innovative science courses and special programs for undergraduates to engage highly diverse audiences in rich, contemporary science content.

Faculty

Bernhard Beck-Winchatz, Ph.D.
Associate Professor (STEM Studies)
University of Washington

Judith Bramble, Ph.D.
Associate Professor (Environmental Science)
University of North Carolina at Chapel Hill

Stanley Cohen, Ph.D.
Professor (Biological Sciences)
University of Colorado, Boulder

David C. Jabon, Ph.D.
Associate Professor (STEM Studies)
University of Chicago

Richard Kozoll, Ph.D.
Associate Professor (Teacher Education)
University of Illinois

Carolyn Narasimhan, Ph.D.
Professor (Mathematical Sciences)
Northwestern University

Anuj Sarma, Ph.D.
Associate Professor (Physics)
University of Kentucky

Margaret Workman, Ph.D.
Instructor (Environmental Science)
Purdue University
Special Programs

Modern Language Option Program

Undergraduate College of Science and Health students may take advantage of pursuing a Modern Language Option to advance their language skills and, at the same time, apply the additional language coursework toward their Liberal Studies Program requirements.

TEACH Program and Combined Programs

Qualified undergraduate College of Science and Health students may pursue a combined program that would enable them to earn a bachelor degree and master degree within a shortened timeframe. Combined programs are offered through the College of Science and Health and through a partnership between the College of Science and Health and the College of Education’s TEACH Program.

Accelerated Degree Program

DePaul University and Rosalind Franklin University of Medicine and Science joined forces to create The Alliance for Health Sciences. Through the alliance, the College has developed an innovative Accelerated Degree Program for qualified undergraduate students interested in popular and fast-growing health-related careers requiring graduate-level education, including medicine, pathologists' assistant studies, pharmacy, physical therapy, physician assistant studies, and podiatric medicine.

Bachelor of Arts (BA) in Psychology - Online Degree Program

The BA in Psychology can be completed online, by transfer students, if certain prerequisites and additional degree requirements are met. This online degree program is available for two concentrations within the psychology major: the Standard BA Concentration and the Human Development BA Concentration.

Pre-health Program and Pathways Honors Program

The Pre-Health Program is a pre-professional program designed to help students explore their interests and identify which health career might be the best fit for them.

The Pathways Honors Program is designed for highly qualified and motivated pre-professional students pursuing a health career. Students who are part of the Pathways Honors Program will enter as a cohort during their first-year at DePaul.

Modern Language Option Program

The Modern Language Option is available to all B.A. students who wish to study a modern language beyond the level necessary to meet the College’s modern language requirement and to B.S. students who wish to study a Modern Language at any level. Students selecting the option may substitute a three-course language sequence for two domain courses and one open elective. Students may use the Modern Language Option by applying two of the modern language courses toward two different learning domain combinations. Here are the available combinations: Philosophical Inquiry or Religious Dimensions; Understanding the Past or Self, Society, and the Modern World; or Arts and Literature or Scientific Inquiry (cannot substitute for the lab science or science as a way of knowing requirement.). Students majoring in one modern language may use the Modern Language Option for study of a second language at the intermediate level or above. Please see your advisor for additional information about Modern Language Option course placement.
TEACH Program

This program provides students the opportunity to complete in approximately five years an undergraduate
degree in a core science major and a Master of Education degree with State of Illinois secondary education
teaching certification in a content area related to their major. As a combined degree program of the College of
Science and Health and the College of Education, the program is collaboratively developed, governed, and taught
by faculty from both units.

Students may apply to the Program during the spring of their junior year. They must complete the Junior Year
Experiential Learning course TCH 320, Exploring Teaching in an Urban High School, and meet other application
criteria prior to applying; these include completion of at least 16 hours of four courses at DePaul and a 3.0 GPA.
During their Senior Year, students are required to complete a program capstone course and three 400-level
courses at 12 quarter hours that count toward both their undergraduate and graduate degrees. The Master's year
comprises teacher-preparation coursework that culminates with student teaching during the Spring quarter.
Upon graduation and the fulfillment of State of Illinois Certification requirements (which may require some
additional course work in the student's major and related fields), students are eligible to be certified to teach
Math, Biology, Chemistry, Environmental Science, or Physics at the 6th-12th grade levels.

A full description of the Program can be found on the College of Education website and in the College of
Education graduate course catalog. Students interested in the TEACH Program may consult with an associate
dean in the College of Science and Health or an associate dean in the College of Education.

Combined Programs

The combined Bachelor's/Master's degree program allows students to complete a maximum of 12 graduate credit
hours as three courses while still an undergraduate student. These three graduate level courses will count toward
both the undergraduate and graduate degree programs.

Students must formally apply to a combined program in spring of their junior year; interested students should
meet with the Graduate Program Director of the program. Students formally accepted into this program take a
maximum of twelve graduate credit hours as three courses in their senior year. Students must formally apply for
undergraduate degree conferral via Campus Connection and be awarded their bachelor's degree in anticipation of
continuing with their master's level coursework.

Please note that except for the 12 graduate credit hour limit as three courses for students participating in an
approved Bachelor's/Master's program at DePaul, graduate courses taken while an undergraduate will not apply
toward a graduate degree at DePaul.

Accelerated Program

The Accelerated Program will offer qualified Pathways Honors students with a major in health sciences an
opportunity to apply to a selective 3+4 pre-professional program in medicine, 3+4 pre-professional program in
pharmacy, 3+2 pre-professional program in physician assistant studies, 3+2 pre-professional program in
pathologists' assistant studies, 3+3 pre-professional program in physical therapy, or 3+4 pre-professional
program in podiatric medicine at Rosalind Franklin University of Medicine and Science (RFUMS).

The Accelerated Program will offer qualified Pathways Honors students with a major in chemistry (BA-seeking)
an opportunity to apply to a selective 3+4 pre-professional program in pharmacy at RFUMS.

Please visit the College's Alliance for Health Sciences website for details.

Online Degree Programs

Bachelor of Arts (BA) in Psychology

The BA in Psychology can be completed online, by transfer students, if certain prerequisites and additional degree requirements are met. This online degree program is available for two concentrations within the psychology major: the Standard BA Concentration and the Human Development BA Concentration.

Admission criteria for online programs

In order to be eligible for the BA in Psychology online format, students must meet the following requirements:

- Be a transfer student with a minimum of 45 quarter hours/30 semester hours of transfer credit
- Have a minimum cumulative 2.0 GPA
- Be in good standing at the last school attended

Prerequisites

Transfer students are encouraged to complete writing courses equivalent to DePaul's WRD 103 and WRD 104 Composition & Rhetoric I and II (i.e. English Composition 101, and 102) requirements prior to beginning the online courses. Additionally, students will need to complete college algebra equivalent to DePaul's MAT 100 or MAT 101 (or a higher math course) before enrolling in the online program. Students who have successfully completed Statistics and/or Calculus will not need to take the math placement test.

Students should plan to complete all, or almost all, of their psychology courses at DePaul. Some elective and liberal studies courses may be completed with transfer credits. Consult the Transfer Course List for transferrable courses that may apply to Liberal Studies Program (LSP) and elective course requirements.

Bachelor of Arts Degree Requirements

The following degree requirements will need to be fulfilled in addition to the online course offerings:

- Complete the lab science course requirement through transfer course work, or credit by exam (CLEP/AP/IB). (Students may earn college level credit through taking College Level Equivalency Exams (CLEP) to validate knowledge previously acquired.)
- Complete the Modern Language requirement through transfer course work, proficiency, or credit by exam. (Proficiency may be documented by a satisfactory rating in a language proficiency examination administered, or accepted, by DePaul University.)

Graduation requirements for the BA in Psychology online degree program are identical to those for all psychology majors in the Standard Psychology or Human Development concentrations (see the Degree Requirements). DePaul bachelor’s degrees require 192 quarter hours.

To complete the degree requirements online in a timely fashion, students will need to follow the recommended online degree plan. Degree plans are available through the Psychology department.

Transfer students should select the Psychology Online Degree Program as their major when submitting a transfer application for admission to DePaul.
Pre-health Program

At DePaul University any enrolled student from any major who is considering a professional degree leading to career in health care can register for the Pre-Health Program. The Pre-Health Program is a pre-professional program designed to help students explore their interests and identify which of the health careers might be the best fit for them.

If a currently enrolled DePaul student is interested in a professional health program upon graduation, the student can register to become part of the Pre-Health Program regardless of major, minor, or concentration.

Pathways Honors Program

Pathways Honors Program is designed for highly qualified and motivated pre-professional students pursuing a health career. Students who are part of the Pathways Honors Program will enter as a cohort during their first-year at DePaul. They will receive the same benefits as any Pre-Health Program student at DePaul, but they will also receive:

- the chance to enroll in special sections of some science courses
- ability to meet regularly with faculty advisors and staff at Rosalind Franklin University of Medicine and Science (RFUMS) — a rare benefit for undergraduates in pre-professional programs
- network with RFUMS students
- participate in onsite research opportunities at RFUMS
- the opportunity to pursue one of the Accelerated Degree Programs
- the chance to be part of a smaller learning community
- take courses at DePaul co-taught or taught by RFUMS faculty
- exclusive pre-professional workshops for Pathways Honors students
- a special notation on official transcript denoting participation in the Pathways Honors Program
- priority course registration

The Pathways Honors Program is separate from the University Honors Program, but some students might be part of both programs.

Certificates

The College of Science and Health (CSH) offers certificate programs through our Mathematical Sciences Department.

The CSH also participates in an interdisciplinary program offered through the School of Public Service in the College of Liberal Arts and Social Sciences.
Certificate in Applied Statistics

The certificate program requires successful completion of six courses in Applied Statistics.

- MAT 441 APPLIED STATISTICS I
- MAT 442 APPLIED STATISTICS II
- MAT 443 APPLIED STATISTICS III
- Three courses selected from:
  - MAT 456 APPLIED REGRESSION ANALYSIS
  - MAT 457 NONPARAMETRIC STATISTICS
  - MAT 528 DESIGN AND ANALYSIS OF EXPERIMENTS
  - MAT 526 SAMPLING THEORY AND METHODS
  - MAT 458 STATISTICAL QUALITY CONTROL

Students in the Certificate in Applied Statistics program must follow the probation and dismissal guidelines found in the Program Graduate Academic Student Handbook for Applied Statistics.

Students in the Certificate in Applied Statistics program must apply for degree conferral via Campus Connection in advance of their final quarter in the program in order to have their coursework audited for the awarding of their certificate.

Certificate In Community Development

This program offers community development specialists skills in organization planning, leadership development, and program evaluation. The program allows established and emerging professionals to broaden their perspective on urban-development programs in an inter-disciplinary learning environment by including knowledge from psychology, public service, sociology, geography and liberal studies.

Students must successfully complete a minimum of 16-quarter hours of graduate credit. Each course carries four-quarter hours. Students then must participate in a non-credit research colloquium. Each participant of the colloquium makes a presentation before a small group of students and faculty members. No more than two courses earned toward the certificate shall come from one department. Please note that the list of courses is subject to change.

Course Requirements

- MPS 571 METROPOLITAN PLANNING
- Select three (3) from the following:
  - GEO 441 GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
  - MLS 404 THE CITY
  - MPS 526 LOCAL GOVERNMENT ADMINISTRATION
  - MPS 572 URBAN POVERTY SEMINAR
  - MPS 573 URBAN AND COMMUNITY DEVELOPMENT
  - PSY 654 COMMUNITY PSYCHOLOGY
  - PSY 680 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
  - SOC 426 URBAN DEVELOPMENT POLICIES

Students may also enroll in the following elective courses, with permission of the program director and often the approval of the instructor. Generally, participants will be limited to one (1) of these courses:

- MPS 529 STRATEGIC MANAGEMENT AND PLANNING
- PSY 495 GRANT WRITING IN PSYCHOLOGY
- PSY 520 PRINCIPLES OF HUMAN DIVERSITY
- PSY 567 SPECIAL TOPICS IN COMMUNITY PSYCHOLOGY
- PSY 569 SEMINAR IN PROGRAM EVALUATION
- SOC 423 RESEARCH ON URBAN CULTURES
- SOC 360 SOCIAL SERVICES IN CONTEMPORARY SOCIETY
Certificate in Mathematics for Community College Teaching

Course Requirements

- MAT 470 ADVANCED LINEAR ALGEBRA
- MAT 642 MULTIVAR CALC FOR TEACHERS II
- MAT 644 DIFFERENTIAL EQUATIONS FOR MATHEMATICS TEACHERS
- MAT 651 PROBABILITY & STATISTICS FOR MATHEMATICS TEACHERS II
- MAT 672 LINEAR ALGEBRA FOR MATHEMATICS TEACHERS
- TCH 473 TEACHING MATHEMATICS IN THE HIGH SCHOOL 1

Students in the Certificate in Mathematics for Community College Teaching (‘Certificate’) program must follow the probation and dismissal guidelines found in the Program Graduate Academic Student Handbook for Master of Science in Mathematics for Teaching (MSMT).

Certificate seekers can only be recent graduates of DePaul University's Master of Arts in Mathematics Education (MAMEd) program. The purpose of the Certificate is to fortify the MAMEd degree for students who wish to teach at the community college level.

The Certificate is comprised of six courses at 20 credit hours, those of which are part of DePaul's Master of Science in Mathematics Teaching (MSMT) degree but which are not part of the MAMEd degree. Students are restricted from earning both the Certificate and the MSMT.

Students in the Certificate program must apply for degree conferral via Campus Connection in advance of their final quarter in the program in order to have their coursework audited for the awarding of their certificate.

Student Resources

The College of Science and Health (CSH) provides a broad range of advising and student services to help undergraduate and graduate CSH students reach their academic and co-curricular goals and enhance their personal, intellectual and professional development. The CSH also provides specialized advising to students interested in pre-health and exploring research opportunities.

Depending upon the extent of the student need, the CSH is also equipped to refer students to the expert department within the University to best address it.
Academic Advising

Undergraduate Advising

Academic advising is a valued component of the student experience within the College of Science and Health (CSH). It provides students with the opportunity to develop an academic plan that best fits their interests, strengths, and academic and career goals under the guidance of a knowledgeable and supportive professional staff advisor.

Upon declaring a major field of study in the CSH via Campus Connection, students are assigned to either a faculty academic advisor or staff advisor in the corresponding department or program. Students who have declared a major should meet regularly with their assigned advisor within their program in order to complete their courses in a timely and efficient manner, discuss internship or career opportunities, learn of research opportunities, and plan for pursuing graduate or professional school. Faculty advisors and staff advisors in departments collaborate closely with staff professional advisors in the CSH’s Office of Advising and Student Services.

Taking courses without consulting an advisor may lead to credits that will not satisfy CSH requirements for graduation. Those students who have not yet declared a major are highly encouraged to meet with either a staff advisor in the CSH’s Office of Advising and Student Services or a staff advisor in DePaul’s Office for Academic Advising Support prior to registering for classes each quarter.

Pre-health Advising

The CSH provides pre-health advising to enrolled DePaul University students - regardless of their undergraduate major or graduate program of choice - who are interested in pursuing a pre-professional program. The CSH’s Office of Advising and Student Services has a dedicated pre-health staff advisor who works in conjunction with the CSH’s Pre-health Advising Committee (PAC), a committee comprised of CSH faculty and staff who mentor pre-health students in anticipation of completing and submitting their applications to professional schools upon graduation from DePaul. The PAC is also charged with writing committee letters of recommendation for students who are in the midst of applying to programs.

Research Advising

The CSH provides specialized advising to undergraduate students interested in exploring research opportunities. A dedicated staff advisor works directly with students to help them identify a research match with a faculty member, to coach them on presenting and publishing their research, and to assist them with navigating the graduate school application process.

Graduate Advising

Academic advising is an essential component of student success. Graduate program directors and other faculty work with graduate students not only on course selection and to monitor progress toward degree, but, more importantly, to serve as mentors and advocates through students’ programs of study and research.

Degree-seeking students can find the name of their advisor in Campus Connect. Non-degree seeking students and students-at-large should contact the CSH’s Office of Advising and Student Services for advising support.

Office of Advising and Student Services

The Office of Advising and Student Services partners with faculty and staff in the College of Science and Health (CSH) to provide academic advising and student services to undergraduate and graduate CSH students. The office serves all DePaul University pre-health students who are interested in pre-professional programs, and provides specialized advising to students interested in exploring research opportunities. Advising and student services include, but are not limited to, pre-health advising, guiding new and continuing students on course selection, providing consultation on academic policy interpretation, coordinating graduation, assisting with advising and course registration technology, and providing other forms of academic and extracurricular support.
About SNL

Why We’re Distinctive

The School for New Learning (SNL) provides a unique approach to learning for adults, with customized programs that build upon abilities and experiences, add knowledge, and develop skills to help achieve personal and professional goals.

A fundamental idea behind SNL is learning from experience. We believe mixing experiences and interpretations results in lasting knowledge.

SNL programs are designed to recognize and develop competence. Our students are assessed on their problem-solving knowledge.

SNL values individualized learning. Students move at their own pace with personalized guidance.

Mission

The DePaul University School for New Learning (SNL) is a college designed particularly for adults, who bring rich experience to their desire to advance, enhance, or change their careers and personal lives. Every element of the college, from curricula to support services, acknowledges the constant interaction of school, work, community and family, and empowers the student to reflect, so that experience becomes a source of knowledge and learning becomes a way of life. Rooted in Vincentian traditions of human dignity and social responsibility, SNL provides highly personalized opportunities and emphasizes the integrity, individuality, and responsibility of each student to develop competence and put learning to ever-new use.

The School for New Learning defines eight commitments as essential to its mission.

A Commitment to Learning as a Way of Life

For all of its learners SNL cares about the substance and process of learning – the knowledge, abilities and values they acquire, as well as the educational goals they attain. The School believes that adults learn deeply by reflecting, particularly on experience, drawing meaning and transferable knowledge from all they have done. When we are most successful, students refine their habits of learning, and experience the excitement of expanding their curiosity, of using formal inquiry, of developing as independent lifelong learners.

A Commitment to Competence
Curriculum design and assessment practices at SNL focus on the outcomes of learning – the student’s demonstrated knowledge and abilities, learned in a variety of ways. This focus on competence leads faculty to pursue excellence in curricular design, advising strategies, and teaching methods. It enables students to integrate classroom learning with learning from life and work, and to apply continuously what they are learning in other contexts.

A Commitment to Partnership with Students

In collaboration with learners, faculty and staff design, implement and assess individualized educational programs. This learning-centered partnership, based on mutual respect for each participant’s expertise, prior learning, and decision-making power, deepens and broadens learning.

A Commitment to Diversity

SNL faculty develop teaching, advising and assessment practices that value human differences in the broadest sense. SNL seeks, in particular, to present a welcoming environment for those who have historically been excluded from higher education, and to enable all to benefit from the richness that diversity brings to a learning community.

A Commitment to an Evolving, Developing Organization

SNL is a continuously evolving organization, open and responsive to the emerging educational needs of individuals and groups in a constantly changing world. SNL’s response includes ongoing research in effective teaching, mentoring, and assessment, resulting in imaginative design of programs, structures, systems, courses and materials.

A Commitment to Community in Service of Learning

SNL students, faculty, and staff work and learn in a community that fosters the mutual regard and support necessary for learning. Individuals creatively address challenges caused by multiple locations, asynchronicity, and varying areas and levels of knowledge. Members commit themselves to the Vincentian personal regard for the dignity of individuals, respectfully dealing with conflict, setting goals which benefit individuals as well as DePaul and its urban, and global communities, and celebrating achievements.

A Commitment to Social Justice

SNL deliberately works to shape a more just, livable world; to ensure that those who have historically been ignored, excluded, marginalized, oppressed and economically disenfranchised benefit from the many learning opportunities available through SNL and beyond. In its curriculum, its classroom environments, its assessment practices, its advising strategies, and its formal advocacy, SNL creates an intellectual and social milieu where a plurality of worldviews, cultures and value systems are respected, understood, encouraged and appreciated.

Commitment to Adult Learning

The active, reflective practice of established and emerging principles of adult learning is central to the School for New Learning. Faculty and staff, who come from many formal disciplines, enable and encourage colleagues to develop, apply, and disseminate knowledge in the practice of adult education--continuously.
Administration

Marisa Alicea, PhD
Dean

Corinne Benedetto, PhD
Associate Dean, Enrollment Management and Operations

Dan K. Hibbler, PhD
Associate Dean, Undergraduate Programs

Michelle Navarre Cleary, PhD
Associate Dean, Curriculum, Instruction and Assessment

Donald L. Opitz, PhD
Senior Director for Mentoring and Student Services

Betta LoSardo, MA
Acting Director, SNL Online

Barbara Radner, PhD
Director, Center for Urban Education

Russell R. Rogers, PhD
Director, Graduate Programs

Kenya Grooms, PhD
Acting Director, Degree Completion Programs

Gretchen Wilbur, EdD
Director, Assessment Center

Shirley Rice Bono, M.A.
Assistant Dean, Undergraduate Student Services

Douglas Murphy, MA
Senior Assistant Dean

Jennifer Prey, BA
Assistant Dean, Budget and Administration

Imran Ali, BA
Director, SNL Records

Sarah Hellstrom, MA
Associate Director, Graduate Programs

Shirin Kadwani, MS
Associate Director, SNL Online

Kenn Skorupa, M.D
Associate Director, Joint Degree Programs

Christine Hayda, MA
Assistant Director, Undergraduate Student Services

John Hemmerling, MS
Assistant Director, Undergraduate Student Services

Gwen Weaver, MA
Assistant Director, Undergraduate Student Services
Faculty

Marisa Alicea, PhD
Professor

Corinne Benedetto, PhD
Associate Professor

Joseph Chen, PhD
Assistant Professor

Ludovic Comeau Jr., PhD
Associate Professor

Kamilah Cummings, MA
Instructor

Nancy Davis, PhD
Associate Professor

Kevin Downing, PhD
Professor

Ruth Gannon-Cook, PhD
Associate Professor

Kenya Grooms, PhD
Instructor

Dan K. Hibbler, PhD
Associate Professor

Deborah W. Holton, PhD
Associate Professor

Sara Kimble, PhD
Assistant Professor

John Kimsey, PhD
Associate Professor

Caroline Kisiel, PhD
Assistant Professor

Betta LoSardo, MA
Full-Time Faculty

Catherine Marienau, PhD
Professor

Akilah Martin, PhD
Assistant Professor

Arieahn Matamonasa-Bennett, PhD
Assistant Professor

Susan McGury, PhD
Associate Professor

Michelle Navarre Cleary, PhD
Associate Professor

Donald Opitz, PhD
Associate Professor
Barbara Radner, PhD
          Associate Professor

Susan Reed, PhD
          Associate Professor

Mark Robinson, PhD
          Assistant Professor

Russ Rogers, PhD
          Professor

Michael Skelley, PhD
          Associate Professor

Regina Spellers Sims, PhD
          Instructor

Ann Stanford, PhD
          Professor

Gabriele Strohschen, EdD
          Associate Professor

Derise Tolliver Atta, PhD
          Associate Professor

Steffanie Triller Fry, MA
          Instructor

Isidore Udoh, PhD
          Instructor

Fred Wellisch, JD
          Full-Time Faculty

Kathryn Wozniak, MA
          Instructor

Gretchen Wilbur, EdD
          Associate Professor

Benjamin Yao, PhD
          Assistant Professor


Contact Us

The School for New Learning office is located in suite 1400 of the Daley Building at 14 E. Jackson Blvd. in
Chicago. Website: http://snl.depaul.edu

Office hours are 8:30 am - 6 pm, Monday-Thursday, and 8:30 am - 5 pm on Friday. Telephone: 312-362-8001.
Fax: 312-476-3220. General Email: snl@depaul.edu

Mailing Address: DePaul University, School for New Learning, 1 East Jackson Blvd., Chicago, IL 60604.
Academics

Founded in 1972, the School for New Learning (SNL) is an internationally recognized leader in education for adults.

The School for New Learning offers both Undergraduate and Graduate degrees.

Programs

- Applied Professional Studies (MA)
- Applied Technology (MS)
- Educating Adults (MA)

SNL Graduate Academic Student Handbook

All SNL graduate students assume responsibility to know and meet both the general and particular regulations, procedures, policies and deadlines set forth in these materials. In addition, all SNL graduate students are expected to adhere to the Student Code of Responsibility (available in the DePaul University Graduate Student Handbook) to follow the policies, procedures and regulations of the University, and to fulfill any particular stipulations which the School for New Learning Graduate Programs may have made in individual cases at the time of admission or, subsequently, through official action. Failure to do so may be grounds for dismissal from the applicable graduate program.

Additional program information and regulations applicable to specific graduate programs can be found in each Program Guidebook and student resources on the SNL website.

Acceptable Grades

Grades of "A" through "C" are acceptable for registrations (courses or competencies) applied to SNL graduate programs. Grades of "C-" or lower require re-registering and re-completing course/competence. "Pass/No Pass" is only applicable to specified program components as explicitly designated within each graduate program's Curriculum Guidebook.

Continuing Activity Status

Students who need to interrupt their programs of study for any reason should register for "continuing activity status" (CAS) during the quarter(s) of interruption. This enables the student to maintain his/her Active status during the interruption, and thereby maintain access to his/her Faculty Mentor, the DePaul libraries and computer labs.
Cumulative GPA

SNL graduate programs require a cumulative GPA of no less than 3.0 at the point of graduation in order to complete the respective degree and enable degree conferral.

Earning a Second SNL Graduate Degree

Alumni from any SNL graduate program (MAAPS, MAEA or MSAT) may pursue a second SNL graduate degree, provided the first program is completed. Concurrent matriculation in two degree programs is not permitted. Those who wish to pursue a second degree are required to follow the second program's admission process. Students admitted to the second program may apply up to 18 credit hours of graduate liberal learning seminars, previously completed within the first program, in partial fulfillment of the second program's requirements, provided no more than 10 years has lapsed between the seminar's completion quarter and the quarter in which the second degree is conferred. Application of credit hours and degree requirements into a third SNL graduate program is prohibited.

Graduation Steps

A detailed list of Graduation Steps is provided for all SNL graduating graduate students on the SNL website.

Probation (Special Review) & Dismissal

Students whose performance jeopardizes their satisfactory academic progress as outlined in program materials are subject to being placed on "special review status" (academic probation) by the Graduate Student Program Review Committee (GSPRC). In such cases, the student’s Faculty Mentor develops a draft of the concerns and conditions for review. Upon GSPRC deliberation and decision, the GSPRC Chair prepares and distributes the special-review letter outlining issues/concerns as well as conditions/deadlines that need to be met for Special Review Status to be lifted. The Faculty Mentor monitors the student’s progress in meeting the conditions of the special review/probation.

Failure to comply with any of the terms of “special review” will result in academic dismissal from the applicable graduate program. A student who has been dismissed for academic/special-review reasons may, after a period of time not less than two quarters, reapply for readmission.

Six-Year Time Limit

All graduate degree requirements must be satisfied within six years commencing with the term of initial enrollment. Students who fail to complete their graduate program/certificate requirements within the six-year limit must reapply and be readmitted. In such cases, readmission may require students to re-enroll and re-complete portions of their respective program/certificate in order to ensure currency of the knowledge-base/skill-base.

Transfer Coursework

Up to eight credit hours of graduate study may be “transferred” from other programs/universities in partial fulfillment of approved portions of SNL's graduate programs' requirements. Such coursework must have received a grade of “C” or better, been from an regionally-accredited university, and been completed no longer than six years prior to SNL graduate degree conferral.
Admission

The School for New Learning offers adults (age 24 and above) customized and accelerated undergraduate degrees and unique, individualized graduate programs.

Undergraduate Admission

Candidates interested in admission to the School for New Learning should direct all inquiries to the Office of Admission, DePaul University, 1 E. Jackson Boulevard, Chicago, Illinois, 60604, admission@depaul.edu, or 312-362-8300.

Applicants must have a GPA of 2.0 from the last school attended. This requirement may be waived for a transcript more than three years old.


Graduate Admission

As indicated, the following process and components apply to all of the School for New Learning’s (SNL) graduate programs and certificates.

Application Steps

Step 1: Basic Information.

Applicant becomes knowledgeable about a particular SNL graduate program/certificate. Various options are available for this purpose, e.g., viewbooks, information sessions, advising appointments, etc.

Step 2: Application and Required Materials.

Applicant submits required application materials including:

- a completed Application form and Application fee* (*The application fee is waived for DePaul alumni.);
- a current resume;
- an Application Essay* (writing sample) that addresses key questions pertinent to assessing the “fit” of the particular program to the student and vice versa (*Application Essay is waived for certificate applicants.); and,
- official, sealed transcripts documenting all prior college/university coursework including demonstration of a completed undergraduate degree from a regionally accredited institution. An cumulative GPA of 3.0 is required for all prior coursework.

NOTE: Standardized test scores are not required; however, applicants who have taken tests such as the GRE, GMAT, Miller Analogies, etc., within the previous three years are encouraged to submit their scores.

International students are advised to consult the International Programs Office to learn of further University requirements that may apply.

Step 3: Interview.
Upon initial review of application materials, a representative of the SNL Graduate Admissions Committee invites qualified applicants to an admissions interview. The purpose of this interview is to enable both the particular program and the applicant to further ascertain the match or alignment between what the particular graduate program/certificate offers and what the applicant is seeking in terms of his/her graduate-learning or certificate-learning experience.

Step 4: Review.

Information gleaned from each applicant's materials and interview is reviewed and assessed by the SNL Graduate Admissions Committee in accordance with the particular program's admission considerations. See admissions considerations below.

Step 5: Decision.

An admission decision is rendered and communicated to the applicant in writing. As necessary, SNL Graduate Programs reserve the right to admit particular applicants conditionally. In such cases, the terms (conditions and timeline) of the conditional status are noted in the student's acceptance letter. Failure to satisfactorily adhere to or fulfill these terms may result in academic dismissal/withdrawal from the particular program.

Admission Considerations

The following areas are considered in making admission decisions:

- applicant's professional background including, for graduate program applicants, his/her possession of at least three years of experience, or equivalent, relevant to the particular SNL graduate program/certificate under consideration;
- applicant's possession of a practice-site (worksite or relevant application setting in which to apply learning from the particular SNL graduate/certificate program);
- applicant's educational goals/objectives and the congruence between those goals and the graduate/certificate program under consideration;
- applicant's learning values and skills (willingness and ability to conduct self-managed/independent learning; participate positively in peer-group learning; engage in self-assessment; engage in reflection to increase understanding and improve practice; and, organize areas of knowledge and skill into themes and describe evidence in support of such);
- applicant's access to, and ability to use, e-mail, the Internet, and necessary computer-based software; and,
- applicant's undergraduate cumulative GPA of no less than 3.0.

NOTE: The School for New Learning/DePaul University considers students on the basis of individual merit and without regard to race, color, religion, gender, sexual orientation, age, national or ethnic origin, handicap, or other factors irrelevant to participation in its programs.

Admission Status

Students are to matriculate in the quarter for which they are admitted. Students failing to do so (and who later wish to start) are responsible to update their admissions materials and, if necessary—depending on changes to those materials—reapply. The Graduate Programs Office maintains an admission file/status for one year from the date of admission.

After three consecutive quarters, excluding summer, of no registration activity (no credit hours or the minimal Continuing Activity Status), the University deems graduate students to be discontinued. Once discontinued, graduate students wishing to resume their graduate studies are required to reapply for admission to their respective graduate programs and, upon readmission, proceed in accordance with program specifications in place from that point forward, as well as any special directives provided at the point of readmission. These contingencies of reapplication / readmission also apply to graduate students who are not able to complete their graduate programs within the allotted six years from point of first enrollment.

International Admission

In addition to the Admissions Requirements above, International Students must also submit the following:

- Proof of English Language Proficiency.
- English Proficiency Test. Applicants educated outside of the U.S., at an institution where English is not the primary language, must present proof of English proficiency to be considered for admission. DePaul University accepts the TOEFL, IELTS, or Pearson Test of English. Most scores are valid for two years only. Expired test scores will not be accepted.
The minimum scores considered for graduate admission to SNL are: 80 on the iBT of the TOEFL with an minimum score of 17 on each section
550 on the paper-based TOEFL test
213 on the computer-based TOEFL test
6.5 on the IELTS test
53 on the Pearson Test of English

- Credential Evaluation. DePaul University requires that applicants educated outside of the U.S. submit official educational credentials and evaluation fee directly to one of the following companies:
  - One Earth International Credit Evaluation
  - Educational Credential Evaluators, Inc. (ECE)
  - Educational Perspectives (EP)

Applicants must request a course by course evaluation. Please direct any questions about required credentials to the evaluation company. DePaul University will not accept evaluations from any evaluation company not listed here.

Upon admission, regarding student visa information, please see http://international.depaul.edu.

Financial Aid

Information about applying for financial assistance is available on the SNL website: http://snl.depaul.edu.

Scholarships and Financial Aid

SNL has scholarship opportunities for undergraduate and graduate students. To be considered for an SNL departmental scholarship, please apply on the DePaul Online Scholarship Tool. We also highly recommended that you complete a FAFSA Application before applying for scholarships.

Information about financial aid is found at: http://www.depaul.edu/admission-and-aid/Pages/default.aspx

Liberal Learning for Professionals

SNL awards a Certificate of Achievement in Liberal Learning for Professionals to graduate students who successfully complete the Liberal Learning portion (18 credit hours) per graduate program (MAAPS, MAEA, MSAT). This portion includes:

- LLS 410 PERSONAL EFFECTIVENESS
- LLS 420 INTERPERSONAL EFFECTIVENESS
- LLS 430 ORGANIZATIONAL EFFECTIVENESS
- LLS 440 VALUES EFFECTIVENESS
- LLS 450 INQUIRY EFFECTIVENESS
Educating Adults

SNL awards a Certificate of Achievement in Educating Adults to graduate students or non-degree-seeking professionals who successfully complete three core courses (12 credit hours) that relate directly to the effective design, implementation and assessment of learning programs in any setting. The three courses include:

- EA 516 DESIGNING EDUCATIONAL OFFERINGS
- EA 517 FACILITATING ADULT LEARNING
- EA 526 ASSESSING LEARNING AND EVALUATING PROGRAMS

About

The DePaul University School of Music prepares students to excel in a variety of professional careers. Located in one of the most vibrant musical cities in the world, the School of Music provides opportunities for students to study with working professionals who are committed to teaching excellence. In a supportive and collaborative atmosphere, students learn from distinguished faculty who are prominent conductors, composers, performers, recording engineers, teachers, and arts managers.

Through a highly selective admissions process, the School of Music selects undergraduate and graduate students for its seven undergraduate, four graduate programs, and two certificate programs. At DePaul, the faculty priority is on teaching, with a strong commitment to providing quality education. The School of Music embraces the diversity of Chicago's urban society, and draws upon the resources of the city in all its programs. In keeping with DePaul's Catholic and Vincentian heritage, the School of Music is committed to service of others. We seek to enrich the lives of the members of the DePaul community and Chicago area through musical performances and outreach activities.

Three basic tenets are central to the School of Music's mission: nurture, engage, and elevate. The School strives to nurture students in a healthy learning environment, engage students in meaningful learning experiences, and elevate students onto successful career paths.

Administration

Judy Bundra, Ph.D.
    Interim Dean
Kurt Westerberg, D.M.
    Interim Associate Dean for Academic Affairs
Robert Krueger, M.B.A.
    Associate Dean for Administration
Ross Beacraft, MUS. B.
    Director of Admission
Julie DeRoche, B.M.
Committee on Graduate Studies

Ross Beacraft
   Director of Admissions
Kurt Westerberg, D.M.
   Interim Associate Dean for Academic Affairs
Julie DeRoche, B.M.
   Chair, Department of Music Performance
Jacki Kelly-McHale, Ph.D.
   Music Education Program Coordinator
Alan Salzenstein, J.D.
   Chair, Department of Musical Studies

Faculty

Susanne Baker, D.M.
   Group Piano Coordinator
   Lecturer, Group Piano
   Northwestern University
Stephen Balderston, M.M.
   Associate Professor, Cello
   The Juilliard School
Brandi Berry, M.M.
   Coach, Chamber Music
   Indiana University
Gregory Bimm, M.A.
   Lecturer, Music Education
Western Illinois University

Meeghan Binder, M.M.
Lecturer, Music Education
DePaul University

Meret Bitticks, M.M
Lecturer, Music Education
DePaul University

Natasha Bogojevich
Lecturer, Liberal Studies
University of Arts, School of Music

Marita Bolles, Ph.D.
Lecturer, Musicianship & Composition; Liberal Studies
University of California at San Diego

Alban Kit Bridges, D.M.
Lecturer, Voice
Northwestern University

Katherine Brucher, Ph.D.
Associate Professor, Musicianship & Composition; Liberal Studies
University of Michigan

Anthony Bruno, B.M.
Lecturer, Music Education
DePaul University

William Buchman, B.S.
Lecturer, Bassoon
Brown University

Judy Bundra, Ph.D.
Interim Dean
Associate Professor, Music Education
Northwestern University

Scott Burns, M.M.
Lecturer, Jazz Saxophone
DePaul University

Elizabeth Byrne, Performer's Certificate
Lecturer, Voice
Royal Northern College of Music Manchester

Wagner Campos, M.M.
Lecturer, Clarinet
DePaul University

Oto Carillo, M.M.
Lecturer, French Horn
Northwestern University

Dennis Carroll
Lecturer, String Bass

Joe Clark, M.M.
DePaul University Autumn 2015-2016
Lecturer, Musicianship  
University of Massachusetts  
Mark Fisher, M.M.  
Lecturer, Trombone  
New England Conservatory  
Kathryn Flum, M.M.  
Woodwind Program Coordinator  
Lecturer, Flute  
DePaul University  
George Flynn, D.M.A.  
Professor Emeritus  
Columbia University  
Brian Gier, M.B.A.  
Lecturer, Music Education  
Roosevelt University  
Frederick Gifford, D.M.  
Lecturer, Musicianship  
Northwestern University  
David Grant, D.M.A.  
Lecturer, Musicianship  
Northwestern University  
Anna Grau Schmidt, Ph.D.  
Lecturer, Musicianship  
University of Pennsylvania  
Michael Green, B.M.E.  
Percussion Program Coordinator  
Lecturer, Percussion  
Northwestern University  
Dana Hall, M.M.  
Director of Jazz Studies  
Associate Professor of Jazz & Ethnomusicology  
DePaul University  
Alexander Hanna, B.M.  
Lecturer, String Bass  
Curtis Institute of Music  
Jason Heath, M.M.  
Lecturer, String Bass  
Northwestern University  
John Henes, B.M.  
Lecturer, Alexander Technique  
Indiana University  
David Herbert, M.M.  
Lecturer, Percussion  
The Juilliard School
Linda Hirt, M.M.
   Lecturer, Voice
   Indiana University

Grace Hong, Performance Certificate
   Lecturer, Oboe
   DePaul University

Michael Hovnanian, B.F.A.
   Lecturer, String Bass
   California Institute of The Arts

Nicholas Hutchinson, D.M.A.
   Lecturer, Diction
   University of Michigan

Gregory Hutter, D.M.
   Lecturer, Musicianship
   Northwestern University

Jae Hwang-Hoesley, D.M.A.
   Lecturer, Group Piano
   Rutgers University

Eugene Izotov, B.M.
   Lecturer, Oboe
   Boston University

Alyce Johnson, M.M.
   Lecturer, Flute
   Eastman School of Music

Margaret Johnston, M.S.
   Lecturer, Music Education
   Queens College

Christopher Wendell Jones, D.M.A.
   Assistant Professor, Composition
   Stanford University

Ilya Kaler, D.M.A
   Professor, Violin
   Moscow State Conservatory

Olga Kaler, D.M.A.
   Lecturer, Violin
   Moscow State Conservatory

Robert Kassinger, B.M.
   Lecturer, String Bass
   Manhattan School of Music

Jacqueline Kelly-McHale, Ph.D.
   Music Education Coordinator
   Associate Professor, Music Education
   Northwestern University

Neil Kimel, B.A.
   Lecturer, Horn
University of Wisconsin-Milwaukee

Vakhtang Kodanashvili, D.M.A.
Lecturer, Piano
Michigan State University

Paula Kosower, D.M.
Lecturer, String Pedagogy
Northwestern University

Jeffrey Kowalkowski, D.M.A.
Lecturer, Liberal Studies & Composition
Northwestern University

Michael Kozakis, M.M.
Lecturer, Percussion
DePaul University

Kelly Langenberg, M.M.
Lecturer, Music Education
DePaul University

Robert Lark, D.M.A.
Professor, Jazz Studies
University of North Texas

Tage Larsen, B.M.
Lecturer, Trumpet
Michigan State University

Tina Laughlin, B.M.
Lecturer, Music Education
DePaul University

Matthew Lee, M.M.
Lecturer, Trumpet; Music Education
Northwestern University

Christopher Lemons, Ph.D.
Lecturer, Musicianship & Composition; Liberal Studies
Northwestern University

Frank Lestina, M.A.
Lecturer, String Bass Pedagogy
University of Illinois

Michael Lewanski, B.M.
Assistant Professor, DePaul Chamber Orchestra, Ensemble 20 +
Yale University

Miles Maner, M.M.
Lecturer, Bassoon
Rice University

Ruth Marshall, M.M.
Lecturer, Music Education
DePaul University

Thomas Matta, M.M.
Assistant Professor, Jazz Studies  
University of Northern Colorado

Mark Maxwell, M.M.  
Guitar Program Coordinator  
Lecturer, Guitar  
Southern Methodist University

Chad McCullough, M.M.  
Lecturer, Jazz Trumpet  
University of Washington

Ben McMunn, M.M.  
Lecturer, Music Education  
Northwestern University

Thomas Miller, M.M.  
Sound Recording Technology Program Coordinator  
Professor, Sound Recording Technology  
DePaul University

Eric Millstein, M.M.  
Lecturer, Percussion  
Temple University

Shirley Mosteller, M.M.  
Lecturer, Music Education  
Catholic University of America

Steven Mosteller, M.M.  
Associate Professor, DePaul Opera Theatre  
Northwestern University

Jason Moy, M.M.  
Keyboard Program Coordinator  
Coach, Chamber Music  
McGill University

Shawn Murphy, B.A.  
Lecturer, Performing Arts Management  
University of Tennessee, Knoxville

Erica Neidlinger, Ph.D.  
Associate Professor, Music Education, Wind Symphony  
University of Minnesota

Seung-Won Oh, Ph.D.  
Assistant Professor, Musicianship & Composition  
Brandeis University

Robert Palmieri, B.M.  
Lecturer, Jazz Guitar, Liberal Studies  
University of Miami

Dmitry Paperno, M.M.  
Professor Emeritus, Piano  
Tchaikovsky State Conservatory

Drew Pattison, Performer's Certificate
Susan Payne, M.M.
Lecturer, Bassoon
Colburn Conservatory of Music

Albert Payson, B.M.
Lecturer, Percussion
University of Illinois

Deborah Peot, M.M.E.
Lecturer, Music Education
University of Illinois, Urbana

Ron Perrillo
Lecturer, Jazz Studies

Avo Randruut, M.A.
Lecturer, Music Education
Tufts University

Nicole Rivera, Ed.D., Mt-Bc.
Lecturer, Music Education
Northern Illinois University

Robert Rummage, M.M.
Lecturer, Jazz Percussion
DePaul University

Jeremy Ruthrauff, B.M.
Lecturer, Saxophone
Northwestern University

Karl Rzasa, M.A., M.M.
Lecturer, Music Education
University of Massachusetts

Alan Salzenstein, J.D.
Performing Arts Management Coordinator
Professor, Performing Arts Management
Chicago Kent College of Law

Junichi Sato, M.M.
Lecturer, Group Piano
Indiana University

Harry Silverstein
Professor, Director, DePaul Opera Theatre

Nicolas Sincaglia, B.S.
Lecturer, Performing Arts Management
University of Miami

James Smelser, M.M.
Lecturer, Horn
Northwestern University

Steve Smith, B.A.
Lecturer, Performing Arts Management
Xavier University
Melissa Snoza, M.M.

Lecturer, Performing Arts Management
Northwestern University
Erik Soderstrom, J.D.

Lecturer, Performing Arts Management
John Marshall Law School
Rami Solomonow, B.A.

Professor, Viola
Northern Illinois University
Mark Sparks, B.M.

Lecturer, Flute
Oberlin Conservatory
Michael Staron, M.M.

Lecturer, Liberal Studies
Northwestern University
Daniel Steinman, B.S.

Lecture, Sound Recording Technology
DePaul University
Kyomi Sugimura, M.M.

Lecturer, Piano
Indiana University
Janet Sung, M.M.

String Program Coordinator
Associate Professor, Violin
The Juilliard School
Michael Sylvester, M.M.

Lecturer, Voice
Indiana University
Brant Taylor, M.M.

Lecturer, Cello
Indiana University
Justin Thomas, B.M.

Lecturer, Jazz Vibraphone
DePaul University
Cory Tiffin, B.M.

Lecturer, Music Education
DePaul University
George Vatchnadze, M.M.

Associate Professor, Piano
Indiana University
Charles Vernon
Lecturer, Trombone
Kurt Westerberg, D.M.
Chair, Department of Musical Studies
Associate Professor, Musicianship & Composition
Northwestern University

Bradley Williams
Lecturer, Jazz Studies

Stephen Williamson, Performer's Certificate
Lecturer, Clarinet
Eastman School of Music

Louis Yoelin, M.A.
Lecturer, Sound Recording Technology
University of California, Los Angeles

Mark Zinger
Professor Emeritus
Odessa State Conservatory

Mischa Zupko, D.M.A.
Lecturer, Musicianship
Indiana University

Academics

The School of Music is home to Undergraduate, Graduate and Non-Degree Certificate programs.

Graduate Programs

- Composition (MM)
- Jazz Studies (MM)
- Music Education (MM)
- Music Performance (MM)
School of Music Graduate Student Handbook

In addition to the DePaul University Graduate Student Handbook, the School of Music Student Handbook includes rules and regulations for its graduate programs. Additional academic information and regulations applicable to our graduate programs appear in the School of Music Student Handbook.

Upon admission to a graduate program, a student is to follow the catalog requirements in effect at the time of entrance. A student who is readmitted or who changes his or her program or enrollment status is subject to the terms of the catalog in effect at the time of readmission or status change.

It is the responsibility of graduate students to know and meet both the general and particular regulations, procedures, policies, and deadlines set forth in this catalog and handbook.

Overview of Graduate Program

Masters of Music

DePaul University School of Music offers a Masters of Music degree in performance, composition, jazz studies, or music education. A minimum of 48 quarter hours are required for the degree, including courses in music history and theory, research, and the area of specialization. Graduate students are also required to pass a comprehensive examination and complete a final project, recital, or paper. Most students complete the program in two years or six quarters; however, music education students who enroll part-time while teaching may take classes throughout three summers and two intervening academic years.

Certificate in Performance

The Certificate in Performance is a highly selective, intensive course of study for students who have already earned a master's degree in performance. A minimum of 36 quarter hours must be completed over two years. Certificate students enroll in applied lessons, ensembles, and other supporting music courses.

Performance Awards

All students who receive performance awards must participate in ensembles as needed. Failure to do so may result in the forfeiture of performance award dollars. Graduate performance awards are provided for a maximum of 6 quarters. Only full-time students (6-8 credits per quarter) are eligible for performance awards. Questions about the performance awards may be directed to Mr. Ross Beacraft, Director of Admission.

Curricular ensemble requirements may differ from performance award requirements. A student on a performance awards may be required to participate in ensembles different than or beyond their major's curricular requirements.
Academic Probation

Students who fail to make meaningful progress towards their degree may be placed on academic probation. Furthermore, students who do not maintain a 2.5 grade point average, may be placed on academic probation. Any student who is placed on probation will be notified in writing and should meet with the Associate Dean of Academic Affairs. Generally, students are not allowed to remain on probation for more than 2 quarters without additional academic sanctions being applied.

Academic Dismissal

Students who fail to meet the academic standards of the University or School of Music may be dismissed. If a student earns less than a 2.5 GPA for two consecutive quarters, and/or fails to make meaningful progress towards the degree, the student is subject to dismissal. Any student who is dismissed will be notified in writing and will meet with the Associate Dean of Academic Affairs. Appeals for dismissal should be submitted in writing to the School of Music Exceptions committee, clearly stating reasons for the academic problem and a plan to address the situation.

Withdrawal and Re-Application

Any student who wishes to withdraw from the School of Music should first meet with his or her advisor and then the Associate Dean of Academic Affairs. If the student is receiving a performance award, s/he should also meet with Mr. Ross Beacraft, Director of Admissions. A student must also submit a withdrawal/leave of absence form through Campus Connection, explaining the reasons for withdrawal. If a student withdraws in good standing, s/he may reapply within 3 quarters without re-auditioning or re-applying; if a student is away longer than 3 quarters, s/he must reapply and re-audition to the School of Music, and is subject to the requirements current at the time of their application.

Enrollment and Credits

No one is permitted to attend a class for which he or she has not been properly registered. Credit is accumulated on the basis of quarter hours. The unit of credit is one quarter hour granted for 45 minutes of classroom work a week. The normal class extends over a ten-week period (or an accelerated five-week period in the summer). All courses carry four quarter hours of credit (2 2/3 semester hours), unless otherwise noted.

Graduate music students enrolled for six or more quarter hours of credit are considered full-time. Those registered for less than 6 quarter hours of credit are considered less than half-time.

Graduate courses are numbered as 400 level courses. Graduate students must enroll for 400 level courses.
Transfer Credits

No transfer credits are accepted toward the Masters of Music or Certificate of Performance programs. All course work must be completed at DePaul University School of Music.

Graduation

Requirements

Students must have successfully completed all of the general and specific degree requirements as listed in departmental or program sections of the catalog under which they were admitted. Completed degree requirements include passing the comprehensive examination and the submission of a final project, such as research paper, composition, or recital. Students need to achieve a minimum grade point average of 2.500 to graduate.

The University confers degrees at the end of the quarters, in November, March, June, or August; commencement ceremonies occur only in June. A student may participate in the June commencement ceremony if s/he completes the requirements in the winter or spring quarters preceding the ceremony, or the fall quarter of the following academic year. An application for degree completion must be filed online by the appropriate deadline.

In addition to submitting a graduation application, all graduating students must meet with the Associate Dean of Academic Affairs for a pre-graduation check. Failure to do so may jeopardize the granting of a student's degree. Students will be listed in the commencement book based upon their applications—degrees will not be conferred until all requirements are complete.

At the conclusion of their last quarter, a review of the students' transcripts takes place; upon successful completion of the degree requirements, students' names are released to the Student Records with the appropriate honors designations. An additional review takes place to ensure that all financial obligations have been met. Once complete, transcripts with the degree posted are available through Student Records, and diplomas are mailed to students. To receive a diploma, it is essential that students update their addresses in Campus Connection. The distribution of diplomas or release of final transcripts will be withheld if money is owed to the University.

Graduation with Distinction

Graduation with distinction is awarded for students who earn 3.75 GPA or above.

Career Services

The School of Music Office of Career Services serves music students and alumni, providing assistance with resumes, cover letters, recommendations, correspondence, interviews, and career strategies. Job openings are posted electronically and on the bulletin boards. Students are encouraged to meet with Robert Krueger, Associate Dean for Administration, School of Music, Room 231, (773) 325-4355 or rkrueger@depaul.edu prior to graduation.
Music Teacher Certification Program

Admissions

Applicants to the DePaul music teacher certification program must meet the following standards:

- Undergraduate degree in music
- Grade Point Average of 2.75 or higher
- Recommendations from two individuals familiar with the candidate's potential as a teacher
- Music audition

Program of Study

All teacher certification students must meet the core requirements of the undergraduate students in music education. Teacher certification students take courses in four basic areas: music, liberal studies, music education, and education. A transcript review will be done by the music education department to determine any deficiencies in any of these areas of study. Substitutions will be determined by the Associate Dean for Academic Affairs where appropriate.

Music courses:

- Applied music study (2 years)
- Musicianship/music theory and history (2 years)
- Aural training (2 years)
- Keyboard skills (2 years)
- Conducting (1 course)
- Music Traditions (world music and jazz)
- Ensemble (4 years)

Liberal Studies:

- Writing (8 credits)
- Math (4)
- Science, lab or quantitative (4)
- American government (4)
- American history (4)

Music education (V=vocal specialization only, I=instrumental specialization only)

- MED 306, Introduction to Music Education (2 credits)
- MED 303, Elementary Vocal General Music Methods (4)
- MED 304 Middle School Vocal General Music Methods (2), V
- MED 300, Elementary Instrumental Music Methods (4)
- MED 305, Secondary Vocal Music Methods (2), V
- MED 308, Accompanying for the Music Educator (2), V
- MED 301, Secondary Instrumental Music Methods (2), I
- MED 310, Music for the Exceptional Child (4)
- MED 325, Conducting for the Music Educator (2)
- MED 340, Technology for the Music Educator (2)
- MED 121, Class Guitar (1)
- MED 196, Class Voice (1)
- Instrumental techniques classes (4 for V, 8 for I):
  - Instrumental Specialization
    - MED 101 Brass I, MED 102 Brass II, MED 103 Woodwinds I, MED 104 Woodwinds II, MED 109 Woodwinds III, MED 107 Percussion I, MED 105 Strings I, MED 106 Strings II
  - Voice Specialization
    - MED 101 Brass I or MED 102 Brass II
    - MED 103 Woodwinds I, MED 104 Woodwinds II, or MED 109 Woodwinds III
    - MED 105 Strings I
    - MED 107 Percussion I
• MED 313, Choral Literature (2), V
• MED electives (4 for V, 6 for I)
• MED 095 (0)
• MED 392, Student Teaching (12)
• MED 393, Student Teaching Seminar (0)

Professional Education

• SCU 207, Social and Historical Foundations of Education (4)
• SCU 336 or PSY 303, Human Growth and Development (4)
• LSE 380, Philosophical Foundations of Education (4)

Certificate in Performance Program

Certificate in Performance

The purpose of the program is to provide an intensive post-master's degree performance experience for a small number of highly accomplished performers. Entry into the program is based on evidence of ability to be successful in post-graduate level performance study. Other criteria include:

• Completion of a Master of Music in performance degree or equivalent from an accredited institution.
• Three letters of recommendation.
• An entrance audition which demonstrates performance ability at the post-master's level.
• Voice applicants must demonstrate competence in Italian, French and German diction by audition and written IPA exam.

There are two primary components to the certificate in performance program. First, applied music (private instruction), and second, related studies. Related study will often consists of participation in the appropriate ensembles and additional academic classes in the School of Music. The course requirements for the certificate in performance appear below:

• Applied Music (24 credits)
• Related Study (12 credits)
• Recital (0 credits)

Admission and Aid

Undergraduate Admission

Admission as a degree-seeking student in the School of Music is contingent upon a superior high school record and successful completion of a performance audition. Entering freshman and transfer applicants are required to audition before March 4 for admission the following September. Transfer students are required to validate credits earned in musicianship studies (theory, music history and literature, aural skills, and keyboard) through a placement examination prior to initial registration.

All students are required to audition regardless of their intended major and are encouraged to schedule their dates and times after October 15 for auditions to be held from January 29 through March 3. For audition requirements and a list of scheduled audition dates, please visit our website, contact the Director of Admission, DePaul University School of Music, 804 West Belden Avenue, Chicago, IL 60614, or call (773) 325-7444.
Scholarship Opportunities

Undergraduate

Incoming freshmen majoring in music are automatically considered for music performance awards at the time of their entrance audition. The number and amount of these music awards vary each year. Please contact the School of Music for further information.

Financial Aid

Students may apply for financial assistance based on family need through the Office of Financial Aid, DePaul University.

Graduate Admission

Admission

The first charter of DePaul University included a statement on nondiscrimination, and the policy has been enforced vigorously for over 114 years. It is the policy of the School of Music to make admission decisions without regard to the race, color, religion, age, gender, sexual orientation, national origin or handicap of the candidate.

Procedures for Admission

Applicants for graduate admission should submit an application online at http://www.depaul.edu/. The application deadline is December 1. Applicants should submit official college transcripts and three letters of recommendation to support their application. Applicants to the master's degree program for performance and jazz studies must take an entrance audition, usually held in February of each year. Audition requirements are specified at the following website: http://music.depaul.edu/Admissions/Auditions/AuditionsGraduateCertificate.asp. Applicants to the master's degree program for music education must interview with the Music Education department. Applicants to the master's degree program for composition must submit a composition portfolio of three pieces. A nonrefundable application fee is required of every student applying for admission to the University as a degree-seeking student. When admission has been approved, the applicant will be notified of the diagnostic examination schedule and new student orientation, which usually take place before the start of the academic year.

Certificate in Performance

The School of Music also offers a program leading to the Certificate in Performance. The Certificate in Performance is a post-masters program for classical or jazz musicians who intend to pursue careers as professional performers. Applicants should submit an application online at http://www.depaul.edu/.
application deadline is December 1. Applicants should submit official college transcripts and three letters of
recommendation to support their application. Applicants must take an entrance audition, usually held in
February of each year. Audition requirements are specified at the following website:
http://music.depaul.edu/Admissions/Auditions/AuditionsGraduateCertificate.asp

**Non-Degree Seeking Students**

DePaul School of Music does not normally admit applicants as non-degree seeking students. A student who has
earned a bachelor's degree or its equivalent from an accredited institution and does not intend to work for a
master's degree may, on the written recommendation of the Associate Dean of Academic Affairs, be admitted as
a non-degree seeking student. Only the first 12 quarter hours earned as a non-degree-seeking student at DePaul
may subsequently be applied toward a degree when the student is accepted as a degree-seeking student.

**Student-At-Large**

A student completing a graduate program at another accredited institution may, on the written recommendation
of the Associate Dean of Academic Affairs, be admitted as a student-at-large.

**International Students**

All international students and any student who has been educated outside of the United States should complete
the application requirements for their desired program (see above), submit their educational credentials to a
third-party organization for evaluation, and demonstrate a proficiency in English. The application deadline is
December 1. Please see the following website for further information on applying to DePaul School of Music as
an international graduate student:

To demonstrate English proficiency, international graduate music students must pass a TOEFL examination with
a written score of 550 or an internet-based score of 80, with no section lower than 17. If a student has met all
other music admissions criteria and taken a TOEFL examination, but not yet achieved a passing score, they may
be considered for admission to the joint English Language Academy-School of Music program. (For further
information on this program, students should contact the School of Music Admissions Office.) Those who
request student visas also must show evidence of adequate financial support. A formal letter of admission
and/or form 1-20 will be issued only after all admission requirements have been fulfilled.

**Diagnostic Examinations**

Students who have been admitted to the master’s degree program for composition, performance, and music
education must take a diagnostic examination in musicianship studies. These examinations, taken during new
student orientation, will be used to guide course placement and identify areas for additional studies.

**Music Teacher Certification Program**

**Admission Requirements**

Applicants to the DePaul music teacher certification program must meet the following standards:

- Undergraduate degree in music
- Grade Point Average of 2.75 or higher
- Recommendations from two individuals familiar with the candidate’s potential as a teacher
- Music audition

**Program of Study**

All certification students must meet the core requirements of the undergraduate students in music education.
Certification students take courses in four basic areas: music, liberal studies, music education, and education. A
transcript review will be done by the music education department to determine any deficiencies in any of these
areas of study. Substitutions will be determined by the Associate Dean of Academic Affairs where appropriate.
Music Courses

- Applied music study (2 years)
- Musicianship/music theory and history (2 years)
- Aural training (2 years)
- Keyboard skills (2 years)
- Conducting (1 course)
- Music Traditions (world music and jazz)
- Ensemble (4 years)

Liberal Studies

- Writing (8 credits)
- Math (4 credits)
- Science, lab or quantitative (4 credits)
- American government (4 credits)
- American history (4 credits)

Music Education (V=vocal specialization, I=instrumental specialization)

- MED 306 INTRODUCTION TO MUSIC EDUCATION
- MED 303 ELEMENTARY VOCAL-GENERAL METHODS & LAB
- MED 304 MIDDLE SCHOOL VOCAL METHODS AND LAB (V)
- MED 300 ELEMENTARY & MIDDLE SCHOOL INSTRUMENTAL METHODS & LAB
- MED 305 SECONDARY VOCAL METHODS AND LAB (V)
- MED 308 ACCOMPANYING FOR THE MUSIC EDUCATOR (V)
- MED 301 SECONDARY INSTRUMENTAL METHODS AND LAB (I)
- MED 310 MUSIC EDUCATION FOR THE EXCEPTIONAL CHILD
- MED 325 TECHNOLOGY FOR MUSIC EDUCATORS
- MED 340 CONDUCTING FOR THE MUSIC EDUCATOR
- MED 121 CLASS GUITAR
- MED 196 CLASS VOICE
- Instrumental techniques classes:
  - Vocal Specialization (4 credits)
    - MED 101 BRASS I
    - or MED 102 BRASS II
    - MED 103 WOODWINDS I
    - or MED 104 WOODWINDS II
    - MED 105 STRINGS I
    - MED 107 PERCUSSION I
  - Instrumental Specialization (8 credits from the list below)
    - MED 101 BRASS I
    - MED 102 BRASS II
    - MED 103 WOODWINDS I
    - MED 104 WOODWINDS II
    - MED 109 WOODWINDS III
    - MED 105 STRINGS I
    - MED 106 STRINGS II
    - MED 107 PERCUSSION I
    - MED 108 PERCUSSION II
- MED 313 CHORAL LITERATURE (V)
- MED electives (4 for V, 6 for I)
- MED 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH
- MED 392 STUDENT TEACHING
- MED 393 STUDENT TEACHING SEMINAR

Professional Education

- SCU 207 SOCIAL AND HISTORICAL ISSUES IN EDUCATION
- SCU 336 ADOLESCENT AND ADULT GROWTH AND DEVELOPMENT
  or PSY 303 HUMAN DEVELOPMENT
- LSE 380 PHILOSOPHICAL ISSUES IN EDUCATION
Certificate In Performance

The purpose of the certificate program is to provide an intensive post-master’s degree performance experience for highly accomplished classical and jazz musicians. The entrance criteria include:

- Completion of a Master of Music in performance degree or equivalent from an accredited institution.
- Three letters of recommendation.
- An entrance audition which demonstrates performance ability at the post-master’s level.
- Voice applicants must demonstrate competence in Italian, French and German diction by audition and written IPA exam.

The two-year certificate in performance program is comprised of applied lessons, ensembles, related studies, and a recital.

About

The Theatre School is the Midwest’s oldest theatre conservatory. Founded as the Goodman School of Drama in 1925, the school carries on an 87-year history as a leading drama school in the United States. The conservatory format provides for an intensive, highly disciplined training program. The central core of the program is an extensive production-oriented approach. The School produces more than 150 public performances each season for an audience of more than 50,000 people, featuring students in every aspect of the production. Programs of study are offered in acting, scene design, costume design, lighting design, sound design, theatre technology, costume technology, stage management, playwriting, dramaturgy/criticism, theatre management, and theatre arts. Graduate programs are offered in acting, directing and arts leadership. The objectives of the professional curricula are to prepare the student for creative participation in any form of theatre requiring a high level of technical competence, to provide the student with the aesthetic and cultural background requisite to an understanding of his/her art and of the world in which he/she works, and to develop the specific skills and disciplines necessary for competence in the student’s area of specialization. Theatre School students are not eligible for the Theatre Studies Minor.

Each Theatre School course builds and expands upon its predecessor. When the program is complete, the student will have been exposed to the necessary artistic tools and shown their proper usage in order to realize his or her goals. In addition, liberal education requirements are incorporated into all of the school’s programs so that the student may practice his/her craft with an awareness of history, literature, philosophy, and current and past cultural and social events.

Advanced students in the Theatre Studies and Design and Technical programs enhance their training experience by completing internships at local and national organizations. Internships have been conducted at the Brooklyn Academy of Music, Metropolitan Opera, Seattle Opera, Goodman Theatre, Guthrie Theatre, Arena Stage, Playwrights Horizons, the David Letterman Show, Chicago Shakespeare Theater, Disney Theatricals, Alabama Shakespeare Festival, Fox Theatricals, Oregon Shakespeare Festival, Berkshire Theatre Festival, The Second City, and Steppenwolf Theatre Company, among numerous others.

Administration

John Culbert
Dean
Dean Corrin

DePaul University Autumn 2015-2016
Faculty and Staff

In keeping with the school’s concept of the dual importance of theory and practice and of producing a superior quality of instruction, The Theatre School’s faculty and staff are highly qualified, both professionally and academically. The faculty is regularly supplemented by accomplished working professionals.

In addition, visiting artists and professionals appear in our guest speaker series, CHICAGO LIVE: THE ARTS. Among them have been playwright David Mamet; actresses Celeste Holm, Florence Henderson, and Julie Harris; actors Rip Torn, Charles Durning, Ray Liotta, Jonathan Pryce, Brian Dennehy, and Laurence Fishburne; Chicago’s nationally known Steppenwolf Ensemble including John Malkovich, Jeff Perry, and Gary Sinise; the late comedian Avery Schrieber; director JoAnne Akalaitis, Anne Bogart, Frank Galati, and Paul Sills; and alumni Gillian Anderson, Joe Mantegna, John C. Reilly, and Kevin Anderson, among scores of others.

Anna Ables, M.F.A.
Director of Marketing and Public Relations
Southern Utah University

Narda Alcorn, M.F.A.
Head of Stage Management
Yale School of Drama

Deanna Alosius, M.F.A.
Chair of Costume Technology
Boston University

Greg Allen, B.A.
Company Creation
Oberlin College

Claudia Anderson, M.F.A.
Head of Voice and Speech
University of South Carolina

Jeff Bauer, M.F.A.
Principles of Design
Northwestern University

Jason Beck, B.F.A.
Assistant Dean
The Theatre School, DePaul University

Mitsu Beck, M.Ed.
Executive Assistant to The Dean
DePaul University

Chris Binder, M.F.A.
Head of Lighting Design
Northern Illinois University
Suzanne Bizer, M.F.A.
Commercial Theatre Management
Brooklyn College
Bea Bosco, Ph.D.
World of Theatre
University of Wisconsin
Jane Brody, M.F.A.
Acting
Illinois State University
Jason Brown, B.F.A.
Technical Drawing
The Theatre School, DePaul University
Cheryl Lynn Bruce, B.A.
Acting
University of Illinois, Chicago
Barry Brunetti, M.F.A.
History of Dramatic Literature and Chair of Theatre Studies
The Theatre School, DePaul University
Linda Buchanan, M.F.A.
Associate Dean and Head of Scenic Design
Northwestern University
Dexter Bullard, M.F.A.
Head of Graduate Acting and Artistic Director, Showcase
The School of the Art Institute of Chicago
Richard Bynum, M.F.A.
Construction and Rigging
Yale School of Drama
David Castellanos, B.F.A.
Stage Management
The Theatre School, DePaul University
David Chack, Ph.D. (abd)
Theatre Studies
Boston University
So Hui Chong, B.F.A.
Stitcher
School of The Art Institute
Nan Cibula-Jenkins, M.F.A.
Costume Design
Yale University
Timothy Combs, B.F.A.
Scene Shop Technical Director
Creighton University
Louis Contey, M.F.A.
Performance Workshop for Non-Majors
The Theatre School, DePaul University

Dean Corrin, M.F.A.
Associate Dean and Playwriting
Ohio University

John Culbert, M.F.A.
Dean
New York University

Julia Curns, B.M.
Box Office Manager
DePaul University

Victoria Deiorio, B.F.A.
Head of Sound Design
Syracuse University

Kevin Depinet, M.F.A.
Technical Drawing
Illinois State University

Deb Doetzer, B.A.
Voiceover
University of Massachusetts, Boston

Patrice Egleston, M.F.A.
Head of Movement
Southern Methodist University

Mark Elliott, M.F.A.
Musical Theatre
San Diego State University

Myron Elliott, M.F.A.
Costume Shop Manager
Ohio University

Rich Fine, M.F.A.
Survey of the Arts for Theatre
The New York Academy of Art

Kirsten Fitzgerald, M.F.A.
Scene Study
University of Iowa

Jason Fliss, M.F.A.
Theatre Studies
The Theatre School, Depaul University

Kristina Fluty, M.A.
Movement
Columbia College, Chicago

Tosha Fowler, M.F.A.
Acting
The Theatre School, DePaul University
Kevin Christopher Fox, B.F.A.
Performance Workshop
The Theatre School, DePaul University

Christine D. Freeburg, B.F.A.
Stage Management
The Theatre School, DePaul University

Joel Furmanek,
Technical Drawing

Andrew Gallant, M.F.A.
Meisner
The Theatre School, DePaul University

Mark Gartzman
Assistant Theatre Technical Director

Brian Gill
Performance Workshop for Non-Majors

Linda Gillum, M.F.A.
Acting
University of Illinois

Vanessa Greenway
Pilates
The Theatre School, DePaul University

Noah Gregoropoulous, B.S.
Improvisation
Northwestern University

Phyllis E. Griffin, M.F.A.
Voice and Speech
Goodman School of Drama

Criss Henderson, B.F.A.
Arts Leadership Program
The Theatre School, DePaul University

Todd Hensley, M.F.A.
Lighting Design
University of Minnesota

Joel Hobson, M.F.A.
Production Management Seminar
University of Georgia

Carolyn Hoerdemann, B.F.A.
Performance Workshop For Non-Majors
The Theatre School, DePaul University

Chris Hofmann, B.A.
Director of Technical Operations
Adams State College

Wendy Irvine

Director of Development, Performing Arts

John Jenkins, B.A.
Movement, Technique
Pittsburgh State University

Jim Jensen, B.A.
Theatre Management
Northwestern University

Nick Johne
Acting

Chris Jones, Ph.D.
Dramatic Criticism, Graduate Seminar
The Ohio State University

Linda Jones, M.A.
Group Sales Rep, Merle Reskin Theatre
University of Illinois-Springfield

Lin Batsheva Kahn, M.A.
Modern Dance
Case Western Reserve University

Jan Kallish
Theatre Management

Azar Kazemi, M.F.A.
Dramatic Theory
The Theatre School, DePaul University

Nick Keenan, B.A.
Sound Design
University of Massachusetts, Amherst

Jay Kelly, B.A.
Theatre Management
University of Missouri

Shane Kelly, M.F.A.
Theatre Technology
University of Delaware

David Keohane,
Administrative Assistant

Trudie Kessler, M.F.A.
Voice and Speech
University of California, Irvine

Damon Kiely, M.F.A.
Directing Theories and Chair of Performance
Columbia University

Ryan Kitley, M.F.A.
Performance Workshop for Non-Majors
The Theatre School, DePaul University
Jason Knox, M.F.A.
Sound Design
Purdue University

Matt Krause, M.B.A.
Business Manager
DePaul University

Suzanne Lang, M.F.A.
Performance Workshop For Non-Majors
The Theatre School, DePaul University

Tavia La Follette, Ph.D.
Visiting Professor of Multicultural Performance
Antioch University

Kelsey Lamm, B.F.A.
Production Coordinator
The Theatre School, DePaul University

Reginald Lawrence, M.S.
Dramatic Writing for Non-Majors
University of Illinois, Urbana

Ed Leahy, M.F.A.
Construction and Rigging
University of Delaware

Jen Leahy, B.F.A.
Assistant Technical Director
The Theatre School, DePaul University

Kristin Leahy,
Dramaturgy

Camille Litalien, M.A.
Movement
Central Saint Martins College of Art and Design

Jack Magaw, M.F.A.
Scene Design, Technical Drawing
Northwestern University

Josh Maniglia, M.S.
Technical Operations Manager
DePaul University

Brian McKnight,
World of Theatre

Marcelle McVay, B.A.
Theatre Management
Northwestern University

Susan Messing, B.S.
Improv
Northwestern University

Daniel Moser, Ph.D.
World of The Theatre
Northwestern University
Carlos Murillo
    Head of Playwriting, Solo Performance
Kimosha Murphy, M.A.
    African Dance
    Southern Illinois University
Shade Murray,
    New Play Workshop
Kurt Naebig,
    Audition
David Naunton, B.A.
    Sound Design and Technology
    Ripon College
Ernie Nolan, M.F.A.
    Theatre Studies The Theatre School, DePaul University
William O'Connor, M.A.
    History of Dramatic Literature
    University of Chicago
Courtney O'Neil, M.F.A.
    Technical Drawing
    Northwestern University
Tanya Palmer, M.F.A.
    Playwriting
    York University
Liviu Pasare,
    Photoshop
Rachael Patterson, B.A.
    Acting for the Camera
    University of Notre Dame
Coya Paz, Ph.D.
    Theatre Studies
    Northwestern University
Chris Peak, M.F.A.
    Dramatic Literature
    The Theatre School, DePaul University
Amy Peter,
    Props Master
Aaron Pijanowski, B.F.A.
    Technical Assistant
    University of Illinois, Urbana

DePaul University Autumn 2015-2016
Page 1146 of 2506
Russell Poole
Technical Drawing

Lisa Portes, M.F.A.
Directing and Artistic Director, Chicago Playworks
University of California-San Diego

Henrijs Preiss, M.A.
Media for Designers, Rendering
Central St. Martins School of Art and Design

Nicolas Sandys Pullin, Ph.D. (abd)
Stage Combat
Loyola University Chicago

Janice Pytel, M.F.A.
Costume Design
Northwestern University

Birgit Rattenbourg-Wise, M.A.
Costume Design and Costume Technology
University of Kansas

Gerald Reynolds
Scene Shop Foreman

Clifton D. Robinson
Master Drummer/West African Dance

Maren Robinson, M.A.
Dramaturgy
University of Chicago

Michael Rourke, M.F.A.
Design Workshop, Lighting Technology
University of Virginia

Alan Salzenstein, J.D.
Performing Arts Management and Arts Leadership Program
IIT, Chicago Kent College of Law

James Savage, B.F.A.
Sound Technology
University of Cincinnati

Mary Schmich, B.A.
Yoga
Pomona College

Roche Schulfer, B.A.
Theatre Studies
University of Notre Dame

Ron Seely, B.F.A.
Master Electrician
The Theatre School, DePaul University
Kimberly Senior
  Directing

James Sherman, M.F.A.
  Playwrights' Seminar
  Brandeis University

Kelsey Shipley
  House Manager

Leslie Shook, M.A.
  Theatre Manager
  University of Illinois at Chicago

Rachel Shteir, D.F.A
  Dramaturgy/Criticism
  Yale School of Drama

Melissa Simo,
  Movement

Rachel Slavick, M.F.A.
  Performance Workshop For Non-Majors
  The Theatre School, DePaul University

Joseph Slowik, M.F.A.
  Professor Emeritus
  Goodman School of Drama

Jannelle Snow,
  Movement

Elizabeth J. Soete, B.M.E.
  Development
  Northwestern University

Sigrid Sutter, M.F.A.
  Classical Acting
  George Washington University

Noelle Thomas, M.F.A.
  Design Workshop
  Northwestern University

Andrea Tichy, B.F.A.
  Manager of Public Relations and Special Events
  The Theatre School, DePaul University

Phil Timberlake, M.F.A.
  Voice and Speech
  Virginia Commonwealth University

Melissa Tropp, M.A.
  Admissions Assistant
  DePaul University

Krissy Vanderwarker, M.F.A.
  Theatre Studies
  The Theatre School, DePaul University
Alden Vasquez  
Stage Management  
Roosevelt University

Ann Wakefield, M.A.  
Acting  
Nantes University, France

John Ransford Watts, Ph.D.  
Dean Emeritus  
Union Graduate School

Joanna White, M.F.A.  
Scenic Artist  
University of Florida

Laura Whitlock, B.A.  
Costume Technology  
University of Northern Iowa

Jeanne Williams, B.F.A.  
Coordinator of Academic Services  
Columbia College

Sandy Wilson, B.A.  
Playwriting and Directing  
Mount Holyoke

Nan Zabriskie, M.F.A.  
Make-Up  
University of Minnesota

Dexter Zollicoffer, M.F.A.  
Diversity Student Mentor  
The Theatre School, DePaul University

Contact Us

Administration
John Culbert, Dean  
The Theatre School at DePaul University  
2135 N. Kenmore Ave.  
Chicago, IL 60614  
773.325.7917 phone  
773.325.7920 fax  
jculbert@depaul.edu

Admissions
The Theatre School at DePaul University  
2135 N. Kenmore Ave.
Media/ Marketing Inquiries

Anna Ables, Director of Marketing/Public Relations
The Theatre School at DePaul University
2135 N. Kenmore Ave.
Chicago, IL 60614
773.325.7938 phone
773.325.7920 fax
aables@depaul.edu

Public Relations and Special Events

Andrea Tichy, Manager of PR and Special Events
The Theatre School at DePaul University
2135 N. Kenmore Ave.
Chicago, IL 60614
773.325.7819 phone
773.325.7920 fax
atichy@depaul.edu

Academic Records

Dean Corrin, Associate Dean
The Theatre School at DePaul University
2135 N. Kenmore Ave.
Chicago, IL 60614
773.325.7932 phone
773.325.7920 fax
dcorrin@depaul.edu

Theatre Box Office

Julia Curns, Box Office Manager
DePaul's Merle Reskin Theatre
60 E. Balbo Drive
Chicago, IL 60605
312.922.1999 box office
312.922.0999 group sales
773.325.7967 fax
jcurns@depaul.edu

Alumni

Jason Beck, Assistant Dean and Alumni Relations Director
The Theatre School at DePaul University
2135 N. Kenmore Ave.
Chicago, IL 60614
773.325.2021 phone
773.325.7920 fax
jbeck1@depaul.edu

Theatre Rental/ Charitable Ticket Donation Inquiries

Leslie Shook, Theatre Manager
DePaul's Merle Reskin Theatre
60 E. Balbo Drive
Chicago, IL 60605
773.325.7965 phone
773.325.7967 fax
lshook@depaul.edu
The Theatre School is home to Undergraduate majors and minors and Graduate programs.

Graduate Programs

- Acting (MFA)
- Arts Leadership (MFA)
- Directing (MFA)

The Theatre School Graduate Student Handbook

In addition to the DePaul University Graduate Student Handbook, The Theatre School Graduate Student Handbook includes requirements, rules and regulations for its graduate programs.

Upon admission to a graduate program, a student is to follow the catalog requirements in effect at the time of entrance. A student who is readmitted or who changes his or her program or enrollment status is subject to the terms of the catalog in effect at the time of readmission or status change.

As a graduate student you assume the responsibility to know and meet both the general and particular regulations, procedures, policies, and deadlines set forth in this catalog and handbook. This catalog does not constitute a contract between the student and the University. Every effort has been made to provide accurate and firm information. The University reserves the right to revise the content of its catalogs and schedules, and to change policies, programs, requirements, rules, regulations, procedures, calendars and schedule of tuition and fees; to establish and modify admission and registration criteria; to cancel or change courses or programs and their content and prerequisites; to limit and restrict enrollment; to cancel, divide or change time or location or staffing of classes; or to make any other necessary changes.

Registration and Enrollment

No one is permitted to attend a class for which he or she has not been properly registered. Credit is accumulated on the basis of quarter hours. The normal class extends over a ten-week period.

Students enrolled for eight or more quarter hours of credit are considered full-time. Those enrolled in four to 7 hours of credit are considered half-time. Those registered for less than 4 quarter hours of credit are considered less than half-time. Normally, students in Theatre School programs are required to be enrolled as full-time students.
Probation

Academic Probation

A student is subject to probation as soon as his/her graduate GPA falls below 2.500. The student remains on probation until the end of the subsequent quarter, at which time another evaluation is made. If, at that time, the student has failed to raise his/her GPA to the required level of 2.500 the student may be dismissed for poor scholarship, and prohibited from registering for additional course work. If the student has raised his/her GPA to the required level of 2.500, the student will be removed from academic probation.

Disciplinary Probation

The Theatre School's Disciplinary Probation Policy is detailed in The Theatre School Student Handbook on the school's website.

Professional Probation

The Theatre School's Professional Probation Policy is detailed in The Theatre School Student Handbook on the school's website.

Invitation to Return & Evaluation Policies

A grade of C or better is required in all required courses.

A student must earn a grade of B- or higher to receive graduate credit for any upper level undergraduate course (300 or above) that has been accepted for graduate credit.

Please consult The Theatre School Student Handbook on the school's website for details on the following:

- MFA Acting Program Capacities and Invitations to Return
- MFA I Grading Procedures for the Acting Program
- MFA Directing Program Evaluation and Continuance Policies
- MFA Arts Leadership Evaluation and Continuance Policies
- Invitations to Return for all Programs
- Invitations to Return Appeal Process

Readmission

A student who was previously enrolled in a graduate program in The Theatre School but has not been in attendance since the end of a leave of absence, but not more than four calendar years, must file a Readmission Application. Normally, this application requires that the student take part in the annual interview and audition process and meet the annual application deadlines. Detailed information is available on the school's website. (If more than four years have elapsed since the student been in attendance, a new application is required.)

Official copies of transcripts recording scholastic work taken while not enrolled at DePaul University must be submitted. As a policy, students are held to the degree requirements that are in force at the time of readmission.
Transfer Credit

Normally graduate programs at The Theatre School do not accept credit transferred from another institution. Exceptions can only be granted by the specific departmental chair or program director.

Undergraduate Courses

Courses numbered 300 through 399 are advanced undergraduate courses. If listed in this Catalog, they may be accepted for graduate credit within the limitations stipulated by the specific departmental chair or program director.

Graduation Requirements

Students must have successfully completed all of the general and specific degree requirements as listed in departmental or program sections of the catalog under which the student was admitted.

Completed degree requirements can include the submitting of the dissertation, thesis or research paper, examination scores, and, if necessary, grade changes. Students need to achieve a minimum grade point average of 2.500 to graduate.

Graduation with Distinction

Distinction is conferred upon a student who has maintained a 3.75 cumulative grade point average in the degree program, and passes with distinction the final oral or written examination or the master’s thesis or project where applicable.
Additional Policies

The Theatre School Student Handbook located on the Theatre School website details additional policies, including (but not limited to) policies related the productions, production assignments, casting, and rehearsal procedures.

Leaves of Absence

Students who find it necessary to interrupt their attendance at The Theatre School may apply for a leave of absence. For details about this policy, please consult The Theatre School Student Handbook on the school's website.

Students applying for a leave should also complete the DePaul University Leave of Absence application on Campus Connect.

Admission

Candidates interested in admission to any of the undergraduate or graduate programs of The Theatre School should contact The Theatre School Admissions Office at (773) 325-7999 or (800) 4DEPAUL (Extension 7999). The office will provide each candidate with detailed instructions for the application and audition/interview process.

Theatre applicants are responsible for scheduling their own audition (for acting) or interview (for all other majors), which can be done on The Theatre School's website. If, for any reason, an applicant is unable to reserve a slot online, he or she should contact The Theatre School Admissions Office directly.

The Theatre School only admits students for entry into Autumn quarter each year. Enrollment in each area of concentration is limited by strict capacities. In all of The Theatre School's programs, students are evaluated annually by the faculty and formally invited to continue into the subsequent year. The evaluation, a professional and confidential process, is based on four key elements: discipline, collaboration, professional potential, and progress in the program. For more information about the School's policies about admission, retention, evaluations of students, invitations to return, and related matters, please see The Theatre School website.
Course Descriptions

A&S 491
EFFECTIVE LEADERSHIP OF SCHOOLS
Graduate
This course introduces students to the research base of organizational theory, the politics of education, and foundations of building level instructional leadership. Multiple theories are examined in light of the students' experience in educational settings. This examination of theory in light of experience provides the students with a framework for analyzing both familiar educational institutions and the theories that support educational institutions. Through a study of administrative and organizational theory using those settings with which students are most familiar, students will become more reflective of the theoretical base that will inform their future practice as administrators.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 492
THE PRINCIPALSHIP
Graduate
This course provides students with the tools needed to enter into a Pre-K-12 school setting and function effectively. Topics included in this course include: scheduling; managing resources; technology; issues of working with students and teachers; maintaining a safe and effective learning environment.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 493
DATA DRIVEN DECISION MAKING
Graduate
This course provides future administrators with the tools they need to critically examine demographic, financial, personnel and testing data and to use the insights gained in making well informed administrative decisions.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 494
SCHOOL FINANCE
Graduate
Major consideration will be given to problems relating to the preparing of a school budget, procuring revenue, financial accounting, capital outlays, insurance on property, taking of inventory, and the social and political implications of how schools are financed.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 495
SCHOOL LAW
Graduate
Authority, powers and liability of school personnel; rights and status of students; character of districts and school board control of curriculum, school property, finances. Special emphasis on recent state and federal court decisions as they affect Illinois and neighboring states.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 496
STAKEHOLDER RELATIONSHIPS
Graduate
This course draws on the literature about constructive conflict resolution and partnership building to address the important, inevitable, and sometimes stormy relationships among various education stakeholders both inside and outside of the school building. Educational administrators cannot fire tenured teachers, angry parents, or zealous community organizers. Thus, they must learn the paradigms and tools to not only resolve the inevitable conflicts that arise with these stakeholders but also to be able to work with them as key strategic partners.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.
A&S 498
**INSTRUCTIONAL SUPERVISION AND SUPPORT**
Graduate

Instructional Supervision is examined from the perspective of both student and teacher learning, dealing with issues such as motivation, responsibility and increased proficiency. This course deals with issues of teacher observation and evaluation; clinical supervision; and professional development programming.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 499
**PLANNING FOR PROFESSIONAL DEVELOPMENT**
Graduate

This course introduces students to the dynamics of adult learning and how to apply these learning theories to the development of meaningful professional development for teachers and adult staff that enhances student success. Goals: (1) Developing skills and developing a comprehensive plan for professional development, (2) Addressing the challenges of adult learners, (3) Developing mentoring and coaching skills, (4) Developing and understanding the importance of assessment and reflection.

A&S 570
**HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP**
Graduate

A survey of the history of Catholic K-12 education in the United States and the foundational documents of Catholic Education. Students will examine the history and philosophical/theological foundation of Catholic Schools in the United States and will be asked to reflect on the nature and mission of Catholic education in the multicultural, multiethnic milieu of Twenty-first Century America.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 571
**SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS**
Graduate

Students will be asked to conceptualize leadership from the Transformational and Servant Leadership perspectives. Using these principles, students will examine the spirituality of Catholic School leadership, and its implications for them in their role as ministers and coordinators of ministries in the school setting. Students will then examine the unique administrative and managerial factors that impact Catholic schools from a leadership framework that is imbued with the spirituality of Servant Leadership.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 588
**SERVICE LEARNING FOR HIGHER EDUCATION**
Graduate

This class is a hands-on, minds-on engagement in the practice and theory of service learning - the integration of community service and related academic study. Students will assist a service-learning program with planning, implementation or evaluation and integrate this experience with study of current practice, theory and research. Students who plan careers in higher education will find this useful in light of the increased commitment to providing service-learning opportunities on campuses. Many student services and other higher education positions include the need to offer leadership to these programs.

A&S 590
**ORGANIZATIONAL DEVELOPMENT**
Graduate

A development approach used in combining theory, research, and applications for improving interpersonal effectiveness and to develop problem-solving capacity of the organization. The course is about change theory, people in organizations and the achievement of individual and organizational goals.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.
A&S 591
RESEARCH SEMINAR IN EDUCATIONAL LEADERSHIP
Graduate
This course is designed to help graduate students in Educational Leadership through the process of planning, organizing, drafting, and revising their Master's papers. Students will be expected to complete a literature review and to develop a strong proposal for an integrative paper as a prelude to selecting an advisor for their Master's papers.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

A&S 593
PRACTICUM IN EDUCATIONAL LEADERSHIP
Graduate
The practicum provides opportunities for advanced students in administration and supervision to participate in and complete a research project in selected systems on a full-time or part-time basis. The experiences are intended to provide, under professional direction and supervision for (1) study for major factions, policies, and problems for administration and supervision, and (2) intensive study of certain critical administrative and supervisory practices.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

A&S 594
INTERNSHIP IN EDUCATIONAL LEADERSHIP
Graduate
The internship provides supervised experiences in selected organizations on a full-time or part-time basis. The student intern is cooperatively assigned to an organization under the immediate supervision of organizational personnel. The experiences provided are designed to enrich the student's theoretical background with practical opportunities of participating in (1) overall contact with personnel and with the major functions and problems of certain critical administrative and/or supervisory activities, and (2) a detailed study and analysis of a particular administrative and/or supervisory function or activity.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 595
WORKSHOP IN EDUCATIONAL LEADERSHIP
Graduate
Topics of particular interest and concern to administrators and supervisors will be presented in a high-involvement seminar format. Primary reliance will be on written materials; however, audio-visual and role-playing mechanisms may also be used.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

A&S 596
HUMAN RESOURCE MANAGEMENT
Graduate
Theory, practice and relevant research in modern personnel administration. Recruitment, staff-development, interviewing, collective bargaining, conflict resolution and employee evaluation are emphasized. Human resource administration, induction programs, and in-service opportunities are touched upon.

Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 597
POLITICS OF EDUCATION
Graduate
Policy development in education as a political process; community power, state and national politics in educational decision-making and the role of leadership and pressure groups in the shaping of educational policy at local, state and national levels.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.
A&S 598
INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP
Graduate
Independent study: Permission of instructor, department chair and Associate Dean are required.
Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

A&S 599
THESIS SEMINAR IN EDUCATIONAL LEADERSHIP
Graduate
A student writing a thesis registers for this course for four quarter hours of credit. When the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.
SCG 410, an approved thesis and status as an Advanced Master's student is a prerequisite for this class.

A&S 600
REGISTERED STUDENT IN GOOD STANDING
Graduate
(0 credit) Registration in this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required.
Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

A&S 602
PRINCIPAL LICENSURE INTERNSHIP I
Graduate
This internship experience immerses the student into the world of the instructional leader in the contemporary Pre K-8th school setting. The student is to complete at minimum 100 clock hours of instructional leadership experiences in The PreK-8 setting by participating and taking the lead in concrete sustained leadership experiences under the supervision of both the building's principal (mentor) and the faculty supervisor.
Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 603
PRINCIPAL LICENSURE INTERNSHIP II
Graduate
This internship experience immerses the student into the world of the instructional leader in the contemporary 9-12 school setting. The student is to complete at minimum 100 clock hours of instructional leadership experiences in the 9-12 setting by participating and taking the lead in concrete sustained leadership experiences under the supervision of both the building's principal (mentor) and the faculty supervisor.
Status as an Advanced Masters Education student or a Principal or Catholic School Principal (Licensure) student is a prerequisite for this class.

A&S 606
REVIEW OF LITERATURE
Graduate
This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life-long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., by reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching databases. In other words, students will need to be able to ask and answer such questions as "What is known about? What are major issues and themes?"

A&S 607
INTEGRATIVE PAPER
Graduate
Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it relates to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical application of a theory, or, conversely, developing/refining a theory based on investigations made in the field. In other words, as graduates encounter new theories and practices they will need to be able to investigate and evaluate them, asking and answering questions about "how theories work."
A&S 608
CAPSTONE IN EDUCATIONAL LEADERSHIP
Graduate
Students who have completed the majority of the program will engage in an analysis of an urban school. Students will be given demographic, financial and testing data; a narrative of the school's history and recent past; photographs of the setting, and other pertinent data and artifacts. Using these artifacts, students will be asked to design their first year agenda as the chief administrator in the building. Using the ISLLC standards as a guideline, students will create a portfolio that clearly outlines, schedules, professional development plans, budgets, enrollment projections, and so forth.

A&S 625
CANDIDACY CULMINATING PROJECT
Graduate
(0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required. Registration limited to three terms.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

A&S 640
LEGAL ASPECTS OF SPECIAL EDUCATION FOR CLASSROOM TEACHERS
Graduate
The course will include a discussion of the legal rights of students with disabilities and the corresponding responsibilities and obligations of schools and educational personnel for meeting their educational needs. The course will include specific legal components inherent with the identification and education of students with disabilities including adaptations of classroom instructional methodology for students with disabilities in the regular education classroom.

A&S 645
THE ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION
Graduate
This course will examine the role and function of special education; special services within the school and community, including special classes for the mentally and/or physically handicapped; and various services, such as school psychology, school social work, speech correction, learning disabilities specialist, and others. The course includes specific models for administration of special education programs and procedures for supervision and evaluation of special education personnel.

A&S 688
SERVICE LEARNING FOR HIGHER EDUCATION
Graduate
This class is a hands-on, minds-on engagement in the practice and theory of service learning - the integration of community service and related academic study. Students will assist a service-learning program with planning, implementation or evaluation and integrate this experience with study of current practice, theory and research. Students who plan careers in higher education will find this useful in light of the increased commitment to providing service-learning opportunities on campuses. Many student services and other higher education positions include the need to offer leadership to these programs.

A&S 694
SCHOOL FINANCE
Graduate
Major consideration will be given to problems relating to the preparation of a school budget, procuring revenue, financial accounting, capital outlays, insurance on property, taking of inventory, and the social, political, and ethical implications of how schools are financed.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 695
SCHOOL LAW
Graduate
Authority, powers and liability of school personnel; rights and status of students; character of districts and school board control of curriculum, school property, finances. Special emphasis on recent state and federal court decisions as they affect Illinois and neighboring states.

Status as a EDD student with a declared concentration is a prerequisite for this class.
A&S 700
REGISTERED DOCTORAL STUDENT IN GOOD STANDING
Graduate
Non-credit. This registration is required of all doctoral students who are not enrolled in a doctoral course, but are completing course requirements and/or dissertation research. It provides access to University facilities. Academic advisor approval required. After the third enrollment, dissertation chair approval required.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 706
CANDIDACY PAPER
Graduate
(0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing a dissertation. It provides access to university facilities. Permission of advisor required. This registration indicates that a student has successfully completed the candidacy paper as specified in the Doctoral Student Handbook.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 801
LEADERSHIP: THEORY AND PRACTICE
Graduate
This course examines leadership theories from various social, psychological and philosophical perspectives both historical and contemporary. The student will also be called upon to reflect upon contemporary practice in K-16 educational leadership settings and evaluate the efficacy of the theoretical frameworks in light of practice.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 803
SCHOOL PROGRAMS, PLANT AND HUMAN RESOURCES
Graduate
The development of school programs, based on current research and school laws and regulations, will be explored. The focus will be on the core curriculum, Education and Secondary Education Act (ESEA), State Chapter I, Bilingual and Special Education mandates and opportunities as well as on other discretionary school programs. Responsibilities in relation to plant operation and management, staffing formulas for all staff, developing job descriptions, recruitment, and staff selection and evaluation are included.

Status as an EDD-Educational Leadership student is a prerequisite for this class. Other EDD students may enroll with permission of instructor.

A&S 811
ASSESSMENT AND ACCOUNTABILITY
Graduate
This course addresses the key role of leaders in educational systems for the development, articulation, implementation, and supervision of an assessment process that provides accountability for all stakeholders—students, parents, teachers, legislators, relevant communities, and governing authorities. Issues of philosophy, standards, outcomes, curricula, instrumentation, technology, and the interconnected nature of these factors are identified as they influence the leadership role in accountability compliance. Factors related to ethical practice and social justice anchor the philosophical and political parameters of the course.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 823
COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT
Graduate
Students will examine inclusive models for consensus building among school/community members that engage membership in processes and decision making through data collection, self-analysis, mission/vision development, goal setting and program planning, implementation and evaluation that leads to school and community improvement. Attention will be given to establishing linkages with local municipal, state, and federal resources, business and industrial resources, community services, and other community resources.

Status as a EDD student with a declared concentration is a prerequisite for this class.
A&S 843
THE POLITICS OF SCHOOLING
Graduate
Students will engage in analyzing educational policy and the political processes related to problem identification, problem solving, decision making, the underlying political processes and their impact on the school/community, students, parents, educators, staff, and community members. The role of such entities as, school boards, unions, professional associations, businesses, university preparation programs, book and test publishers, and local, state, and national policy makers in the education political arena will be analyzed. Attention will be given to the means by which support for change is developed with special emphasis on collaborative dialogue and teamwork for political action. Strategies for coalition building, and individual and collective action will be informed by the use of theory from applied behavioral science and political science.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 849
SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT
Graduate
Students register for this course for the quarter in which they defend their dissertation proposals. Permission of dissertation chair required.

A&S 859
INDEPENDENT DISSERTATION RESEARCH: EDUCATIONAL LEADERSHIP
Graduate
Students register for this course for the quarter in which they defend their dissertation. Permission of dissertation chair required.

A&S 873
CURRENT TRENDS IN BUDGETING AND FINANCE
Graduate
This course focuses on the priorities of school funding. Financial decisions undergird instructional programs and administrative decision making. Relating these to available money and funding, setting priorities and maximizing the impact on student achievement will be studied.

A&S 494 or equivalent and status as an EDD student are a prerequisite for this class.

A&S 883
SCHOOL LAW
Graduate
This course examines the current legal requirements of schools and how changes impact schools. Administrators make decisions that respond to many realities, including the rules and regulations at the local, state, and national levels. The administrator works within a constantly changing system. The duties and liabilities of school administrators as determined by federal rules and regulations, state school codes, the policies of boards of education, and case law will be examined.

A&S 495 and status as an EDD student are prerequisites for this course.

A&S 894
INTERNSHIP IN EDUCATIONAL LEADERSHIP
Graduate
(4-8 qh) The internship provides supervised experiences in selected organizations on a full-time or part-time basis. The student intern is cooperatively assigned to an organization under the immediate supervision of organizational personnel. The experiences provided are designed to enrich the student's theoretical background with practical opportunities of participating in (1) overall contact with personnel and with the major functions and problems of certain critical administrative and/or supervisory activities, and (2) a detailed study and analysis of a particular administrative and/or supervisory function or activity.

Status as a EDD student with a declared concentration is a prerequisite for this class.
A&S 899  
SUPERINTENDENT INTERNSHIP  
Graduate
This course is intended for those seeking the Illinois State Board of Education (ISBE) Superintendent Endorsement. The experiences provided are designed to enrich the students' theoretical background with practical opportunities to participate in major functions and critical duties at the district, regional and/or central office level. The student will be cooperatively assigned to site(s) and be supervised by the on-site superintendent and a DePaul faculty member.
Status as a EDD student with a declared concentration is a prerequisite for this class.

AAS 200  
ASIAN AMERICAN HISTORY  
Undergraduate
This course examines the creation of Asian America by first and second-generation Asian migrants to the Americans from the 1840s to World War II. The course provides a historical, legal, social and cultural framework for understanding the resurgence of Asian migration since the 1960s.

AAS 202  
ASIAN AMERICAN LITERATURE  
Undergraduate
This course will serve as an overview of Asian American literature in a socio-historical context. Special emphasis will be placed on tracing the various paradigms through which these works have been produced, from texts written prior to the movement towards self-determination during the 1960s; to works identified with the "cultural nationalism" promoted during the 1960s and 1970s; to the pluralism of the 1980s which explored how gender, sexual orientation, and class complicate earlier essentialist conceptions of racial identity; and finally to the transnational and diasporic interests of the 1990s. Texts covered will include primarily fiction (novels and short stories), but also critical essays, plays, movies, and poetry.

AAS 203  
ASIAN AMERICAN ARTS AND CULTURE  
Undergraduate
This course will examine Asian American arts and cultural productions in relation to the histories of people and groups with roots in Asia and the Pacific. The course will focus on contemporary visual arts from the emergence of Asian American movements in the 1960's and 1970's, to the multiculturalism of the 1980's and 1990's to our present transnational moment. Formerly AAS 201.

AAS 205  
INTRODUCTION TO GLOBAL ASIAN STUDIES  
Undergraduate
This course examines contemporary experiences of Asians in America and the diaspora. The historical focus is post-1965 and encompasses immigrant groups such as: Chinese, Japanese, Filipinos, Indians, Koreans, Pakistanis, Bangladeshis, and Southeast Asians. Formerly AAS 100.

AAS 210  
PRINCIPLES OF ASIAN ART  
Undergraduate
An introduction to major developments of art and architecture across Asian cultures including South Asia, Southeast Asia, the Himalayas, and East Asia and their counterparts in America. This course examines not only painting, sculpture, and architecture, but also gardens, ceramics, and prints. Special emphasis will be placed on religious arts of Buddhism and Hinduism, along with landscape and figural painting. Cross-listed with HAA 115.

AAS 211  
BUDDHIST ART  
Undergraduate
This course explores the traditional visual culture of the Buddhist world, examining art as a reflection of religious belief and practice. The works come from South Asia, Southeast Asia, East Asia, and America. An emphasis is placed on painting, sculpture, and architecture made for or related to Buddhist practice. Cross-listed with HAA 220.
AAS 214
JAPANESE ART
Undergraduate
This is a chronological survey of premodern Japanese art, from the prehistoric era to the Meiji period (1868-1911). Topics covered include painting, sculpture, and architecture, as well as decorative arts, prints, and garden design. Special attention is given to Buddhist and Shinto religious arts, along with screen painting and woodblock prints. Cross-listed with HAA 216.

AAS 215
INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY
Undergraduate
This course charts the political, social and economic transformation of the developing countries (Africa, Asia, Latin America, Caribbean, Pacific Islands) into a global economy dominated by the ‘developed’ countries (North America, Europe and Japan). This process, termed ‘GLOBALIZATION,’ results from the operation of the global market mechanism, the activities of Transnational Corporations (TNCs) and the programs of the International Financial Institutions (IFIs). Cross-listed with GEO 215.

AAS 216
CHINESE ART
Undergraduate
This is a chronological survey of premodern Chinese art from antiquity to the nineteenth century. Special attention is given to sculpture and painting, but architecture and ceramics are also covered. There is an emphasis on prehistoric bronze vessels, Buddhist sculpture, and landscape painting of the Song through Qing periods. Cross-listed with HAA 215.

AAS 218
ARTS OF THE SILK ROAD
Undergraduate
This course will examine the visual history of the Silk Road, focusing on works of art and architecture created in Central Asia. We not only consider the prehistoric, ancient and medieval arts of this region, but we also investigate the modern development of a romanticized notion of the Silk Road and the imperial interest in acquiring treasures from the Silk Road. Today we frequently hear about the legacy of the Silk Road in promoting multicultural exchange. However, the Silk Road has long been affected by the expansionist agendas of empires. From the time of Alexander the Great (356-323 B.C.E.) through the period of Genghis Khan (1162-1227) and on, there have been military leaders who have led their armies into Silk Road lands seeking territory, riches, and glory. Cross-listed with HAA 218.

AAS 220
AMERICAN BUDDHISM
Undergraduate
This course critically analyzes the origins of Buddhism in the United States in order to fully understand how and why Buddhism has flourished in Asian and White American communities, and to understand the conflict and controversy surrounding the racial dynamics of religious choice. Cross-listed with AMS 220.

AAS 222
RELIGION AND POLITICAL CONFLICT: SOUTH ASIA
Undergraduate
An examination of the role of religions and religious movements in political conflicts. Particular sections will examine the relationship of religious violence and peacemaking in different areas of the world (in this case, South Asia).

AAS 223
TALES OF INDIA
Undergraduate
Before the modern nation-states of India and Pakistan came into being, the term "India" referred to the South Asian region, a region that has been and is the home of many cultures and societies. These cultures have also reached beyond the region to create rich and paradoxical diaspora experiences in Europe and the Americas. Tales of India will explore a variety of literatures, ancient and contemporary, that illuminate the worlds of South Asian peoples in their homelands and in the transnational life of the diaspora. Themes will include love, power, religious meaning/religious identity, and cultural difference.
AAS 224
HINDU THOUGHT AND CULTURE
Undergraduate
An exploration of Hinduism as a civilization whose key reference points are religious in the sense understood in the West (ritual and transcendence), yet which finds expression in a "high culture" of literary works, political and social theory, art and architecture, music and dance, and folk and popular stories, songs and plays. Cross-listed with REL 242.

AAS 225
RELIGION AND SOCIAL ENGAGEMENT: SOCIALLY ENGAGED BUDDHISM
Undergraduate
An investigation of the ways in which various religious traditions engage the social order. Traditions, persons and movements that form the focus of the course will vary from section to section (in this case the focus is on Buddhism). The course will integrate theory and practice in studying forms of religious engagement. All students will perform some service to a community or within a community organization or agency.

Sophomore standing is a prerequisite for this class.

AAS 226
ETHICAL WORLDS: MORAL ISSUES ACROSS CULTURES: ATOM BOMB DISCOURSE
Undergraduate
An exploration of religion and ethics from a comparative and international perspective. Ethical dimensions of diverse world traditions (in this case the development and use of atomic weaponry) will be investigated within their own particular historical and cultural contexts, and students will be asked to consider and evaluate their own ethical orientations in the light of these studies.

AAS 246
ASIAN FOREIGN POLICY
Undergraduate
This course surveys the international relations of selected Asian countries. For each country, the course presents the basic historical background shaping foreign relations, introduces the external and domestic influences on foreign policy, and identifies emerging international challenges. It examines both the economic and military-security dimensions of Asian foreign relations. Cross-listed with PSC 246.

AAS 247
LITERATURE AND RELIGION IN JAPAN
Undergraduate
Focuses on the pervasive influence of religious thought and sentiment on Japanese literature from ancient to modern times and explores the intricate relationship between religion, aesthetics, and the arts in Japanese culture. Considers original works including ancient Japanese mythology and poetry, the memoirs of court ladies and Buddhist hermits, romance, epics, folktales and social satire, with attention to their historical, social, religious and social dimensions, as well as to the individual experience expressed in them. Cross-listed with REL 247.

AAS 248
CHINESE CALLIGRAPHY
Undergraduate
An introduction to the art of Chinese calligraphy. Hands-on practice as well as history and theory of the art. This course is open to students with no background in Chinese calligraphy, language, literature, or culture. Cross-listed with MOL 248.

AAS 251
SOUTH ASIA TO 900
Undergraduate
The course follows the development of the history of the region from the earliest phases of human settlement, the first civilization in the Indus valley, and the formation of the Mauryan and Gupta empires. It will analyze the growth of different state structures from tribal/lineage based state to these great empires. It incorporates the rise of regional states and the growing importance of trade to linking South Asia with the West. It will also examine the development of different religious traditions from Vedic Brahmanism to Buddhism to Jainism and the very early days of Islam in the region. The central question of this course will be how to contextualize the relationship between structures like family, law, caste, community, state and the tumultuous changes in the subcontinent over this long period. Cross-listed with HST 151.
AAS 252
SOUTH ASIA, C. 900 TO 1707: SULTANS, MUGHALS, AND ISLAMIC EMPIRES
Undergraduate
The course begins with the transformation of society from the 'ancient' to the 'medieval', and compares this to developments in Europe in the feudal age. It then incorporates specific political, social, and cultural developments in South Asia that came about with the establishment of powerful Islamic states in a region where Muslims were a minority. These issues will inform the analysis of the Ghaznavid and Ghurid invasions, the Delhi Sultanate, the Vijayanagara empire and the Mughal empire. The course will end with the Marathas and the decline of the Mughal empire, and the rising influence of the British. The central themes concern how the state, economy, culture, and society developed in the period when Islam became firmly embedded in South Asia.

AAS 253
ASIAN POLITICS
Undergraduate
An introduction to contemporary government and politics in Asia, focusing on China and Japan, with comparative reference to other Asian and non-Asian political systems. Special attention will be made to the emerging political and economic role of the Pacific Rim. Cross-listed with PSC 253.

AAS 254
SOUTH ASIA, 1707 - 1947: RISE AND FALL OF THE BRITISH RAJ
Undergraduate
The course begins with the decline of the Mughal Empire, and then moves to examine the British empire, the nationalist movement and finally to independence and partition in 1947. The central questions of this course continue to be relevant in the post-colonial period: how we understand the distinctive form of modernity that has developed in South Asia. Taking a comparative approach as often as possible, the course examines the fundamental ways that Britain was as transformed by the development of its empire as was colonial India. The course constantly deconstructs easy binaries of self and others/ East and West by examining the differences within Indian and British society. Cross-listed with HST 153.

AAS 263
JAPAN TO C. 1200
Undergraduate
Follows the formation of a unified state in central Japan during the 5th and 6th centuries. Considers the influence of Korean immigrants and Chinese philosophy and statecraft on the unification of Japan in early antiquity. Explores rise of Japan's aristocratic court culture in Nara and Kyoto as well as powerful Buddhist institutions and the emergence of the warrior class in Eastern Japan. Cross-listed with HST 263.

AAS 264
JAPAN, CA. 1200-1800
Undergraduate
Follows the emergence of the warrior class and the system of dual political authority until the 14th century, with the imperial court in Kyoto and the samurai elite in Kamakura. Continues with an examination of the early modern processes of urbanization and the growth of a monetary economy, changes in social organization, major cultural innovations, and religious/intellectual movements. Cross-listed with HST 264.

AAS 265
JAPAN, C. 1800 - PRESENT
Undergraduate
Follows the radical transformation of Japanese politics, society, and economy with the commercialization of the countryside, the weakening of samurai rule, and increased, often hostile, contact with Western imperialist nations. Explores expansion of Japan as an imperialist nation from the middle of the 19th century and the lasting legacy of that expansion in the region. Explores WWII and postwar political, economic, social changes in contemporary Japan. Cross-listed with HST 265.

AAS 273
GLOBAL ASIAN LITERATURE
Undergraduate
Introduction to selected authors, genres, and topics in Asian American or Asian diasporic literature from the mid-nineteenth century to the present. Variable emphasis on different groups, genres, or historical periods. Cross-listed with ENG 273.

WRD 103 or HON 100 is a prerequisite for this course.
AAS 290
TOPICS IN ASIAN AMERICAN STUDIES
Undergraduate
This course, which varies from quarter to quarter, explores topics in Asian-American studies.

AAS 305
RELIGION AND CULTURE IN SOUTH ASIA
Undergraduate
This course examines the interplay between religion and society in pre-modern and contemporary South Asia. The course will use such materials as epic texts, poetry, novels, journalism, film, music and art to explore how religion, gender, social class and politics are experienced in the lives of people in India and Pakistan. Cross-listed with REL 305.

AAS 315
THE STATE & ECONOMIC GROWTH IN EAST ASIA
Undergraduate
A survey course focused upon key geographical factors contributing to the emergence of Japan as an international economic leader, and the rapid development of the People's Republic of China, Taiwan, Hong Kong, and South Korea, among others, as global economic players. Cross-listed with GEO 315.

AAS 320
MODERN JAPANESE LITERATURE
Undergraduate
Covers modern Japanese literature in English translation from the Meiji era to the present. Themes for study include tradition and modernization, the individual and society, gender, and nostalgia. In addition, beginning with excerpts from Tsubouchi Shoyo's 1886 essay “The Essence of the Novel,” students will trace the development of the novel in modern Japan. Cross-listed with MOL 320.

AAS 325
QUEER JAPAN
Undergraduate
This course surveys representations of same-sex sexuality from the 14th century to the present day in Japan. We will explore the intersection of history, politics, art, and culture through historiography, literature, film, photography, music, cartoons, and animation, examining “traditional” male-male sexuality, the emergence of the modern era of texts reflecting female-female sexuality, as well as the formation of new consciousness and subjectivities throughout the 20th century and into the 21st. Cross-listed with MOL 325.

AAS 337
ASIAN AMERICAN MEDIA REPRESENTATION
Undergraduate
This course examines the ways in which Americans of Asian descent are portrayed in popular media such as television, film, newspapers, and advertisement.

AAS 338
ASIAN CULTURE AND COMMUNICATION
Undergraduate
Reviews major Asian philosophical and religious traditions such as Hinduism, Confucianism, Taoism, and Buddhism and examines how these traditions influence and affect Asian cultures and communication behaviors, particularly communication among Indians, Chinese, Japanese, Koreans, and Asian Americans in various contexts. Cross-listed with INTC 338.

AAS 341
ZEN MIND
Undergraduate
A study of the thought and practice of Zen Buddhism, focusing on the role of Zen in shaping ideas, ethics and the arts in Japan and America. Cross-listed with REL 342.
AAS 342
ASIAN POLITICAL ECONOMY
Undergraduate
This course offers an overview of the geopolitics, culture and history behind the "East Asian Miracle." It provides students with the tools to analyze the core theories, actors, and current and historical events in the study of the international relations, business, politics, and economy of Asia. Cross-listed with PSC 343.

AAS 343
JAPANESE AMERICAN HISTORY IN THE US/CHICAGO
Undergraduate
The second course in a sequence of three content-based courses designed for advanced high learners and native speakers of Japanese to discuss authentic cultural, historical, or literary materials. Topics vary with offering: see current schedule for details. Recommended for students who have completed JPN 201-202-203 and JPN 311-312-313, or have equivalent proficiency in Japanese.

AAS 350
ETHNIC MINORITY YOUTH: ADAPTATION, IDENTITY AND DEVELOPMENT
Undergraduate
Utilizing an ecological systems perspective, this course examines the challenges and resiliencies faced and acquired by ethnic minority youth. This course will closely examine developmental issues during adolescence that are complicated by being an ethnic minority, or child of immigrant parents. Issues examining the intersection of socio-political power dynamics, with acculturation/cultural adaptation, ethnic identity formation, and intergenerational family conflict will particularly be examined.

AAS 351
JAPANESE POLITICS
Undergraduate
This course examines the meeting of the ancient and the modern in the context of 21st century politics in Japan. Exploring political, economic, and cultural practices and institutions, this class provides an in-depth understanding of Japan's political system from its origins in samurai traditions to current challenges facing Japan's democracy and economy. Cross-listed with PSC 350.

AAS 352
CHINESE POLITICS
Undergraduate
This course examines the political system of China and the major domestic issues in contemporary Chinese politics. The course explores the rise and early governance of the Chinese Communist Party, the economic and political developments since the start of the reform (post 1978) era, and the main political challenges facing Chinese society today. Cross-listed with PSC 352.

AAS 367
LITERATURE OF THE VIETNAM WAR
Undergraduate
This course examines novels, short stories, and essays on the Vietnam war and its aftermath, Vietnamese society, literature of the Vietnam Era.

AAS 373
KYOTO (WORLD CITIES)
Undergraduate
Explores the art, architecture, and urban plan of Kyoto, the ancient capital of Japan. Kyoto became the seat of government and the home of the imperial court in 794, and it continued to serve as the cultural and religious center of the land until the nineteenth century. This course considers major artistic developments as they relate to main sites in Kyoto, especially palaces, temples, and shrines. The eras covered extend from the Heian to the Meiji period.

AAS 395
INDEPENDENT STUDY IN ASIAN AMERICAN STUDIES
Undergraduate
Independent study. Variable credit.
ABD 100
INTRODUCTION TO AFRICAN AND THE BLACK DIASPORA STUDIES
Undergraduate
The objective of the course is two-fold: first, to introduce students to African and Black Diaspora Studies as a scholarly field rooted in a tripartite intellectual tradition (Africa, Pan-African, and African American Studies) and second, to ground the history of the field in the investigation of problems raised in African and Black diasporic public spheres. The course will show how the field formulates and investigates questions designed to critique existing knowledges and to expand knowledges in the interests of Black peoples.

ABD 144
AFRICAN RELIGIOUS EXPERIENCE
Undergraduate
A survey of the varieties of African religious practice and thought.

ABD 200
AFRICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS
Undergraduate
This is an introductory survey course on African politics. The organizing topic and focus of the course will be Africa's experience with democratic governance, especially its continuing vigor and popular appeal on the continent despite its elusive character. Our goal in this course is to gain a deeper understanding and appreciation of Africa: its rich political tradition, incredible diversity, its contradictions, achievements and failings. The objective is to be able to ask better questions, and develop some insights about why democracy, self-sustaining economic growth, equity and social justice have been so difficult to accomplish and sustain in the region.

ABD 202
AFRICA, 1750-1900
Undergraduate
The Age of Conquest. The origins of Afro-European relations and the political, economic and military causes of the European partition and occupation of the continent. Cross-listed with HST 132.

ABD 203
AFRICA, 1900-PRESENT
Undergraduate
The workings of the colonial system, the rise and course of independence movements, and the history of individual African states since independence. Cross-listed with HST 133.

ABD 206
AFRO-CARIBBEAN AND AFRO-LATIN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS
Undergraduate
This course has two objectives. First, to introduce the student to the study of peoples of African descent in the Caribbean and Latin America through lenses of history, politics, and culture. Second, to introduce students to the methods and knowledges of the field of Latin American Studies to enable students to pursue further research.

ABD 208
AFRICAN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS
Undergraduate
This course is intended to acquaint the student with a range of texts that illustrate some of the major themes in African American studies while emphasizing the development of students' critical reading, writing, and analytical skills. The course will serve as an introduction to African American historical, literary, political, and cultural study. This course is meant to introduce students to some of the issues, debates, and questions that have shaped the study and development of Black Americans in the United States and the broader world.

ABD 210
AFRICA ON FILM
Undergraduate
Africa is a continent with a rich and growing repertoire of film. This course explores this repertoire, focusing primarily on films made about Africa by filmmakers of African descent. This class will feature fiction and non-fiction films (full-length and shorts) by well-known filmmakers of African descent. In addition to screenings, students will read essays that illuminate the background necessary to intelligently interpret and critique film. Topics for discussion include the funding, distribution, and presentation of African Films as well as modes of criticism appropriate to film made by Africans and the relation of filmmaking to history. Film directors include Souleymane Cisse, Bassek ba Kobhio, Jean-Marie Teno, Djibril Dio Mambety, Mohamad Camara, and Ousmane Sembene.
ABD 211
AFRICA TO 1800: AGE OF EMPIRES
Undergraduate
A study of African history from earliest times, concentrating on the political, social and religious aspects of major African states and empires. Cross-listed with HST 131.

ABD 212
INTERCULTURAL COMMUNICATION
Undergraduate
Examines the role culture plays in interethnic and international communication. Explores differences and similarities in cultural values and communication behaviors between and among diverse cultures and develops cultural competence. Critiques stereotypes and increases cultural sensitivity.

ABD 214
ARCHEOLOGY OF THE AFRICAN DIASPORA
Undergraduate
Africans have been on the move since the dawn of humanity. Archaeology is one discipline that can inform us about the presence and influence of Africans throughout the world, beginning with our hominid ancestors and continuing through the 20th century. Prior experience with archaeology is not required. Topics include: the evolution and development of our species; migrations within the African continent and abroad; and the cultural insights to be gained from the rapidly-growing field of African-American archaeology.

ABD 215
THE AFRICAN AMERICAN RELIGIOUS EXPERIENCE
Undergraduate
This course will examine the religious experience of African Americans and its African precursors through historical and literary resources, reflecting African Americans' distinctive past and interaction with other elements of American culture.

ABD 218
AFRICAN AMERICAN POLITICS
Undergraduate
This course explores the evolution of African-American political participation from the mid-1800's to the present. Topical areas include black political leadership and involvement in social movements (including abolitionism, nationalism, civil rights and the black power movements), electoral politics, political parties, urban politics, public policies, political culture, and as elected officials. Special attention will also be given to the influence of laws and the courts on African-Americans' political participation.

ABD 220
BLACKS AND LOVE
Undergraduate
This course employs cultural criticism, race and ethnic studies, and women's and gender studies to examine the visual representations of blacks and love in art, film, and literature. The course begins by examining the construction of race in eighteenth, nineteenth, and early twentieth-century European and American philosophy and body politic and with an examination of art, art history, film, and literature. Section two explores the definition of love; it examines Christian definitions of love as well as secular definitions from black intellectuals, cultural critics, and scholars. Section three examines a range of genres in search of progressive, transformative, positive images that depict blacks in loving relationships, rediscovering what it means to love oneself and others in spite of/because of our human differences (in race/ethnicity, gender, class, sexuality).

ABD 230
STEREOTYPES AND BLACK IDENTITY
Undergraduate
Stereotypical representations of people of African descent have pervaded Western culture throughout the modern era. These images were disseminated along the trade routes of colonialism, from Africa to Europe, the Americas and Asia. Stereotypes of people of African descent have been a part of popular culture, commercial advertising, and scientific literature. This course will examine the origin and dissemination of the dehumanized image of "the Black body". We will discuss the perpetuation of Black stereotypes and how these images have shaped Black identity in the post colonial world.
PHILOSOPHY AND THE QUESTION OF RACE
Undergraduate
A philosophical inquiry into the history of the concept of race.

SURVEY OF AFRICAN DIASPORIC INTELLECTUAL THOUGHT
Undergraduate
This survey course examines the philosophical and critical thought from African American, Caribbean, and African philosophers, feminists, political, and radical intellectuals. The thinkers to be studied include, but are not limited to, Du Bois, Garvey, James, Lamming, Williams, Senghor, Fanon, Hodge, Wynter, Lorde, Soyinka, hooks, Emecheta, and Conde.

SURVEY OF BLACK AESTHETIC THOUGHT
Undergraduate
This survey course examines the history of the aesthetic thought that has emerged from the minds of Black creative intellectuals in the United States and globally. Figures to be examined might include: Du Bois, Locke, Hughes, Johnson, Hurston, James, Baraka, Piper, hooks, Julien, Mercer, and Wallace.

HARLEM RENAISSANCE AND NEGRITUDE
Undergraduate
This interdisciplinary course will examine the diasporic literary and cultural movements known as the Harlem (or New Negro) Renaissance and the Negritude Movement in literature, music, and visual arts. Specific attention will be given to the historical, economic, and political aspects which helped to form these movements. Figures to be examined include: Du Bois, Hughes, Locke, Larsen, Douglas, Cullen, Cesaire, Damas and Senghor.

PHILOSOPHIES OF AFRICA
Undergraduate
A study of the patterns of philosophical thinking from the African continent. Cross-listed with PHL 239.

RELIGIOUS DIMENSIONS OF THE AFRI CAN DIASPORA
Undergraduate
This course explores the dynamics of African religions throughout the Diaspora and the Atlantic world. It will pay particular attention to the variety of historical experiences and sacred institutions of those of African descent. Questions of the course include: how were these religions and their communities created?; how have they survived?; and how are African-based traditions perpetuated through ritual, song, dance, drumming, and healing practices? Specific attention will be given to one or more of the following: Yoruba religion and its New World offspring, Santeria, Voodoo and Candomble; Africanisms in American religion; gospel music; Islam; urban religions; and/or Vodun and Voodoo.

AFRICAN WOMEN WRITERS
Undergraduate
This course examines fiction and criticism with the purpose of studying how African women configure themselves in literature and how they (re)define feminist theory. Authors to be studied include: El Saadawi, Emecheta, Alkali, Nzapa, Head, Ngcobo, Lessing, Gordimer, Aidoo, Ba, and Joyce.

RACE AND ETHNICITY IN LITERARY STUDIES
Undergraduate
This course examines various ways in which race is constructed and, concurrently, how race as a “fiction” operates in literary studies. Literature presents and explores the ways in which the world is viewed and experienced by individuals in a particular society or social group. Since literature provides unique insights into different historical and cultural movements, studying how race is understood and deployed (explicitly and implicitly) in a text provides a powerful way to examine the fluidity of race and to compare how it is understood in different parts of the Black diaspora.
ABD 246
PRINCIPLES OF AFRICAN ART
Undergraduate
This introductory-level course surveys the arts of select cultures from west and central Africa. The course will focus on the arts of royalty as a means by which to introduce basic concepts and larger issues within the field. The arts of groups who borrow from royal iconography, such as diviners, religious cults, societies of elders, and others, will also be investigated. Themes pertinent throughout the course include issues of gender, colonialism, cultural interaction, and historical change in both visual art and the nature of kingship. Cross-listed as HAA 101.

ABD 247
ANCIENT AFRICAN ART: PREHISTORIC TO THE EUROPEAN ENCOUNTER
Undergraduate
This course surveys a selection of artistic traditions from across the African continent beginning with the earliest attempts by humanity to visually represent complex thought until the Portuguese began trading along the coast of West Africa in the mid-fifteenth century. Emphasis is placed on demonstrating connectedness with a larger cultural environment, while also suggesting connections to future artistic traditions. Cross-listed with HAA 201.

ABD 248
MODERN AFRICAN ART: EUROPEAN ENCOUNTER TO INDEPENDENCE
Undergraduate
This course surveys a selection of artistic traditions from across the African continent beginning with the arrival of the Portuguese along the coast of West Africa in the mid-fifteenth century until the age of African independence in the 1960s. While the impact of a European presence helps define the boundaries of this course, artistic response to that presence is but one theme. Interactions between African cultures and the impact of Islam are equally important considerations. Cross-listed as HAA 202.

ABD 249
JAZZ AND THE DIASPORIC IMAGINATION
Undergraduate
This course will examine the role jazz has played in the cultural imagination of people across the African Diaspora. What does jazz symbolize for authors and artists, and how have they adapted jazz to fit their own aesthetic, ideological, and political needs? How has it been used in literature, visual art, politics, sociology (among others)? What are the different ways in which 'jazz' (itself a multifaceted idea) has been imagined, presented, and manipulated? Figures to be examined include: Amiri Baraka, Sonia Sanchez, Romare Bearden, Langston Hughes, Jackson Pollock, Billie Holiday, Ralph Ellison, Dizzy Gillespie, John Coltrane, among others.

ABD 250
CARIBBEAN MUSIC AND IDENTITIES
Undergraduate
In the Caribbean, music is tied to national identity: Jamaican reggae, Puerto Rican bomba and plena, Haitian compass, Brazilian samba, Dominican merengue. But how did a Cuban rhythm derived from the Kongo become thought of as a Spanish habanera? How did a related Kongo-derived rhythm popularized by Cuban sailors become the Argentine tango? By exploring genres of Caribbean music, we will learn about human and cultural migrations in the Caribbean, and the tremendous influence of music in national identity. Focus will be on African-derived forms in Cuba.

ABD 251
WORLD REFUGEE CRISIS
Undergraduate
This is a survey of global refugee crisis and internal displacement between 1945 and the present. The course will focus on the following issues and challenges: human rights, definitions and causes of crisis, internal/external displacements, 'environmental' refugees, protection and integration, refugee children, and conflict resolutions in post-war societies. Cross-listed with HST 241.

ABD 252
CONTEMPORARY AFRICAN ART: INDEPENDENCE TO THE PRESENT
Undergraduate
This course surveys African art from the age of African independence in the 1960s until the present day. The meaning of the term contemporary as it applies to African art is questioned in this course. The position of the artist between African artistic tradition and the global art market is also of vital importance. Cross-listed with HAA 203.
ABD 254
AFRICAN POLITICS
Undergraduate
An introduction to African politics. The course will focus on the basic concepts, issues, and theoretical models used in studies of the dynamics of government and politics in Africa from the pre-colonial era to the contemporary period.

ABD 256
AFRICAN-AMERICAN HISTORY TO 1800
Undergraduate
West African culture, the middle passage, development of the Slave trade, introduction of slavery into the American colonies, African-Americans in the Revolutionary War and the Constitution. Cross-listed as HST 246.

ABD 257
AFRICAN-AMERICAN HISTORY, 1800-1900
Undergraduate

ABD 258
AFRICAN AMERICAN HISTORY, 1900 TO PRESENT
Undergraduate
W. E. B. Dubois and Booker T. Washington debates; Marcus Garvey and the Harlem Renaissance, the Great Migration, Civil Rights to Black Power. Cross-listed as HST 248.

ABD 259
MOVIN’ ON UP: BLACK & WHITE MIGRATION TO NORTHERN CITIES, 1877 - 1941
Undergraduate
This course examines African American migration in an era of mass European and Asian emigration and immigration and discusses the relationship between migration and citizenship for African Americans. We will explore the social, cultural, economic and intellectual motivations for migration in order to understand the development of African American identity.

ABD 260
DIMENSIONS OF BLACK FAMILY LIFE
Undergraduate
This course will introduce students to the study of Black family life in Africa and its Diaspora. Special attention will be given to the ways in which values and patterns of living and thought are communicated across generations (time) and transported across geography (space).

ABD 272
MUSLIM WOMEN IN TEXTS
Undergraduate
This course aims to examine texts written on Muslim women by themselves, by non-Muslim women and by Muslim men. Several questions are raised by the subject itself. One such question focuses on what is intrinsically Islamic with respect to ideas about women and gender. Another question centers on what is the model Muslim woman given the diversity of cultural manifestations of Islam. This course emerges from these questions and others exploring who is writing what about Muslim women, for what audience.

ABD 274
WOMEN IN AFRICAN RELIGION AND CULTURE
Undergraduate
A study of the role of religion and culture in the lives of women in Africa, introducing students to an “emic” (insider) interpretation of beliefs and practices of the triple religious heritage (Indigenous religions, Christianity and Islam), and critically evaluating their implications for women.
**ABD 275**
**BLACK FEMINIST THEORIES IN A U.S. CONTEXT**
*Undergraduate*
This course surveys the major figures, statements, and movements that shape Black feminist thinking, writing and activism in the United States. Figures examined include: bell hooks, Ida B. Wells Barnett, Mary Church Terrell, Angela Davis, Michelle Wallace, Audre Lorde, and Mark Anthony Neal, among others. Cross-listed with WGS 275.

**ABD 285**
**AFRO-HISPANIC LITERATURE IN TRANSLATION**
*Undergraduate*
This course explores how race, class, politics and culture find expression in Afro-Hispanic literature. We will read works that have been translated into English from their original Spanish versions and analyze how the use of language, imagery and narrative voice reflect the experience of people of African descent in the Spanish-speaking world.

**ABD 290**
**SPECIAL TOPICS**
*Undergraduate*
This course, which varies from quarter to quarter, explores issues stemming from our being gendered and racialized subjects and examines the values underlying a variety of issues.

**ABD 291**
**BLACK METROPOLIS I: 1890-1950**
*Undergraduate*
This course is part of a longitudinal research project titled The Black Metropolis: The Last Half-Century. The Black Metropolis Project (BMP) is an effort to examine changes in the original 'black belt' of Chicago since the publication of St. Clair Drake and Horace Caytons' monumental study of the Black Metropolis (1945). The BMP is part of a yearlong course sequence that offers a platform of three interrelated chronological time periods: 1890-1945 Black Metropolis I, 1945-1975 Black Metropolis II, and the period 1975- to the present Black Metropolis III. Through historical and contemporary readings, class discussions, student exercises and training, field experiences and student cooperative service learning activities the course will examine key events, circumstances, and situations.

**ABD 300**
**AFRICAN ISLAM: ISLAMIC ART & ARCHITECTURE IN SUB-SAHARAN AFRICA**
*Undergraduate*
Focused study of the impact of Islam on the artistic traditions of sub-Saharan Africa. Rather than necessarily replacing previous art forms, this course investigates in what circumstances preexisting visual culture might be integrated with the requirements and needs of Islam. This approach necessitates an understanding that neither Islam nor African art are monolithic entities, but rather their interactions represent a wide variety of negotiations across the continent. Likewise, this course will consider specific historical circumstances to which Islamic art in sub-Saharan Africa has responded in terms of form and content. Cross-listed with HAA 302.

**ABD 301**
**AFRICAN ARCHITECTURE**
*Undergraduate*
This course examines a wide variety of issues pertinent to the study of architecture in Africa, highlighting above all else the diversity of traditions across the continent. Weekly themes are defined at times by materials, technology, type, geographical region, culture, or specific architectural elements. Examples of subjects studied include: earthen mosques of Mali; subterranean residences in Burkina Faso; nomadic tents; impluvial and courtyard traditions of Nigeria and Senegal; mural painting in Burkina Faso, Nigeria, and South Africa; Ethiopian rock cut churches; imperialist exploitation of Great Zimbabwe's legacy; and coral architecture of the Swahili Coast. Art history and related disciplines. Cross-listed with HAA 301.

**ABD 302**
**MODEL ARAB LEAGUE**
*Undergraduate*
This course is centered around students' participation in the Model Arab League as delegates from member-states. Students engage with each other from universities in the Mid-West region on the most important social, economic, environmental, cultural and political issues facing Arab leaders and ordinary citizens. The course also focuses on parliamentary procedures of African states represented. Cross-listed with IWS 302.
Where is Africa? In Spain, Africa is said to "begin in the Pyrenees"; in Italy, to begin in Naples. Recent scholarship argues that Africa is not limited to geography, but is found in the traditions and identities of many Caribbean peoples. After reviewing models of how Africa has been conceived of by Europeans from antiquity to the present, we will examine how Africans and their descendants have resisted these definitions, or used them, while struggling for self-determination. Topics include the cultural impact of Africans in Europe: ethnic identity of Africans in the Caribbean; organized resistance to American slavery; and Pan-Africanism.

The upper level course will interrogate the often ambivalent place of Africa in the imaginations, cultures and politics of people in the African diaspora. We will examine the contributions of African, African-American and Caribbean intellectuals, including W.E.B. DuBois, C.L.R. James and Walter Rodney, in the formation of diasporic movements and Pan-African thought. We will ask, to what degree was the ideology of Pan-Africanism and the iconography of Africa employed to mobilize masses of black people around local and domestic issues? How important has a consciousness of Africa been to the construction of cultural identities in the diaspora, and how have class, gender, and race shaped or constrained those identities? Our goal is to develop further insights into the ways in which people of the African diaspora have continually reinvented and imagined the home of their ancestors, in turn reinventing and imaging themselves.

This course studies the science fiction by Black writers as well as critical responses to these novels and writers. The course explores the treatment of gender, oppression and empowerment, historical implications (past, present, future) of the middle passage, chattel slavery, and the struggle for freedom.

Considers black political thought through a variety of ideological, political, legal and historical perspectives. First explores early efforts by blacks to challenge the racialized limitations of America's core principles of liberty, equality and democracy in the contexts of abolitionism, the women's suffrage movements, Manifest Destiny, and American industrialism. Then concentrates on the evolution of contemporary black political thought, with an emphasis on both conceptual diversity and continuity over time. Cross-listed with PSC 336.

Cross-Cultural Study of self-discovery and identity as manifested in the literatures of self-awareness and self-definition. Authors to be studied include: Michael Anthony, Frantz Fanon, Jamaica Kincaid, George Lamming, V. S. Naipaul, and Jane Rhys.

An advanced examination of the indigenous religions of Africa as they encounter other religious traditions throughout the world.

Covers the problems of reunion between the North and the South after the Civil War, including the struggle for African-Americans' civil and political rights, the transition to a free labor economy in the South, and the eventual end of reconstruction and establishment of racial segregation in the South and the nation. Cross-listed with HST 379.

ABD 208 or consent of the instructor is a prerequisite for this course.
CONSTITUTIONAL HISTORY OF VOTING RIGHTS
Undergraduate
This course explores the struggles of African Americans and women, as individuals who were excluded from the franchise on the basis of their being an African American, a woman, or both, to gain access to the ballot. The relation of women and African Americans to the ballot is worthy of investigation for two reasons. First, with the exception of 18 year olds, women and Black Americans are the two groups who have required amendments to the Constitution to secure their right to vote. Second, they share a history, often contentious, of political struggle. In addition, the course will investigate what this history of political struggle can tell us about American law, politics, and society.

TOPICS IN PUBLIC LAW
Undergraduate
This course engages the research and analyses in the field of public law - how do political scientists, public policy analysts and others develop informed public policy and law. Topics vary from year to year.

FEMINIST THEOLOGIES
Undergraduate
An exploration of women's experience as a primary resource and norm for theology, focusing on themes of inclusion, exclusion, representation and liberation in particular social, political and historical contexts.

AFRICAN-AMERICAN FICTION
Undergraduate

AFRICAN AMERICAN DRAMA AND POETRY
Undergraduate
Survey of Black poetry and drama from 1865 to the present.

AFRICAN-AMERICAN POETRY 1940-1960
Undergraduate
African-American Poetry 1940 - 1960

THE BLACK ARTS MOVEMENT
Undergraduate
This course looks at the intersection between political and artistic movements of the Black Power and Black Arts Movements. We will survey the aesthetic and political aspects of this era, including poetry, novels, drama, music, visual arts and film.

REPRESENTATION OF AFRICAN AMERICANS IN MEDIA
Undergraduate
A media analysis course that will analyze media coverage of African Americans from the 19th century to the present. Through lectures, guest speakers, readings and research, students will probe the ways in which the media has influenced and dictated the perceptions and destinies of African Americans, as well as its impact on America's ongoing challenge, as W.E.B. DuBois put it more than a century ago, to "conquer the color line."
ABD 379
BLACK FEMINIST THEORY
Undergraduate
This course engages with the multiple versions of woman-centered theory and practice developed in the writings; activism, and other creative work of Black, particularly African American women, from the mid-nineteenth century to the twenty-first. While not all of these theorists would use the word feminist; all have in common the aim of empowering women's lives, advocating for women for equal economic, political, and cultural access.

ABD 380
TOPICS IN AMERICAN STUDIES
Undergraduate
Representative texts, artifacts, cultural values in African American historical and contemporary perspective.

ABD 386
BLACK WOMEN’S LIVES
Undergraduate
This course is a variable topics course directed to the examination of topics such as black women's cultural criticism, Black women in the arts, Black lesbian rights, Black women's participation in social movements, representation in the media, etc. Cross-listed with WGS 386.

ABD 390
TOPICS IN POPULAR CULTURE IN THE BLACK DIASPORA
Undergraduate
This course would explore various topics in popular culture studies through the lens of the Black Diaspora, including music, film, television, popular literature and subcultural practices.

ABD 391
CAPSTONE
Undergraduate
This senior seminar engages students in a synthesis of what they have learned through coursework. The capstone course will involve reading, writing, discussion, as well as the preparation by students of a substantive piece of work (e.g., a senior thesis, a research paper, or a creative work.)

ABD 398
FRENCHNESS (RE) DEFINED: RACE & GENDER IN MODERN FRANCE
Undergraduate
The goal of this course, which will be taught in English, is to introduce to you the history of France in the late modern period (1789-present) through the critical lens of race and gender. We will also develop the tools for thinking critically about gender and race as categories of analysis.

FCH 101 and FCH 102 are a prerequisite for this class.

ABD 399
INDEPENDENT STUDY
Undergraduate
Independent study. Variable credit.

ACC 100
PRINCIPLES OF ACCOUNTING LAB
Undergraduate
This course is a mandatory lab component of ACC 101 Introduction to Accounting I and emphasizes supplementary material to reinforce accounting principles concepts. This course is graded on an audit basis and carries no credit hours.

ACC 101 is a corequisite for this class.
ACC 101
INTRODUCTION TO ACCOUNTING I
Undergraduate
Introduction to Accounting I provides an introduction to financial accounting as the means of recording, storing and summarizing economic events of the business enterprise to meet external reporting needs. Emphasis is placed on the preparation and analysis of financial statements and other financial reports to the public based on the accounting equation, accrual accounting concepts, and data gathering techniques. Topics include corporate accounting for current and long term assets and current liabilities, and the corporate income statement. ACC 100 is a mandatory lab component of ACC 101, except for Summer and Accountancy Honors sections.

MAT 130 is a prerequisite for this class.

ACC 102
INTRODUCTION TO ACCOUNTING II
Undergraduate
Introduction to Accounting II, a companion and sequel course to Accounting 101, continues to explore basic accounting fundamentals and concepts. The course provides an introduction to managerial accounting and internal reporting. Topics include financial accounting for long-term liabilities, the components of stockholders equity, the statement of cash flows, financial statement analysis, budgeting and variance analysis, job costing for the service sector and cost analysis for decision-making.

ACC 101 is a prerequisite for this class.

ACC 250
CAREER MANAGEMENT FOR ACCOUNTANTS
Undergraduate
This course is designed to explore and manage the professional expectations and career potential of an accountancy major. Students will participate in hands-on resume building activities, practice interviews and apply research and evaluation skills to execute job search and career management strategies. Students will learn about Career Center resources and internship opportunities as ways to prepare for successful job searches and to maximize their potential for long term professional growth.

ACC 102 is a prerequisite for this class.

ACC 303
MANAGERIAL ACCOUNTING
Undergraduate
Managerial Accounting provides a thorough grounding in manufacturing accounting, cost allocation techniques, and the evaluation of management control systems. Students will examine manufacturing cost systems including job order costing, process costing, and activity-based costing. Tools for management control systems will be covered to enable the student to evaluate and compare various systems.

ACC 102 is a prerequisite for this class.

ACC 304
FINANCIAL REPORTING I
Undergraduate
Financial Reporting I includes a study of U.S. and international accounting standards, the concepts of accounting and basic financial statements. Accounting for cash, receivables, inventories, depreciable assets and current liabilities will also be examined.

ACC 102 is a prerequisite for this class.

ACC 305
FINANCIAL REPORTING II
Undergraduate
Financial Reporting II focuses on researching accounting issues, revenue recognition and financial statement analysis. The course also provides an understanding of complex issues such as accounting for investments, long term liabilities, derivatives, contributed capital, retained earnings and earnings per share.

(ACC 304 or ACC 307) and MIS 140 are prerequisites for this class.
ACC 306
FINANCIAL REPORTING III
Undergraduate
The third course in the financial accounting sequence, this course studies deferred taxes, pensions and other post-retirement benefits, leases, accounting changes and error analysis, statement of cashflows (advanced), and full disclosure, if time permits. Selected spreadsheet applications will be introduced through homework assignments.

ACC 305 or ACC 309 is a prerequisite for this class.

ACC 307
FINANCIAL REPORTING I FOR FINANCE HONORS STUDENTS
Undergraduate
Financial Reporting I includes a study of U.S. and international accounting standards, the concepts of accounting and basic financial statements. Accounting for cash, receivables, inventories, depreciable assets and investments will also be examined. This course takes a user of financial statements, rather than a preparer of financial statements, point of view.

ACC 101, ACC 102 and status as a Finance Honors student are a prerequisite for this class.

ACC 308
ADVANCED FINANCIAL ACCOUNTING
Undergraduate
Advanced Financial Accounting focuses on accounting for multi-corporate entities and acquisitions, accounting for state and local governments, accounting for non-profit organizations, foreign operations, partnership accounting, and segment reporting. Selected spreadsheet applications will be introduced through homework assignments.

ACC 305 or ACC 309 is a prerequisite for this class.

ACC 309
FINANCIAL REPORTING II FOR FINANCE HONORS STUDENTS
Undergraduate
Financial Reporting II focuses on researching accounting issues, revenue recognition and financial statement analysis. The course also provides an understanding of complex issues such as accounting for investments, long term liabilities, derivatives, contributed capital, retained earnings and earnings per share.

ACC 307 and status as a Finance Honors student are a prerequisite for this class.

ACC 350
INFORMATION FOR DECISION MAKING
Undergraduate
Information for Decision-Making is typically the final course in the curriculum in Accountancy. It is the course in the program that most emphasizes research using the FASB Accounting Standards Codification and documenting research results. There is also a focus on written and oral communication as well as teamwork. More specifically, the course addresses the standard setting process in financial accounting as well as the role that the Securities and Exchange Commission fills in that process. In addition, current financial accounting topics are covered including revenue recognition, fair value measurement and disclosures, and earnings quality. The course also provides an introduction to International Financial Reporting Standards.

(ACC 305 or ACC 309) and ACC 380 are a prerequisite for this class.

ACC 364
CPA REVIEW: REGULATION
Continuing Education
This section reviews knowledge of federal taxation, ethics, professional and legal responsibilities, and business law, and the skills needed to apply that knowledge in preparation for the Illinois CPA Examination. This course will also review the application process, tips for exam preparation, and a database simulation. This course is not degree applicable.
ACC 365
CPA REVIEW: AUDIT/ATTESTATION
Continuing Education
This course reviews knowledge of International Standards on Auditing (ISAs), U.S. generally accepted auditing standards (GAAS), PCAOB standards, and other standards related to attest and non-attest engagements, and standards relating to professional responsibilities issued by various bodies. This course will also review the application process, tips for exam preparation, and a database simulation. This course is not degree applicable.

ACC 366
CPA REVIEW: FINANCIAL ACCOUNTING AND REPORTING
Continuing Education
This course reviews knowledge of International Financial Reporting Standards (IFRS) and U.S. generally accepted accounting principles (GAAP) for business enterprises, not-for-profit organizations, and governmental entities. This course will also review the application process, tips for exam preparation, and a database simulation. This course is not degree applicable.

ACC 367
CPA REVIEW: BUSINESS ENVIRONMENT AND CONCEPTS
Continuing Education
This section reviews knowledge of the general business environment and business concepts that candidates need to know in order to understand the underlying business reasons for and accounting implications of business transactions, and the skills needed to apply that knowledge in preparation for the Illinois CPA Examination. This course will also review the application process, tips for exam preparation, and a database simulation. This course is not degree applicable.

ACC 370
PROFESSIONAL RESPONSIBILITIES & BUSINESS LAW
Undergraduate
This course covers the aspects of the legal environment of special concern to accounting practitioners, including: the ethical standards of accounting practice, legal liability of accountants, contract law, property law, tort law, commercial paper, the laws of agency, sales laws, banking, agency, partnerships, corporations, trusts and wills, suretyships, secured transactions, bankruptcy, employment law, securities regulation, antitrust, and public regulation and disclosure laws.

ACC 102 is a prerequisite for this class.

ACC 372
AUDITING I
Undergraduate
Auditing I provides a conceptual introduction to the nature and value of assurance services. The course examines the organization of the accounting profession, Generally Accepted Auditing Standards (GAAS), professional ethics, and legal responsibilities including U.S. Securities laws. It focuses on financial audits by external auditors, including planning and acceptance, internal control, evidence, and reporting.

ACC 305 or ACC 309 is a prerequisite for this class.

ACC 374
AUDITING II
Undergraduate
Auditing II, a companion and sequel to ACC 372, emphasizes the implementation and application of generally accepted auditing standards to transaction cycles and classes of transactions. It includes the study of sampling techniques used in tests of controls and tests of details, internal control in computer-based systems.

ACC 372 is a prerequisite for this class.

ACC 375
FRAUD EXAMINATION & FORENSIC AUDITING
Undergraduate
This course covers various aspects of fraud prevention and detection, including elements of fraud, costs of fraud, use of controls to prevent fraud, and methods of fraud detection. Guest speakers with expertise in fraud examination/forensic auditing will share their knowledge and experiences with the class.

ACC 304 or ACC 307 is a prerequisite for this class.
ACC 376
INTERNAL AUDITING
Undergraduate
This course covers a risk-based, process and controls-focused internal audit approach. Topics include internal audit standards, internal control, corporate governance, risk assessment, evidence and documentation, fraud risks and auditing techniques including sampling and the use of systems-based audit techniques. Professional ethics, emerging issues are discussed.

ACC 102 is a prerequisite for this class.

ACC 380
TAX TREATMENT OF INDIVIDUALS AND PROPERTY
Undergraduate
Tax Treatment of Individuals and Property covers the basic provisions of the Internal Revenue Code as they relate to the taxation of individuals. It focuses on concepts of gross income, exclusions, deductions, exemptions, and credits, as well as property transactions. It also includes tax research.

ACC 304 or ACC 307 is a prerequisite for this class.

ACC 383
TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS
Undergraduate
Tax Treatment of Corporations and Partnerships is a continuation of Accounting 380. The course covers the tax aspects of corporations and partnerships, including formation, operations, and distributions, as well as specially taxed corporations, ethics in tax practice, and an introduction to estate and gift taxation.

ACC 380 is a prerequisite for this class.

ACC 393
INTERNSHIP IN ACCOUNTANCY
Undergraduate
This course is designed for students who already have or will soon have a position in an accounting or accounting-related field. Internship in Accountancy provides students with academically supervised work experiences, improving linkages between classroom efforts and the business world. Students obtain valuable professional experience and begin the process of networking with area businesses and professionals.

ACC 102 is a prerequisite for this class.

ACC 398
SPECIAL TOPICS
Undergraduate
Special Topics courses provide in-depth study of current issues in accountancy. Content and format of this course is variable. Subject matter will be indicated in class schedule.

ACC 399
INDEPENDENT STUDY
Undergraduate
Independent Study is available to students of demonstrated capability for intensive independent work in accountancy.

ACC 500
FINANCIAL ACCOUNTING
Graduate
This introduction to financial accounting provides both a theoretical foundation and an opportunity to apply accounting logic in increasingly complex situations. The accounting model and information processing cycle are developed. The content of the income statement, balance sheet, and statement of cash flows are studied in detail and analyzed.

MS in Taxation and MACC students are restricted from registering for this class.
**ACC 505**  
**LANGUAGE AND BUSINESS CULTURE**  
*Graduate*

The objective of this course is to develop an understanding of how to be successful in the U.S., both academically and professionally. The course covers the concepts, methods and tools necessary to face the challenges of studying and working in the U.S. Students will improve their skills in oral communication, practical business writing, and delivering presentations. Students will also gain knowledge of the career search process. Recommended to be taken concurrently with ACC 500. Prerequisite: Approval of college office or department.

**ACC 535**  
**ACCOUNTING INFORMATION SYSTEMS**  
*Graduate*

Today's business person requires a fundamental knowledge of computer-based information systems and their role in accounting functions and financial decision-making. This course will enable the student to interface with accounting systems, and to participate in their design and audit. It will focus on the nature and flows of accounting information in organizations, security and internal controls and the use of information technology in accounting information systems and decision-making. ACC 500 is a prerequisite for this course.

**ACC 541**  
**FINANCIAL ACCOUNTING THEORY & PRACTICE I**  
*Graduate*

Intermediate theory and preparation of financial statements; review of accounting concepts and development of accounting models; methods and problems in valuation and reporting; with emphasis on current assets and liabilities, property, plant and equipment, and intangibles, review of relevant authoritative literature. ACC 500 is a prerequisite for this class. This class is not available for MACC students.

**ACC 542**  
**COST AND MANAGERIAL ACCOUNTING**  
*Graduate*

Introduction to cost and managerial concepts and techniques. Topics include cost accumulation (job, process, standard costing, and activity-based costing), cost behavior, breakeven analysis, budgeting, contribution approach to income measurement, joint and by-product costing, cost allocation methods, and their relevance for decision-making. ACC 500 is a prerequisite for this class. This class is not available for MACC students.

**ACC 543**  
**FINANCIAL ACCOUNTING THEORY & PRACTICE II**  
*Graduate*

Continuation of intermediate theory and financial statement preparation with emphasis on the components of stockholder's equity; special problems such as earnings per share, accounting changes, income taxes, derivatives, and statement of cash flows; review of relevant authoritative literature and interpretation of financial statements. ACC 541 is a prerequisite for this class.

**ACC 545**  
**ADVANCED TOPICS IN ACCOUNTING THEORY**  
*Graduate*

This course is designed to provide comprehensive coverage of the following: consolidations, partnership accounting, foreign operations and not-for-profit accounting. Coverage of the topics emphasizes both theory and practice. Mastery of the material is obtained through problem-solving situations. ACC 543 is a prerequisite for this class.
ACC 547
AUDIT AND REGULATION OF CORPORATE FINANCIAL REPORTING
Graduate
This course covers the theory of the auditing function. Topics covered include generally accepted auditing standards; the profession's ethical and legal dimensions; audit planning; the internal control structure; audit evidence; and auditor's reports. The development of the professional judgment needed to apply generally accepted auditing standards is emphasized.

ACC 500, or equivalent, is a prerequisite for this course.

ACC 548
TAX TREATMENT OF INDIVIDUALS AND PROPERTY TRANSACTIONS
Graduate
This course provides detailed coverage of the federal income tax treatment of individual taxpayers. It includes coverage of inclusions, exclusions, deductions, credits, rates of taxation, special tax computations and the tax aspects of property transactions. It also includes tax research.

ACC 541 is a prerequisite for this class.

ACC 550
ADVANCED TOPICS IN AUDITING
Graduate
Advanced Topics in Auditing, a companion and sequel to Accounting 547, emphasizes the implementation and application of generally accepted auditing standards to transaction cycles and classes of transactions. It includes the study of sampling techniques used in tests of controls and tests of details, internal control in computer-based systems, and introduces the use of Computer Assisted Audit Tools and Techniques. The role of internal auditors is also covered.

ACC 547 is a prerequisite for this class.

ACC 551
TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS
Graduate
This course covers the federal income tax treatment of corporations and partnerships. It includes ethics in tax practice and an exposure to estate and gift taxation.

ACC 548 is a prerequisite for this class.

ACC 552
PROFESSIONAL RESPONSIBILITIES AND BUSINESS LAW
Graduate
This course covers the aspects of the legal environment of special concern to accounting practitioners, including: the ethical standards of accounting practice, legal liability of accountants, contract law, property law, tort law, commercial paper, the laws of agency, sales laws, banking, agency, partnerships, corporations, trusts and wills, suretyships, secured transactions, bankruptcy, employment law, securities regulation, antitrust, and public regulation and disclosure laws. Formerly "Legal and Ethical Environment of Accounting Practice".

Not Available to MST Students

ACC 554
MANAGEMENT ACCOUNTING AND CONTROL
Graduate
This course provides students with a conceptual understanding of basic cost management and managerial accounting knowledge and skills. Topics include cost behavior, cost-volume-profit analysis, cost accounting systems, budgeting and control, responsibility accounting, the basics of strategic performance measurement systems and analyzing performance. Emphasis is on the interpretation & use of accounting information rather than its creation & accumulation.

ACC 500 is a prerequisite for this class. This class is not available for MACC students.
ACC 555
MANAGEMENT ACCOUNTING FOR DECISION-MAKING
Graduate
This course addresses the financial, nonfinancial & ethical dimensions of decision-making. It provides students with a conceptual understanding of cost management and managerial accounting skills. Topics include cost behavior, cost-volume-profit analysis, cost systems, budgeting and control and decision-making. Emphasis is on the interpretation & use of accounting information rather than its creation & accumulation.

ACC 500 is a prerequisite for this class. This class is not available for MACC students.

ACC 557
GLOBAL STRATEGIC FINANCIAL ANALYSIS
Graduate
This course concentrates on each student's own career goals by focusing on cases of well-known financial successes and failures in the global business world. It enables students to become intelligent users (readers) of financial reporting in a global environment. Students will learn to identify key relationships in the statements to strategy of high performance companies and to make critical judgments underlying the elements and valuations in the financial statements. Students will study integrated reporting, corporate governance, and sustainability accounting. The course is a useful elective for MSA, MACC and MBA programs.

ACC 500, or equivalent, is a prerequisite for this course

ACC 558
TAX RESEARCH
Graduate
Tax research methods are taught in the classroom. The course begins with a study of the history of the body of tax law. A 'walk through" technique is employed to give the student firsthand experience in the use of a tax research service.

ACC 559
TOPICS IN INDIVIDUAL AND CORPORATE TAXATION
Graduate
This course deals with a variety of topics which are important in tax practice, such as alternative minimum tax, passive losses, interest limitations, the at-risk rules, hobby losses, use of a home, net operating losses. Depreciation and capital recovery including related credits, unearned income of a minor child, uniform capitalization rules and time value of money concepts are also covered. NOTE: This is a M.S.T. course.

ACC 551 is a prerequisite for this class.

ACC 560
TAXATION OF CORPORATIONS AND SHAREHOLDERS
Graduate
Emphasis is on the federal income taxation of distributions to corporate shareholders, including nonliquidating distributions and distributions in connection with liquidations. Collapsible corporations and the tax consequences of transfers of property to a corporation are also covered. NOTE: This is a M.S.T. course.

ACC 558 is a prerequisite for this class.

ACC 561
CORPORATE REORGANIZATIONS
Graduate
Federal income tax implications of transfers of stock, securities and property in connection with corporate acquisitions, combinations and separations. This course is mainly concerned with the tax consequences to corporate parties, reorganizations and to their shareholders. Emphasis is given to determining the taxability of transactions and asserting the availability of tax attributes to successors in interest. NOTE: This is a M.S.T. course.

ACC 558 and ACC 560 are prerequisites for this class.
ACC 562
CONSOLIDATED RETURNS
Graduate
This course deals with the principles and mechanics of tax consolidations including eligibility, intercompany transactions, inventory adjustments, basis of property, net operating losses, earnings and profits and separate return limitations. NOTE: This is a M.S.T. course.

ACC 560 is a prerequisite for this class.

ACC 563
PARTNERSHIPS
Graduate
An in-depth analysis of the federal income tax rules governing partners and partnerships. This course includes study of the aggregate and entity theories, partnership distributions and liquidations, dispositions of partnership interests, transactions concerning unrealized receivables and substantially appreciated inventory items and special basis adjustments. NOTE: This is a M.S. T. course.

ACC 551 and ACC 558 are prerequisites for this class.

ACC 564
TRANSACTIONS IN PROPERTY
Graduate
This course is concerned mainly with the federal income tax implications of gains and losses derived from sales and other dispositions of property. Emphasis will be given to the determination and recognition of gain or loss, character of gain or loss (capital or ordinary), basis and holding period. NOTE: This is a M.S.T. course.

ACC 551 and ACC 558 are prerequisites for this class.

ACC 565
TAX ACCOUNTING, PERIODS, AND METHODS
Graduate
This course is concerned with federal income tax planning as to determination of the proper periods for reporting income and deductions, overall methods of tax accounting and special elections available to taxpayers. Topics include the installment method, accounting method changes, accrual method, cash method, FIFO, LIFO and accounting periods. NOTE: This is a M.S.T. course.

ACC 551 is a prerequisite for this class.

ACC 566
FEDERAL INCOME TAX PROCEDURES
Graduate
A study of the procedures which must be followed when dealing with the Internal Revenue Service and possible alternative courses of action. Included are such topics as the organization of the Internal Revenue Service, filing requirements, refund claims, closing agreements, examination procedures, protests, assessment, payment and collection of tax, statute of limitations, interest and penalties. NOTE: This is a M.S.T. course.

ACC 551 is a prerequisite for this class.

ACC 567
INTERNATIONAL ASPECTS OF U.S. TAXATION
Graduate
This course covers the federal income taxation of United States persons investing or doing business outside the United States and nonresident aliens and foreign corporations having nexus with the United States. Topics covered include, among others, the foreign tax credit, Subpart F income, controlled foreign corporations, sourcing rules and expatriate taxation. NOTE: This is a M.S.T. course.

ACC 551 and ACC 558 are prerequisites for this class.
ACC 568
TAXATION OF CLOSELY HELD CORPORATIONS
Graduate
This course deals with federal income tax planning in connection with the accumulated earnings tax, personal holding companies, S corporations, multiple corporations, transactions between related parties and small business corporation stock. NOTE: This is a M.S.T. course.
ACC 558 is a prerequisite for this class.

ACC 569
CONCEPTS OF DEFERRED COMPENSATION
Graduate
The nature, purpose and operation of the various forms of deferred compensation are examined and evaluated: employee pension; profit sharing and stock bonus plans, stock options; executive compensation plans; retirement plans for self-employed individuals; other plans. NOTE: This is a M.S.T. course.
ACC 551 and ACC 558 are prerequisites for this class.

ACC 570
STATE AND LOCAL INCOME AND FRANCHISE TAXATION
Graduate
This course identifies and examines the types of income and capital stock taxes imposed on corporations and pass-through entities by state governments. Topics include nexus and the impact of P.L. 86-272, conformity to the Internal Revenue Code, business and nonbusiness income, methods of reporting, and allocation and apportionment. NOTE: This is a M.S.T. course.
ACC 551 and ACC 558 are prerequisites for this class.

ACC 571
ESTATE AND GIFT TAXATION
Graduate
This course consists of a detailed review of the federal estate and gift tax laws. In the area of estate taxation, assets included and deductions allowed are reviewed in detail by reference to law, regulations and cases. Recognition of gifts and gift tax deductions and exclusions are also covered. NOTE: This is a M.S.T. course.
ACC 551 and ACC 558 are prerequisites for this class.

ACC 572
CONCEPTS OF STATE PROPERTY AND TRANSACTION TAXATION
Graduate
This course focuses on concepts of property and sales taxation, but will survey other state and local transaction taxes, including excise taxes, utility taxes, fuel taxes and escheat statutes. Property tax concepts include distinctions between real and personal property and valuation approaches. NOTE: This is a M.S.T. course.
ACC 558 is a prerequisite for this class.

ACC 573
INCOME TAXATION OF ESTATES, TRUSTS AND DECEDENTS
Graduate
This course deals with federal income taxation of estates, trusts and decedents with special emphasis on such concepts as income in respect of a decedent and estate and trust distributions. Also, included are such topics as the income and deductions included in the decedent's final return, death of a partnership member, the income and deductions of estate and trusts, the throwback rule, grantor trusts and the tax ramifications of the use of other special trusts. NOTE: This is a M.S.T. course.
ACC 548 and ACC 571 are prerequisites for this class.
ACC 574
ESTATE PLANNING
Graduate
This course will deal primarily with how to avoid and minimize federal estate taxes and estate administration expenses upon the subsequent demise of the client. Therefore, the student must have taken the estate and gift taxation, the use of outright gifts, the use of trusts. Generation skipping transfers and charitable gifts will also be considered. NOTE: This is a M.S.T. course.

ACC 576
FEDERAL TAX VALUATION
Graduate
Fair market value is referenced hundreds of times in the Internal Revenue Code, and many more times in the Regulations. In the initial part of this course the procedures and methods applicable to tax valuation are reviewed to heighten practitioner awareness of the range of potential valuation outcomes, and the reasons therefore. Tax cases are used extensively to achieve this objective. In the second part of the course presentations and discussions address more specific topics such as built-in gains, determination of carryover of net operating losses, valuation aspects of charitable giving, conservation easements, ESOPs, family limited partnerships, reasonable compensation. S-corporations, special use properties, and transfer pricing.

ACC 580
ACCOUNTING FOR INCOME TAXES
Graduate
Covers the financial accounting and reporting standards for the effects of income taxes that result from corporate activities. Topics include computation of current and deferred tax expense or benefit, temporary differences, carry-forwards, computation of deferred tax assets and liabilities, valuation allowances, business combinations, investments in subsidiaries and equity method investments, tax allocations, presentation and disclosure, and implementation of accounting for uncertainty in income taxes under FIN 48.

ACC 581
TAXATION OF REAL ESTATE
Graduate
An in-depth study of federal income taxation as it relates to real estate, including current issues and planning possibilities. Topics include consequences of acquisition and disposition, real estate development, leasing, mortgages and other financing devices and forms of ownership of real estate. NOTE: This is a M.S.T. course.

ACC 582
ADVANCED CONCEPTS IN INTERNATIONAL TAXATION
Graduate
This advanced course is a companion offering to the introductory international taxation course (Accountancy 567). In this course, planning issues and tax savings opportunities are emphasized in complex areas, including source of income considerations, foreign tax credit matters, Subpart F issues and the tax matters of foreign corporations. In addition, tax treaty matters, international bribes and boycott sanctions and foreign currency translation issues are addressed. NOTE: This is a M.S.T. course.

ACC 584
INCOME TAX AND BUSINESS DECISIONS
Graduate
The study of the impact of federal income taxation on business decisions with emphasis on such areas as choice of business organization, acquisition planning, executive compensation & accounting for income taxes. This course is intended for students in the M.B.A. program and restricted to those who have not had undergraduate credit for ACC 548 or ACC 551 or their equivalents. (MSA students may not take this class) Not Available to MST Students
ACC 591
TAX EXEMPT ORGANIZATIONS
Graduate
Tax treatment of public charities and private foundations. The way exempt status is secured and retained, qualified exemptions, unrelated
business income, the loss of exemption, prohibited transactions, deductibility of contributions and required reporting and auditing.

ACC 558 is a prerequisite for this class.

ACC 592
OVERVIEW OF FEDERAL INCOME TAX FOR INDIVIDUALS
Graduate
This course introduces students to an overview of the Federal income tax system from a financial planning perspective. This course covers a
review of the inclusions and exclusions from gross income, deductions therefrom in arriving at taxable income, and the characterization of
transactions as capital or ordinary. The course will focus primarily on the taxation on individuals, with an emphasis on the impact of
investments in the financial planning process.

ACC 500 or status as an MS in Accountancy or MS in Taxation student is a prerequisite for this class.

ACC 593
OVERVIEW OF TRANSFER PLANNING FOR WEALTH MANAGEMENT
Graduate
This course introduces students to an overview of the transfer tax system from a financial planning perspective. The course will be divided
into four areas of concentration: (1) transfer tax, (2) property law, (3) estate planning, and (4) insurance, charitable and retirement topics.
The objective of the course is to analyze how each of the above areas of concentration impact the financial planning process.

ACC 500 is a prerequisite for this course.

ACC 594
MULTIGENERATIONAL ADVANCED PLANNING STRUCTURES
Graduate
This course will involve a survey of the planning and structuring issues that high net worth families address when managing wealth for
multiple generations. The course will be facilitated by one or two instructors who will direct eight different expert guest lecturers in the
wealth management field. The topics include: introduction and review of federal wealth transfer tax concepts; generation-skipping transfer
tax and structuring dynastic entities; charitable gifts and foundations utilized in large families; management and dispositions of family
business and closely held entities; asset protection planning: domestic and international; international estate planning: offshore trusts and
entities; creating and administering a family office; family governance, wealth education and private trust companies.

ACC 592 and ACC 593 are prerequisites for this class.

ACC 598
SEMINAR ON CURRENT PROBLEMS IN TAXATION
Graduate
Covers recent significant developments in the future of legislation, regulations, administrative rulings and case law on federal income, estate
and gift taxation. Emphasis is placed on specific tax planning in light of these current developments. Topics are discussed against
background of leading Supreme Court cases. Recommended as final tax course in M.S.T. program. Required course for all candidates for
Master of Science in Taxation degree.

ACC 558, ACC 560, ACC 565 and ACC 566 are prerequisites for this class.

ACC 635
PRINCIPLES OF FORENSIC ACCOUNTING
Graduate
This course will focus on fraud principles that relate to asset misappropriations, corruption and fraudulent financial statements. Emphasis will
be on examination and review of major fraud schemes, investigative strategies and controls used to detect and prevent the impact fraud has
on an organization.
ACC 636
INTERNAL AUDITING, CORPORATE GOVERNANCE AND INTERNAL CONTROL
Graduate
This course addresses the overall role that internal audit plays as a critical part of an organization’s control and governance structure. The content of the course includes a case that incorporates the complete internal audit process for a hypothetical company, including identification of risk, planning, execution of fieldwork and reporting using CCH TeamMate software. This course covers the strategic role and operations of an internal audit function from three key perspectives; the Chief Audit Executive, who is responsible for the functions, the chair of the audit committee, who oversees the function, and the CEO or CFO who is responsible for the function within the organization. (Formerly ACC 536)

ACC 500 is a prerequisite for this course

ACC 637
DATA MINING AND ANALYTICS
Graduate
The course will cover basic concepts, terminology, models and methods in the field of data mining. The auditing profession seeks to move toward CAATs, continuous auditing and continuous monitoring, which cover all or a large population of transactions rather than very limited sample sizes. The skills taught include data mining techniques such as traditional statistical analysis and machine learning. This course will illustrate the knowledge discovery process and how the technology works with sample applications of data mining. Students will analyze large datasets and develop modeling solutions to support decision making in accounting.

ACC 500 is a prerequisite for this course

ACC 638
IT AUDITING
Graduate
This course prepares students to understand the sources of these risks and conduct IT audits by examining the key principles behind the auditing of IT processes, with a focus on gaining hands-on experience on analyzing and assessing IT risks and controls. The effective management of Information Technology (IT) assets in order to meet business objectives and of IT-related business risks is of critical importance to organizations today. The application of the COBIT framework and other professional IT audit standards is emphasized. In addition, this course aids in the preparation for the Certified Information Systems Auditor (CISA) exam.

ACC 500 is a prerequisite for this course

ACC 639
ACCOUNTING INFORMATION SYSTEMS AND AUDITING
Graduate
This course builds on foundational knowledge of accounting information systems and internal auditing in order to develop advanced skills in these fields. In particular, heavy emphasis is placed on the use of hands-on projects and assignments that involve the learning and application of technologies and approaches similar to those used in professional practice. The course also introduces students to advanced and current topics at the intersection of accounting information systems and internal auditing.

ACC 535 is a prerequisite for this course.

ACC 640
ACCOUNTING THEORY AND POLICY FORMULATION
Graduate
A study of the process by which accounting policies are formulated. The students are asked to make critical evaluations of basic issues such as income determination and current issues such as FASB agenda items in light of their theoretical, empirical, practical and political aspects. Students are expected to demonstrate an ability to use the accounting research literature. Students should plan to take this capstone course at the end of their degree program. This course is intended to be taken toward the end of the MSA program.

ACC 545 and ACC 550, or MACC status are prerequisites for this class.

ACC 645
FORENSIC AND INVESTIGATIVE ACCOUNTING
Graduate
This course focuses on skills used to detect and investigate accounting-based fraud. The course covers interpersonal skills such as interviewing, reading people, handwriting analysis, discourse analysis and team building. It also includes technical skills such as recognizing the red flags of fraud in context, net worth analysis, and how the elements of fraud combine in an actual fraud. The course is delivered using hands-on experience in a case-based setting.
ACC 646  
FORENSIC ACCOUNTING AND VALUATION  
Graduate  
This course focuses on financial statement fraud. Skills taught in this course include using financial statement analysis to detect fraud in financial statements, and valuation skills that can be used to value both public and private firms in cases of shareholder and partnership disputes, divorce cases etc. Finally, students are given a chance to use their skills to detect and investigate fraud within a company's financial statements.

ACC 500 is a prerequisite for this course

ACC 690  
GRADUATE INTERNSHIP  
Graduate  
Technical knowledge acquired in the classroom is applied in an actual business environment through varied assignments under supervision in industry, government or public accounting. Offered variably.

ACC 798  
SPECIAL TOPICS  
Graduate  
Content and format of this course are variable. An in-depth study of current issues in accountancy. Subject matter will be indicated in class schedule. Offered variably.

ACC 799  
INDEPENDENT STUDY  
Graduate  
Available for graduate students of demonstrated capability for intensive independent work in accountancy.

AHT 310  
DIAGNOSTIC NUCLEAR IMAGING CLINICAL PRACTICUM I  
Undergraduate  
Supervised clinical education that gives the student the opportunity to perform a variety of patient procedures on both SPECT, SPECT/CT, PET and PET/CT imaging systems for all diagnostic, therapeutic, non-imaging in-vivo and in-vitro procedures. Clinical competencies developed in patient care, positioning techniques, analyzing images, and the selection of imaging parameters and collimators. Knowledge of integrated computer systems designed for use with clinical gamma cameras, Single Photon Emission Computed Tomography (SPECT), SPECT/CT, Positron Emission Tomography (PET), and PET/CT images. The clinical practicum is designed to promote independent critical thinking, balanced responsibility, organization and accountability in the student. Students will demonstrate competence in all procedures presented.

AHT 311  
DIAGNOSTIC NUCLEAR IMAGING CLINICAL PRACTICUM II  
Undergraduate  
Supervised clinical education that gives the student the opportunity to perform a variety of patient procedures on both SPECT, SPECT/CT, PET and PET/CT imaging systems for all diagnostic, therapeutic, non-imaging in-vivo and in-vitro procedures. Clinical competencies developed in patient care, positioning techniques, analyzing images, and the selection of imaging parameters and collimators. Knowledge of integrated computer systems designed for use with clinical gamma cameras, Single Photon Emission Computed Tomography (SPECT), SPECT/CT, Positron Emission Tomography (PET), and PET/CT images. The clinical practicum is designed to promote independent critical thinking, balanced responsibility, organization and accountability in the student. Students will demonstrate competence in all procedures presented.

AHT 312  
CLINICAL NUCLEAR MEDICINE PROCEDURES I  
Undergraduate  
Emphasis on theory and techniques of clinical procedures used in nuclear medicine imaging. Areas emphasized include patient care, developing acquisition parameters, imaging techniques, radionuclide identification, energies, half-lives, and principles of radionuclides in imaging and non-imaging procedures. Students will continue to develop an increased degree of competence in their performance of the skills related to critical thinking and problem solving.
AHT 313
CLINICAL NUCLEAR MEDICINE PROCEDURES II
Undergraduate
Emphasis on theory and techniques of clinical procedures used in nuclear medicine imaging. Areas emphasized include patient care, developing acquisition parameters, imaging techniques, radionuclide identification, energies, half-lives, and principles of radionuclides in imaging and non-imaging procedures. Students will continue to develop an increased degree of competence in their performance of the skills related to critical thinking and problem solving.

AHT 314
MANAGEMENT AND METHODS OF PATIENT CARE I
Undergraduate
Skills in problem solving, critical-thinking, and decision-making are developed as well as oral and written communication skills. Career skills are enhanced through the interview process, resume writing, and administrative duties including; budgeting, medical and legal considerations and political issues affecting health care. Special emphasis is placed on research methods, medical law and ethics, and scheduling guidelines. Focus on basic measures necessary to provide quality patient care. Basic principles of record keeping and maintaining confidentiality of information are explained.

AHT 315
MANAGEMENT AND METHODS OF PATIENT CARE II
Undergraduate
Skills in problem solving, critical-thinking, and decision-making are developed as well as oral and written communication skills. Career skills are enhanced through the interview process, resume writing, and administrative duties including budgeting, medical and legal considerations and political issues affecting health care. Special emphasis is placed on research methods, medical law and ethics, and scheduling guidelines. Focus on basic measures necessary to provide quality patient care. Basic principles of record keeping and maintaining confidentiality of information are explained.

AHT 316
RADIATION BIOLOGY
Undergraduate
Knowledge of cell structure and function as a basis for understanding cellular and organ responses to the effects of ionizing radiation, radionuclides and radiation oncology. Understanding units of exposure, organ dose calculation and body distribution.

AHT 317
MEDICAL TERMINOLOGY
Undergraduate
The medical terminology course consists of a study of root words, prefixes, and suffixes of medical vocabulary. Also included are medical abbreviations and applicable symbols. A combination of learning exercises and chapter quizzes are utilized. Emphasis is on application of terminology through the use of chapter objectives, learning exercises, and critical thinking exercises. As an independent study, students may choose to progress more rapidly than the assignment schedule outlines.

AHT 321
MANAGEMENT AND METHODS PATIENT CARE
Undergraduate
Content is designed to provide the student with foundational concepts and competencies in assessment and evaluation of the patient for service delivery. Psychological and physical needs and factors affecting treatment outcome will be presented and examined. Students will also get a better understanding of how race, gender, physical ability, sexual orientation, spirituality, healing and dying, and age play a role in cultural competence. Routine and emergency care procedures will be presented. Course will also include an orientation to hyperthermia, chemotherapy, body mechanics, nutrition for cancer patients, and an overview of radiation therapy patient side effects.

AHT 322
QUALITY MANAGEMENT
Undergraduate
Content is designed to focus on the evolution of quality management (QM) programs and continuing quality improvement in radiation oncology. Topics will include the need for quality assurance (QA) checks; QA of the clinical aspects and chart checks, film checks; the various types of evaluations and tests performed on simulators, megavoltage therapy equipment, and therapy planning units; the role of radiation therapists in quality management programs; legal and regulatory implications for maintaining appropriate guidelines; and the role computers and information systems serve within the radiation oncology department.
AHT 323
CLINICAL PRACTICUM I
Undergraduate
The overall objective of this course is to aid the student in achieving basic level technical skills through supervised practice of radiation therapy procedures on actual patients. Students will be required to complete some ARRT required clinical competency examinations during this course.

AHT 324
CLINICAL PRACTICUM II
Undergraduate
The overall objective of this course is to aid the student in achieving basic level technical skills through supervised practice of radiation therapy procedures on actual patients. This is a continuation of Clinical Practicum I. Students will be required to complete all remaining ARRT required clinical competency examinations during this course.

AHT 325
INTRODUCTION TO RADIOLOGIC SCIENCES
Undergraduate
This course provides the student therapist with the technical aspects of radiography equipment. Discussion will include orientation to the function and operation of radiography equipment.

AHT 326
RADIATION BIOLOGY
Undergraduate
This course introduces the student to the effects of ionizing radiation and chemotherapeutic agents on living tissue. Emphasis is placed on the concept of the therapeutic ratio and the manipulation of influencing factors in order to affect patient treatment outcomes.

AHT 327
RADIATION SAFETY AND PROTECTION
Undergraduate
The purpose of this course is to educate students regarding institutional, state and federal regulations controlling the safe use and disposal of radiation-producing equipment and sources. Emphasis is placed on ALARA principles to define the health professional's legal and ethical responsibility to minimize radiation dose to co-workers and patients, and oneself.

AHT 329
PATHOLOGY
Undergraduate
This course introduces the student to the field of pathology with an emphasis on the oncologic disease processes. Topics range from discussion of pathology from the cellular level through various organ systems. Students are introduced to terminology related to the field of pathology as a whole and to the subspecialty of oncology specifically.

AHT 330
RADIATION SAFETY AND PROTECTION
Undergraduate
Supervised practice and procedures for the receipt, handling, transporting, storage, usage, record keeping, disposal and decontamination of radioactive materials. Emphasis on licensing and regulations set forth by local, state and federal agencies. Academic and clinical instruction to provide the student with radiation safety techniques to minimize exposure to the patient, public, fellow workers and themselves. Regulations regarding therapeutic dosages and follow-up procedures. Focus on practical mathematics in nuclear medicine including radiation unit conversion, dose conversion, dose calculation, determination of specific activity, decay, and half-life calculation, counting efficiency, and statistics.
AHT 331  
RADIATION DETECTION AND INSTRUMENTATION  
Undergraduate  
Evaluation, maintenance and function of instrumentation used in imaging and in the laboratory. Principles and theory of PET/CT and scintillation camera operation and performance. Radiation measurement, event counting activity, pulse height spectra, detection efficiency, resolving time and statistics. Flood field and bar phantom use for assessing camera uniformity, relative sensitivity, spatial linearity and resolution testing. Quality assurance procedures for the PET scanner include radial, tangential and axial resolution, sensitivity, linearity, uniformity, attenuation accuracy, scatter determination and dead time corrections. Knowledge of the operations and maintenance of computer hardware and software. Emphasis on data collection, analysis and processing used in clinical imaging. Application of computer devices and memory usage. Emphasis on SPECT, SPECT/CT, PET and PET/CT quality control procedures.

AHT 332  
RADIATION PHYSICS AND INSTRUMENTATION  
Undergraduate  
Theory and physical principles associated with atomic structure, nuclear and quantum physics related to radioactive decay. Properties of the elements and the production of characteristic x and gamma rays, anger electrons and Bremsstrahlung. Instruction on the modes of decay, radiation dosimetry, and interaction of ionizing radiation with matter. Basic physics, instrumentation, and radiochemistry of SPECT (Single Photon Emission Computed Tomography), SPECT/CT, Positron Emission Tomography (PET), and PET/CT.

AHT 333  
RADIONUCLIDE CHEMISTRY AND RADIOPHARMACY  
Undergraduate  
The chemical, physical and biological properties of radiopharmaceuticals used in diagnosis and therapy. Emphasis is given to the preparation, calculation, identification, administration, and disposal of radiopharmaceuticals. Performance of all radionuclide quality control and quality assurance procedures. Principles of decay and half-life, tissue localization, chemical impurities, generator systems, dose preparation and techniques of good laboratory practices and cell labeling.

AHT 334  
CLINICAL CORRELATION - PATHOLOGY  
Undergraduate  
Focus on the study of the structure and function of human cells, tissues, organs and systems. Clinical interpretation of organ systems with emphasis on immunology, and anatomy and physiology, which will provide a basis for understanding abnormal or pathological conditions as applied to nuclear medicine. Causes, symptoms, and treatments of disease are discussed as well as their effect on the images. In addition, the student is scheduled to observe the interpretation of images with the physician staff.

AHT 335  
COMPUTED TOMOGRAPHY AND CROSS-SECTIONAL ANATOMY  
Undergraduate  
Introduction to the fundamental concepts and principles of computed technology and its role in medical imaging. Specific topics include physics & instrumentation of CT scanning, image production, and cross-sectional anatomy of the head, neck, thorax, abdomen, and pelvis. Emphasis placed on patient considerations, patient safety, and radiation protection.

AHT 341  
RADIATION PHYSICS I  
Undergraduate  
Students are introduced to the principles and practice of applying ionizing radiation to the human body. Topics include discussion of radiation therapy equipment, including treatment units and computer planning systems with an emphasis on how this equipment is used to produce proper treatment planning and dose calculations, according to the radiation oncologist's prescription. Topics also include fundamental concepts of general physics and radiation physics, including the production of x-rays interactions with matter.

AHT 342  
RADIATION PHYSICS II  
Undergraduate  
Students are introduced to the principles and practice of applying ionizing radiation to the human body. Topics include discussion of radiation therapy equipment, including treatment units and computer planning systems with an emphasis on how this equipment is used to produce proper treatment planning and dose calculations, according to the radiation oncologist's prescription. Radiation protection and quality assurance will also be covered. This course is a continuation of Radiation Therapy Physics I.
AHT 343
MEDICAL IMAGING AND PROCESSING
Undergraduate
Procedure for imaging human structure and their relevance to radiation therapy; topographical anatomy, radiographic and cross sectional anatomy. Identification of anatomic structures as demonstrated through various imaging modalities.

AHT 344
OPERATION ISSUES IN RADIATION THERAPY
Undergraduate
Content is designed to focus on various allied health operational issues. Continuing Quality Improvement (CQI) project development, evaluation, and assessment techniques will be emphasized. Human resource issues and regulations impacting the radiation therapist will be examined. Accreditation agencies and the licensed practitioner's role in the accreditation process will be presented. Billing and reimbursement issues will be covered.

AHT 345
PRINCIPLES AND PRACTICE OF RADIATION THERAPY
Undergraduate
Content is designed to provide an overview of cancer and the speciality of radiation therapy. The medical, biological, and pathological aspect, as well as the physical and technical aspects, will be discussed. This course will also include content designed to provide the student with fundamental concepts, theories, and application of healthcare laws and ethical standards implemented and practiced in quality management for radiation therapy. Analysis of legal terminology, sources of law and the litigation process as applied to health professionals will be evaluated.

AHT 346
PRINCIPLE AND PRACTICE OF RADIATION THERAPY II
Undergraduate
This course is a continuation of principles and practice of radiation therapy I. Critical thinking and the basics of ethical and clinical decision making are fostered in the student. The epidemiology, etiology, detection, diagnosis, patient condition, treatment, and prognosis of neoplastic disease will be presented, discussed, and evaluated in the relationship to histology, anatomical site, and patterns of spread. The radiation therapist's responsibility in the management of neoplastic disease will be examined and linked to the skills required to analyze complex issues and make informed decisions while appreciating the character of the profession.

AHT 347
TECHNICAL RADIATION ONCOLOGY
Undergraduate
This course provides the student therapist with the technical aspects of radiation therapy. Discussion will include orientation to the function and operation of radiation therapy equipment. The clinical lab component of this course provides a hands-on, sequential application, and clinical integration of concepts and theories in the radiation therapy clinic and the didactic portion of this course. Concepts of team practice, patient-centered and clinical practice will also be discussed.

AHT 348
TECHNICAL RADIATION ONCOLOGY
Undergraduate
This course is designed to focus on discussions of various treatment and simulation procedures of different pathologies. The lab component will continue to provide a hands-on, sequential application, and clinical integration of concepts and theories in the radiation therapy clinic.

AI 102
CORPORATIONS, RESPONSIBILITY, AND THE HOLIDAYS
Undergraduate
American corporations often promote large scale relief efforts for their communities around the time of the December holidays. What motivates these efforts? Who benefits? Are corporations really responsible for the communities in which they do business? How can individuals participate in these efforts? In this course, students will examine contemporary theories of social ethics, and will apply them to the corporations we create, staff, and support. Students will also consider their individual roles in community relief efforts.
AI 103
LEADERSHIP AND APPLIED ETHICS
Undergraduate
This course explores a range of ethical issues that students will face in their ministries and the moral principles they can apply to those issues. It will examine the ethical responsibilities and challenges of good professional practice for those serving in ministry today. It will discuss ethical issues that arise in the leadership or management of congregations, communities and organizations. It will examine areas of social ethics that are particularly relevant to their African context. In this course, students will study the distinctive assumptions, methods and applications of different ethical systems drawn from traditions such as Christianity, Islam, and African traditional religion. Each student will design and complete an independent learning project for their Focus Area in which they will address an ethical issue they are likely to face in their future ministry. Through this course, therefore, students will develop and demonstrate their competence to analyze a problem using two different ethical systems and to apply the skills of ethical analysis to ministry.

AI 104
LEADERSHIP AND CREATIVITY
Undergraduate
Creative leaders recognize and express dimensions of the world and society that are often overlooked by others. They are able to respond effectively to new challenges and opportunities in their personal lives and in society. Artists, performers and creators have an essential vocation that enriches the whole community. In this course, students will expand their appreciation for the importance of creativity. They will look at how the arts provide a unique way to understand and interact with culture. They will study the arts in an African context. They will engage in creative activity or performance and reflect on these experiences. They will also explore ways in which they can be more creative in their lives and ministries. Through this course, therefore, students will develop and demonstrate their competence to define and analyze a creative process and to create an original work of art, explore its relationship to artistic form, and reflect on the creative process.

AI 105
VISUAL LITERACY AND CHICAGO'S MUSEUM OF CONTEMPORARY ART
Undergraduate
Have you ever been confused by the intentions of an artist or at a loss for words when trying to describe a work of art? How many times have you walked through a museum and while looking at a work of art said to yourself, “I could do that?” This course will introduce a series of skills ranging from simple identification to complex interpretation that will help us read both images and text and find meaning in a variety of contemporary art forms, from painting to sculpture, and photography to installation. The course will focus on the cultural, moral, and aesthetic value of art exhibited in Chicago’s Museum of Contemporary Art (MCA) present and past exhibitions. Art making activities will occur throughout the course to help us explore visual literacy through expressing thoughts and ideas in visual form. Throughout the course students will maintain a visual journal based upon some of the following activities: museum visits, classroom discussions, outside observations, and art making experiences. A culminating project will investigate a specific cultural, aesthetic, or moral topic that has been addressed by a contemporary artist.

AI 106
THE RESISTERS: LATINA QUEST FOR JUSTICE
Undergraduate
This course will introduce students to the issues of violence, oppression and abuse in the lives of U.S. Latinas, here after referred to as Latinas, and in Latin American women’s lives with, for comparison purpose, consideration of the same issues as regards non-Latina women in the U.S. The course will look at the different types of violence, oppression and abuse these women experience as well as the factors that contribute to the situation, such as harmful traditions, discrimination, religion, politics, sexism and war. These factors will be reviewed and analyzed in order to have a better understanding of how they directly affect their lives and contribute to the violence, abuse and oppression they endure. Students will become familiar with the many ways of resistance expressed by Latinas and Latin American women. Because defiance has been demonstrated in various forms, students will therefore be introduced to Latina and Latin American female writers, journalists, artists and activist, who have resisted violence, abuse and oppression and, in their own way, have changed the culture that perpetrates the hostile behavior. Students will learn about women such as Guatemalan Noble Peace Prize winner Rigoberta Menchu, Mexican journalist Lydia Cacho, and Latina writers Gloria Anzaldúa and Cheri Moraga, just to name a few. Students will be introduced to local resisters, as well. Students will also be encouraged to draw connections between their own experiences and that of the women about whom they will be studying. Finally, students will have an opportunity to compare and contrast methods of resistance that exists between these women and women in the U.S. who do not identify as Latinas.

AI 107
INTRODUCTION TO BUDDHIST MINDFULNESS MEDITATION
Undergraduate
In this course, you will be introduced to theories and practices of mindfulness meditation from the Buddhist tradition. We will explore in particular how mindfulness meditation can enhance creativity, address the ethical challenges of contemporary life, and foster collaborative learning. Class sessions will involve extensive practice in mindfulness meditation, listening and dialogue. You will be expected to maintain and reflect on a daily mindfulness meditation practice for the duration of the course. While the approach to mindfulness meditation we will use in this class is rooted in Buddhist philosophies of the mind, it does not require religious or spiritual interpretations.
Al 108
INTERNATIONAL RELATIONS: WEAPONS, WARS AND A WORLD IN TURMOIL
Undergraduate
Today, world politics is making an unpredictable turn and undergoing an historical transition. International relations in the 21st century are more complex and facing more pressing global challenges than the previous century. While the Western nations have enjoyed unparalleled prosperity in recent years, developing nations, mired in debt, burdened in poverty, riddled with diseases ranging from malaria to AIDS, plagued by wars and genocide, are struggling to overcome crisis. This course will examine the role of nation-states, international organizations like the United Nations, international law, international crimes court, treaties, and root causes and functions of war and peace in the making of foreign policies that have shaped and reshaped the relationships among nations. We will also focus on ethics in the context of a number of issues and practices in international relations ranging from global inequality, the promotion of human rights, foreign aid, immigration/forced deportation, humanitarian intervention, to terrorism, genocide, war crimes, and the use of torture. Bridge Course. Can be taken for up to 3 competences.

Al 109
THROUGH THE LOOKING GLASS: ADDRESSING DIFFERENCES THROUGH CONTEMPORARY LITERATURE
Undergraduate
Students will examine issues of discrimination and bias as we analyze several contemporary essays, speeches, short works of fiction, non-fiction, film, music and art. Among others, students will review some of the works of Martin Luther King, Jr., Abraham Lincoln, Cesar Chavez, Harvey Milk, Gloria Steinem, Malcolm X and Ernesto “Che” Guevara as a means to understand how certain groups attain power over other groups and how/why inequalities and injustice begin and persist. Students will work on several small group and collaborative assignments that will help them explore their own biases and those of others, and propose solutions. In addition, this course will give students the opportunity to learn about and practice several types of writing including journals, essays and a short research paper. These assignments will also help students develop critical reading and analysis skills. This class assumes a basic understanding of grammar and composition. Students should expect to write and rewrite extensively. Can be taken for up to 3 competences.

Al 110
THE BLUES IN MUSIC
Undergraduate
During this course, we will read about and listen to this musical heritage of Black Americans; this will include the origins of Blues in African music, the development of Blues in the US, and the fusion of Blues with various musics of Asia. We will hear musical examples from the text, as well as musical examples from the instructor's personal library which will enhance our understanding of the importance of Blues and its culture in our present society.

Al 111
HEALTH CARE: RIGHT OR PRIVILEGE
Undergraduate
Nations across the globe provide their citizens with subsidized health care. In the contemporary political climate, many people are clamoring for the United States to do the same. What are the issues that define this decision? Does national health care work? Do we deserve subsidized health care? Who benefits? Who doesn't? What will it cost? In this course, students will examine the notions of providing health care from philosophical, financial and social perspectives. Students should expect to walk away from this experience with facts, figures, and ideas that will help them make up their own minds about the American health care dilemma. Can only be taken for one competence.

Al 112
EXPLORING CHINA: THE LANGUAGE, THE CULTURE, AND THE VISUAL AND MARTIAL ARTS
Undergraduate
This is a course of active learning that requires a student to speak basic Chinese, explore the origin of Chinese characters, paint with brushes, and meditate in motion through Tai Chi. It introduces the fundamental structure of Chinese pronunciation and explores methods and techniques for English speakers to memorize the sound of Chinese words. By introducing students to the pictographic nature of Chinese characters, it engages students in a process of learning through visualizing the “image” of Chinese characters. In addition to language and culture exploration, students will be introduced to the Chinese philosophy of Yin Yang balance and apply it through their practice of Tai Chi, an ancient form of Chinese martial art for strengthening and relaxation of both body and mind. Can only be taken for one competence.

Al 113
URBAN COMMUNITY ETHICS
Undergraduate
Students will explore the ethical choices made by individuals, institutions, and communities as they make crucial decisions about who is and is not included in the new communities resulting from urban development. Issues of race, age, gender, national origin, religion, social class and other power relations or forms of exclusion are explicit and implicit considerations in the community development planning process. Particular emphasis will be placed on the values and visions of persons living in urban neighborhoods and how their values compare to the values of government agencies or private firms involved in planning the fate and future of neighborhoods.
AI 115
THE CULTURE OF CHRISTMAS
Undergraduate
This course will use examples of contemporary writing and popular art as our windows into the changes to 19th century Christmas Culture. We look at the influx of immigrant Christmas tradition (both in terms of religious and national origin practices that provided the rich selection of cultural choices. We look at the social setting of the wealthy vs. the poor and the urban dweller vs. the settler to see how these affected Christmas practices.

AI 116
BEING THERE: ADULT EXPERIENCE IN COMMUNITY ENGAGEMENT
Undergraduate
What are the various ways of becoming engaged in one?s wider community, and how can we examine this experience fully? How can we use ethical systems to approach the human community through service, and what are the possible outcomes (known and unknown)? Students in this course develop a plan for active engagement with one or more areas of social life, and articulate a set of experiential outcomes to foster the shape of this commitment. Classroom and experiential, hands-on? learning are combined to provide a multi-layered ground for reflective thinking. Using writing and other forms of documentation, we work to connect past and present learning in this area. Special focus on models of human development to assist us in learning how to create a future securely rooted in engagement with diverse areas of the human community.

AI 117
FAST FICTION WRITING WORKSHOP
Undergraduate
Ursula LeGuin, the award winning author of Steering the Craft, begins her first chapter with this sentence: ?The sound of the language is where it all begins and what it all comes back to? (19). In this course, students will learn how listen to each other?s creative writing with a discerning, and respectful, ear. Following a standard workshop guide developed by Victoria Hudson, and drawing from exercises by LeGuin and Robert Olen Butler, we?ll journey with each other as we ?craft our fiction.? This creative writing course is ideal for students who already have creative writing (short, flash fiction, or excerpts from longer work) to workshop; for students who have completed a month of fiction writing and want to start polishing that work; and, for those who are seasoned in and appreciate the collaborative writing environment a short fiction-writing workshop can offer. At the end of the course, students will create Digication portfolios to showcase their revised work.

AI 121
ART AND MEMORY: SCRAPBOOKING
Undergraduate
Art is appreciated in various forms. In homes all over America, dining room tables are filled with tiny metal hearts, pictures of adorable toddlers, bags of stickers, and 500 varieties of lettering. Scrapbooking is one of the nation's fastest growing artistic leisure time activities. Millions of dollars are invested in this peculiar pastime that focuses on not only recording family events, but making them pretty as well. Most of us do not consider ourselves artists, but give us a pair of scissors and some fancy paper and we will create an artistic masterpiece! Students in this experience will learn about the history of scrapbooks and will begin the process of decoding the relationships of creativity, art, and craft in this pursuit that is sweeping the nation. Topics will include the definition of scrapbooking and its development in American culture; the ways in which art and craft intersect in the scrapbook; how to get started with a scrapbook; the nature of creativity and its impact in scrapbooking; and the construction of meaningful works of art and craft. This course will meet on campus and online via D2L.

AI 142
IMAGES OF ETHNICITY: FAMILY STORIES AND PUBLIC PERCEPTIONS
Undergraduate
Students will examine the history of their own family against the backdrop of their ethnic and social identities as they understand it and how those identities are viewed by others. To do this we will gather genealogical information, visual images (family photographs, newspaper or magazine articles, possibly drawings), oral history (interviews with family members) which reflect both the particulars of your family and the forces behind cultural preservation and the pressures to assimilate. Personal investigations will be integrated with original research from local ethnic museums and institutions, the Chicago History Museum and other web-based archives. Access to Ancestry.com's vast database will be included with this class. This research will provide context for your tribe's experiences in Chicago, called "the most ethnically aware city in America."

AI 143
ROOTED IN THE CITY: WRITERS & WRITING IN CHICAGO
Undergraduate
Who are the writers rooted in Chicago? What were and are their concerns, themes, styles? How can they teach us about the city, but also about writing? In this class, students will read, discuss and write about work written by such Chicago writers as Nelson Algren, Gwendolyn Brooks, Stuart Dybek, Sandra Cisneros, Studs Terkel, Marc Smith, and Mike Royko. We will consider the nature of civic engagement and creativity in the literary arts, as well as pay close attention to the formal elements of the poems, short stories, and essays read in this class. We'll also explore how these texts compel us to think about power and its circulation in cultural as well as social contexts.
AI 144
INTRODUCTION TO AMERICAN ART AND ARCHITECTURE
Undergraduate
This course will introduce students to the cultural heritage of a nation built on ethnic diversity. From its early European roots to a nation known as a leader in the contemporary art world, this course will examine significant works that have established themselves as representatives of the various periods in American art and culture. Selected works from the Colonial Period, Federal Period, Early Modernist and Postwar Modernist Periods will be introduced. Artists such as Samuel F.B. Morse, John Singleton Copley, John Singer Sargent and Jackson Pollock as well as architects such as Frank Lloyd Wright and Luis Sullivan will be introduced.

AI 145
DOCUMENTARY FILM
Undergraduate
Since the invention of the camera, people have used it to document and preserve a moment in history, and to reveal the tragedies and delights of the world around us. Enthusiasm for documentaries has grown tremendously in recent years, achieving a relevancy and popularity that would have been hard to imagine not long ago. This course is intended as an introduction to the documentary form while exploring its relationship to society. Each class session consists of lecture, film screenings, and discussion. Works screened survey the history and range of documentary expression including the classics, as well as examples of challenging work by independent film and videomakers. Along with a consideration of their artistic style, structure and subject content, we will explore the social and political relevance of the films and attempt to assess their historical impact. This course challenges students to develop a critical eye, and to deepen their appreciation of the documentary vision.

AI 146
IMAGISM AND POETIC VISION IN PLAYWRITING
Undergraduate
In this course, students will be inspired to write from within, from the depth of their core. The course will take students on a journey into a world where they will comprehend the incomprehensible, and hear the inaudible. Students will present their intellectual and emotional complexities through words. The result of the journey is a liberation from the limitations of time and space. Through introspective exercises, students will gain an aesthetic appreciation of life. The course will focus on the intensive writing and reading of plays.

AI 147
ETHICS: HOW GOOD PEOPLE MAKE TOUGH CHOICES
Undergraduate
Through life's many lessons, we have learned how to make a decision between what is the right thing to do and what is simply wrong. We can differentiate between good and evil, truth and lies, etc. However, most of our dilemmas do not stem from deciding the correct path, when we are faced with right and wrong decisions. What most often puts us into a quandary is deciding between what is right and what is right. In other words when good people are faced with tough choices, on what basis do they make their decisions? In an era of perceived ethical incertitude and moral skepticism, students will examine how decisions are made based on one of many ethical systems. Students will learn about various ethical systems, and ethicists, such as utilitarianism, deontology, Kant, Aristotle, and Gillian, just to name a few. By the end of the course students should be able to apply their knowledge of moral, ethical and social issues, and have a better understanding of how the tough decisions they make could impact others.

AI 148
HOW TO BE A CULTURAL ACTIVIST
Undergraduate
Freedom of expression vs. censorship. The artist as agent of change or entertainer of the privileged. Intellectual property vs. freeware. The Slow Food movement vs. Globalization. Teaching evolution or creationism. Public education vs. home schooling. These are just a few of the controversies that swirl around the arena of American culture. There are many groups working to preserve the widest access to the arts, culture and means of expression. This course has a definite point of view: which is that creativity is an essential component of a vital democracy. If you believe that creativity should be a national value and national priority - then this course will show you several ways to translate your concern into meaningful action. During this course students will be given an introduction to community organizing strategies and tactics and will be exposed to a number of cultural policy controversies and the key players who are working to make a difference in those areas. We will hear firsthand from cultural activists and learn how to be effective organizers for cultural democracy. This class will combine readings, class exploration and an out-of-class research project where students will pick a cultural cause that is meaningful to them and organize a small event or action around that issue.
China is the world's fastest growing economy. While economic benefits of its rapid development are clear, what risks are involved in such rapid cultural change? What happens when ancient traditional cultures are devastated by hasty development? What is the human cost of such losses? This course asks students to consider these questions as they encounter regions in China that recent economic development has not yet completely altered from their traditional state. Students will gain valuable understandings of religion, art, history and culture by engaging with present day China while unraveling its rich and complex past. Through visits to cultural centers and interactions with local people, we will experience ethnic minorities in the Kunming area of Yunnan Province, attend a major cultural festival in Ulan Bator, Mongolia, and end the journey with a train ride on the Trans Siberian Railway across the Great Wall into Beijing.

In this course, students will read the fiction of Iranian women authors and watch films by women directors, who have confronted the censorship, by creating new ways of resistance. Students will respond to these works and research, discuss and reflect upon the social, political and gender context. They will be required to give an oral report on an author or a film of choice, or a written essay.

The art of seeing has to be learned. In this course, students will explore the possibilities of looking at things differently. By the new way of seeing, they will have a chance to root and challenge BODY, DREAMS, and DEATH in order to find freedom, joy and life. The new language will be born by listening to the mysterious language and music of our body and dreams. The course will focus our body and our desires, and journeying into the origin of words, in order to challenge the old for the new. Students will write many exercises, read works by playwrights such as Helene Cixous and Marguerite Duras, and compose short dramatic pieces of their own.

Museums have been a respected and trusted measurement of artistic accomplishment. In this course, the student will examine the museum's role as collector, conservator and educator. The student will investigate the traditional role of the art museum, its collection, practices and programs as well as its efforts to integrate new media into its collection. The course also investigates repatriation, which is the ownership of ancient and cultural heritage and other issues that affect the museum such as censorship and funding. Finally it will look at how we value art as a commercial commodity.

In our class, students will use tools based in the imagination, principles of design, and standard dramatic practice to create a unique, personal experience for an audience. The criteria for success is established through an examination of and critique of the content goals. Speech, whether we call it dramatic or declamatory, has the potential to move the masses. In this course, our students will discover their personal approaches and attributes, and construct effective presentations that harness the power of their voice and body.

In Banks as Patrons of the Arts, students will consider the larger role of banks and other corporation with respect to community, especially as provider, preserver, and procurator of the visual arts. Throughout history, banks have led the way in the commissioning, procurement, and dissemination of works of art. Money, power, spirituality and aesthetics have been important elements in the preservation of art in various cultures. The focus of this course is this dilemma. Who creates visual images? Who preserves them? How does the public come to know of them and appreciate them? Where does the corporation fit in this puzzle? How has this question been handled in history? Must commerce and aesthetics be opposed? Do powerful organizations such as banks have a responsibility to develop and protect our visual heritage? Is there a middle ground where beauty and profit can coexist?
AI 155
ANALYZING LEADERSHIP
Undergraduate
This course provides a framework from which to identify and analyze leadership. Leadership occurs in all aspects of life, including: business, politics, sports, society, religion, family, education, and culture. But what is leadership? The Merriam-Webster on-line dictionary defines leadership as "the act or an instance of leading," which provides us with little insight. On further investigation, however, the dictionary defines "lead" as [guide] on a way especially by going in advance. Where there is a leader, then, someone or something must follow. This course first explores the interrelationship between a leader and his or her followers and looks at the effect they have on each other. "Good" leadership traits (i.e., effective) and "bad" leadership traits (i.e., ineffective) are then studied from the perspectives of the leaders, the followers, and outsiders. Finally, this course takes a look at leadership from an international perspective.

AI 156
FILM COMEDY, AMERICAN STYLE
Undergraduate
Since the beginning of cinema, movies have made audiences laugh, and comedy is still the most prevalent film genre around the world. What were the earliest movie comedies like, and has film comedy gotten more "sophisticated"? Is comedy universal (does everyone laugh at the same things)? What lies beneath laughter? What does it mean for something to be funny? What forms of comedy lend themselves particularly well to movies? Do great movie clowns (e.g. Charlie Chaplin, Mae West, and Jim Carrey) or great comedy directors have anything in common? This course investigates film comedy from these various perspectives, based on American films ranging historically over the 20th century, and on readings from film critics, psychologists, and philosophers. Students who complete this course will have a good working knowledge of American film comedy-its history, its status as a genre, its social and psychological functions, and some of its landmark films and creators. Through readings, writing assignments, and lecture-discussions, students will also become conversant in a few key theories of comedy, and begin to consider them in the context of films.

AI 157
IN THE PATH OF THE PILGRIM: A LEARNING JOURNEY TO SACRED SITES (TRAVEL COURSE)
Undergraduate
Historical pilgrimages reflect many aspects of human civilization. Today we relate to it mostly in its religion and spirituality aspect, perhaps because the human desire for reflection and atonement is still very much with us. This program often appeals to students who seek a modern pilgrimage experience in their own lives. However, it is not a course about religion and spirituality alone because the footprint pilgrims made went even deeper and broader. More powerfully than books and photographs, an experiential examination of the pilgrimage sites selected for this program will illuminate the broad impact of the waves of pilgrims. As we add our footprints to those left by the countless pilgrims who walked before us, we will consider the provocative question: Did Medieval pilgrimage lay the foundation for many of the organizing social structures of our modern world? Students interested in major global issues of today may gain insight about our own times as they see how the link between pilgrimages and the Crusades linked organized religion to international politics and religious conflict in the early Middle Ages. Those interested in art will learn that pilgrims chose to go to the best shrines, so the growing towns on the roads leading to the Holy Land had more than religious motivations to beautify their shrines and churches with the works of art and architecture we see today. Students interested in business will see that the phenomenon of pilgrimage to centers of religious worship created bustling centers of culture and commerce. Was Medieval pilgrimage one of the first waves of globalization not solely caused by military expansion? These are just some of the many important topics that will be explored on this unique learning experience.

AI 158
A HISTORY OF PHOTOGRAPHY: CULTURAL RECORDS AND ARTISTIC EXPRESSIONS
Undergraduate
Photography is used for documentation, communication, persuasion and industry. We will pursue three goals. First, we will become familiar with the technical history of photography. Second, we will become acquainted with those photographs deemed most important. Third, we will come to know the major players, the photographers and their critics. We will show progress in reaching these goals mainly through analyses of the individual photographs found in the Image Reading Assignments (the IRAs). Assigned readings in the required text, course packet and books placed on reserve will supply the concepts, background information, examples of photographs (and of critical writing methodologies). The readings will be discussed in class and further examples (slide examples) will be provided. This class will present chronologically the development of the photograph, the technology and how we came to use it, and how it consumes us. We will study the great "cannon" of images enshrined in historical archives and art museums. We will also examine our dependency on pictures made with cameras. True projections of the world should be regarded given how their placement with words and how they are sequenced can alter their meaning. Long before the manipulations of Adobe PhotoShop people could lie with photographs. But they can also express metaphorically many truths, reinforced or new to the viewer, beyond the physical light that entered the lens. Is photography also an art? If it is what makes it so? The juncture of art, industry, persuasion, and record making is complicated, their boundaries overlap. For A2D students, this will be investigated through making original photographs as well.
AI 159
UNDERSTANDING THE WORLD'S GREAT MOVIES
Undergraduate
Cinema is a communication mode that warrants our attention. Through examination of great international artists and their films, much can be learned about cultures with which we are not familiar. Since our experience of film is mediated by our own experience and by our own curiosity about its creator, during this course our attention will focus not only on film as an artistic expression, but on the experiences of the director, and the circumstances that caused her/his films to be created. Most class time will be spent on viewing and discussing a film; preparation for each class will necessitate background knowledge and film analysis by the learner. Throughout this course the learner will become familiar with internationally known film directors, their works, and the historical background that inspired them to produce their art.

AI 160
IT'S ONLY ROCK AND ROLL: MAKING MUSIC THE OLD FASHIONED WAY
Undergraduate
For many, music is an integral part of everyday life. It is also deeply ingrained in most cultures. Music is used by individuals, businesses and societies to entertain, soothe, excite, and arouse. Music is basically a series or combination of pleasing sounds but how is music made? How do we know what is pleasing and what is not? The answers to these questions and others demonstrate that music is also a field where science and art meet. In this class, we will explore how sound is physically created and how specific sounds have been turned into music over the centuries. Through experimentation, we will examine the physical and mathematical properties of sound and musical instruments. We will also create simple musical instruments and share the experience of creating musical pieces. No musical experience is needed to take this class.

AI 161
EXPLORING THE CULTURE OF ADOLESCENT MUSIC
Undergraduate
Adolescents have chosen their own music to listen to for many generations, and those decisions have affected their own children's and grandchildren's musical choices. Teenagers often listen to the same music as their peers, but why? And is this always the case? In this course we will explore, compare, and differentiate social and other factors that mold teenagers' musical decisions. What are their thought processes when they choose music? Are they always trying to be rebellious toward their parents or society in general? Are they simply seeking individuality? Is 21st century adolescents' music any more distasteful than adolescents' music from earlier decades? How has technology and the social media impacted teenagers' music choices and enabled greater musical autonomy? Through listening exercises, discussions, and readings, we will describe and analyze our own musical tastes in the context of our own adolescence in an attempt to better understand teenagers' choices in music from various time periods and what choices might look like for future adolescents. We will develop a broader perspective on how and why various cultures appeal to adolescents. In a final project you will analyze and present on an aspect of adolescent music culture which will include a creative component such as a mix of audio samples illustrating your analysis.

AI 162
THE GOSPEL OF LUKE
Undergraduate
What is the role of compassion and of justice in American society? How can the New Testament help Americans to interpret their responsibilities in an economy that is marked by increasing inequalities of reward and risk? Hundreds of millions of Christians hear readings from the Gospel of Luke when they go to church on Sundays. Other Christians attempt individually and in small groups to relate Luke's Gospel to the social, economic, political, and spiritual realities of their lives. This five-session course will provide conceptual tools for understanding this Gospel and for applying its message to today's challenges. Can only be taken for one competence.

AI 163
BEYOND THE PEARLY GATES: FACING DEATH IN THE MODERN WORLD
Undergraduate
As part of being an adult we encounter death all around us. It is one of the only guarantees in life after taxes. How to accept it or deny it is what this course will address. One view that we will explore is one which comes out of our religious belief systems. The other view we will look at comes out of our need, as humans living in an economy driven western world, to measure the cost benefits of choosing life over death. By exploring issues of great debate such as abortion, mercy killing, self defense, just war, and others, we will use the topic of death to identify and analyze how we make ethical decisions in life. Five session course. May only be taken for one competence.

AI 164
CREATIVITY
Undergraduate
What is creativity? Where does it come from? Do we all have it? Can we cultivate it? These questions and more will be explored as we define the concept of creativity; identify, analyze, and describe the components of a creative process in varied fields; and, explain how engaging in a creative process affects our perception of the world.
AI 165
PRAIRIE CHRISTMAS
Undergraduate
This class will feature a participative look back at Christmas in America in the 19th century (primarily) in the Chicago area. Five three-block class hours will lead students through a discussion of 19th century Christmas tradition. The class will be channeled through some lecture and discussion, though the focus will be on making Christmas decorations and gifts of the period. The class will decorate a communal tree, create a Christmas annual and make small gifts. The annual will be comprised of short Christmas writings from class participants. The course will examine how traditions are changed over time. May be taken for only one competence.

AI 166
PRODUCING THE LIVE PERFORMING ARTS EVENT
Undergraduate
This class will transform itself into a mini-production unit and actually produce a live event for the general public. The class will learn the basics of producing a live event, including planning, casting, production logistics, publicity, sponsorship, and audience development. The class will choose what it wants to produce, and then it's nine weeks to opening night!

AI 167
DIGITAL PHOTOGRAPHY
Undergraduate
Students learn in this course to take artistic digital photos. They will analyze photos they have taken prior to the course and discuss if they fulfill criteria to be seen as art. Several theories of artistic expression will be discussed. Rules of composition, light, exposure, colors, etc. will be reflected upon. In a second step the students will develop the competence to alter their digital photos with a program like "Photoshop Elements". They will be able to change the expression of their photos and combine different shots, creating their personal piece of art. As a final product, students will create a portfolio with about 5 photos including detailed descriptions of their work.

AI 168
ART AND MEMORY SCRAPBOOKING II: THE ART JOURNAL
Undergraduate
This is the second course on the art and craft of scrapbooking offered in the SNL curriculum. This course focuses on a specific aspect of the scrapbooker's art, the production of embellished personal diaries. Throughout this experience, students will critically examine the artistic aspects of journaling and collage artwork, investigate movements in the art world, chronicle events in their lives through photographs and narrative, and create works of art and craft that illustrate the experience. This is a hands on art making course. While faculty will discuss various techniques and information about assessing works of art and putting them in the context of art movements, students should expect to be introduced to art making materials and to use them during class time.

AI 169
ETHICS, LAW AND JUSTICE
Undergraduate
We will first assess and discuss two Platonic dialogues in a collective effort to familiarize ourselves with the interplay between reason and ethical questions. We will pay particular attention to Plato's method of reaching conclusions to questions raised in the dialogues, whether and how those conclusions are ethical in nature, and the relative success Plato has in supporting his conclusions. Concepts discussed include the attainment of virtue, whether virtue or knowledge is teachable, the use of persuasion, and statesmanship. We will then apply our familiarity with logical inquiry to a group of United States legal cases, and focus our attention on understanding the reasoning that underpins decisions encompassing Fourteenth Amendment due process and equal protection issues. We will look particularly at how our Supreme Court Justices employ reasoning to reach conclusions of law that many view as de facto moral issues. In addition, during the course of the class, we will assess a variety of historical, political, and literary readings with the hope that they may enhance our understanding of the concepts of liberty and equality.

AI 170
CREATIVITY AND ENTREPRENEURSHIP
Undergraduate
Successful entrepreneurs face many challenges, but the chief among them is to create 'the new'. The process of imagining, conceptualizing and articulating this 'new' requires skills we often label 'creative'. This class will explore the role of creativity in the development of entrepreneurial skills and the entrepreneurial personality. Creativity in this course will be seen both as a learned skills and as an exploration of our intuition. Topics will include the relationship between creativity and accountability, understanding creativity within the context: of self, teams, organizations, and society-at-large, and the role of risk in creative settings.
AI 171
EXPLORATIONS IN INTERNATIONAL CINEMA: ISSUES OF CULTURE AND DIVERSITY
Undergraduate
This class offers students a chance to examine and critique outstanding films from a wide variety of cultures. The learning experience and critique will focus on acting, design and direction in addition to the cultural and social issues explored in the films. Students will be asked to enhance each other's knowledge about the artistic and technical aspects of the films as well as the themes in global culture they examine.

AI 172
MAKING POEMS: AN INTRODUCTION TO VERSE
Undergraduate
Making poems will be a creative writing offering that teaches metrics and verse forms, poetry the old-fashioned way. Topics will include metric feet, rhyme, lines, and verse forms. For example, students will learn about the iambic foot, write some iambic lines of various lengths, and finally use the iambic line to write a sonnet. Rap poetry with its structured rhythms and elaborate rhyming is another possibility. This “formalist” approach promotes a kind of creativity that is strongly infused with craft and discipline in contrast to the “spoken word” or confessional approaches to making poems. This class involves making audio recordings of your poems; students will be required to purchase a headset/microphone and download and install free software. Competences: A1C, A2A, A5. Faculty: Tom Sullivan

AI 173
WESTERN FILMS
Undergraduate
Interested in learning to write about film? The Western is a particularly creative and powerful medium for exploring dynamic social and cultural issues. It is particularly open to examining the nature of creative expression, social and historical contexts, and power relations among different groups. The Western provides wonderful and exciting topics for learning about the arts of analyzing and writing about film. We are going to saddle up and ride out, approaching the Western from viewpoints of how one can write about film, exploring various rich issues of creativity, society, history and power. Possible examples of films are High Noon (1952), Shane (1953), Sergeant Rutledge (1960), Cheyenne Autumn (1964), Valdez is Coming (1971), Pale Horse, Pale Rider (1985), Unforgiven (1992).

AI 174
WORLD LITERATURE
Undergraduate
In this team-taught Bridge course, we will examine masterpieces of world literature, including principal works from selected literary periods and traditions. The first half of the course meets at Truman College and the second half at the Loop Campus and lasts a total of approximately 15 weeks. You may register for up to three competencies for this course.

AI 175
PLATO ON LOVE AND JUSTICE
Undergraduate
This seminar is devoted to the analysis of the great dialogues written by Socrates' famous student, Plato. In these works lie many of the keys to understanding the western world. They also illuminate much about ancient Greek culture. An appreciation for these great dialogues and their cultural significance is an essential part of higher education. The next time someone mentions Plato's Cave, you'll be in-the-know!

AI 176
CREATIVE WRITING
Undergraduate
Designed to help you explore the art of writing stories, either stories that are "made-up" or stories based on lived experience. You will be required to complete six fiction-writing exercises, and either one short story, one autobiographical story, or one story based on an oral history collected by the you. In addition, you write a final essay in which you reflect on your learning and experience in the course.

AI 177
DREAMS DEFERRED: LAW AND SOCIAL JUSTICE IN AMERICAN THEATER
Undergraduate
Drama is an ideal vehicle for portraying conflict. And the courtroom is often the place where such conflicts come to a head. In this course, we will read various courtroom and law-related contemporary American plays and use them as a lens for exploring issues of law, justice, fairness and the distribution of power in American society (H4). We will also explore how the playwright's creative process makes these works exciting theatrical pieces and analyze how the various design elements (lights, set, costumes, music) bring each work to life (A5). Students who register for A2B will perform scenes and monologues from these plays. The class will attend various live theatrical performances in the Chicago area. Plays under consideration include: Twelve Angry Men, A Raisin in the Sun, The Laramie Project, The Execution of Justice, Permanent Collection, To Kill A Mockingbird, and Twilight, Los Angeles: 1992.
AI 178
THE ART OF LIVING
Undergraduate
We are living in an environment where change often seems to be the only constant. And, as the forces of change grow in intensity, complexity and take on a global scope, the task of coping can be daunting. Given today's world of constant change, this course is designed to help you gain a deeper understanding of the change and transition process and discover new ways to address planned and unplanned career and lifestyle changes and opportunities. Special attention will be given to methods for achieving personal and career fulfillment during a myriad of transitional periods in life. Both in class sessions and in your reading assignments you will be exposed to the distinctive worldviews of a wide range of philosophers, spiritual leaders, artists and sages throughout history who have been wrestling with life enhancement issues. During the course you will become familiar with a number of prominent contemporary writers and thinkers who are addressing the complexities of the change and transition process in turbulent times. Educational activities are multi-media and include small and large group discussions, collaborative learning exercises and presentations, research, journaling, weekly writing assignments and a final paper. After completing this course, you will be able to: Identify and articulate the difference between change and transition and develop and/or strengthen your coping skills. Develop new ways to find greater fulfillment during life's most difficult transitions. Articulate and apply collaborative learning techniques in your personal and professional life. An overarching goal of this course is to be an enriching, rewarding experience where you will have the opportunity to share ideas in a safe environment.

AI 179
LEADERSHIP LESSONS IN LITERATURE AND CREATIVE MEDIA
Undergraduate
In this Bridge course, students will examine issues of leadership and self-leadership as we analyze several short works of fiction and non-fiction, and other creative media including film, plays and music. Students will study authors of various genres along with contemporary political and 20th century historical figures who exhibit leadership qualities that are worth exemplifying. In so doing, students will learn the structure and concepts of the academic research paper. For the research paper, students will select a topic that is personally or professionally relevant. The course assumes a basic understanding of grammar and the structure of academic papers. Students should expect to write and rewrite extensively.

AI 180
BACK TO THE FUTURES: A BRIEF HISTORY OF FUTURES TRADING IN CHICAGO
Undergraduate
This class will examine the futures industry in Chicago from mid-19th century to the present. We will examine how the fledgling city provided fertile soil for the growth of futures trading and continues to support trading today. Commodity futures trading has a long history throughout the civilized world, with products from rice to wheat to tulips having been "forward priced" for centuries; however, it wasn't until the middle of the 19th century that futures or derivatives trading as we know it begin in Chicago. We will look at contemporary news accounts and literary portrayals of the marketplaces. In particular, we will read works by Frank Norris, an early critic of the industry and of late 19th century capitalism in general. The class will be organized around a schedule of lecture, discussion, and small group work. A series of readings will be assigned each week, and these will be discussed in detail. We will also see a few short films and have visits by guest speakers.

AI 181
CREATING ORIGINAL DIGITAL ART
Undergraduate
The course will focus on electronic visual art, and because of the amount of material to be covered, will not include audio or animation art. Student will look at what constitutes "art", then look at how original art could be created using technological tools, such as Microsoft Paint, Pixel-based art, such as Microsoft Graphics in PowerPoint; Digital Photography and PhotoShop; digital short-movies, and Digital Animation using Freeware GIF Animation software.

AI 182
TALKING BACK TO MEDICINE: WRITERS AND THE POLITICS OF HEALTH
Undergraduate
It is no secret that health care in the United States is in crisis. President Obama has pledged to work with the nation to rehabilitate our health care system. In this course, we will examine how fiction and non-fiction writers challenge such systems to rethink the notion of health as well as the politics of sickness. The writers we will study take on issues like access to health care, models of illness and healing, medicine and social justice, and others. In this course, readings, podcasts, wikis, and discussion board posts will help us explore the responsibilities of medicine as well as those of the community in which medicine is practiced, for a socially just and comprehensive understanding of illness, health and healing in the United States.
AI 183
THE 1960S
Undergraduate
The decade of the 1960s was a watershed period in the social, cultural, and political history of the United States. This course will examine the era from a variety of viewpoints in order to promote student understanding and analysis of key movement, episodes and personalities. The course will include investigation of John F. Kennedy's "New Frontier", The Cold War, The Space Race, the Civil Rights and Women's Liberation movements, Lyndon Johnson's "Great Society", the Vietnam War, popular culture, literature, student unrest, and the realignment of traditional political voting blocks. In addition, the course will demonstrate how the decade's music mirrored the changing times.

AI 184
WORDPLAY: DEMYSTIFYING POETRY
Undergraduate
This course sets out to demystify most forms of poetry with particular concentration on poetry composed to be read aloud or performed on a stage, and to allow the student to actually enjoy poetry! The student will be exposed to a great deal of popular poetry and will, perhaps, be a little surprised to find poetry to be accessible. The Oral Tradition, Folk Poetry, Open Mike, performance poetry, poetry read or performed with music or poetry just read aloud, Slam Poetry, rap, song lyrics - all of these often overlapping categories of poetry could be grouped under the title of Spoken Word, and probably, all would be considered popular poetry. The students will be exposed to much of this poetry; Slam Poetry in the home of the National Poetry Slam, The Green Mill, and performance poetry at the Guild Complex and at the Higher Ground Poets. Students will engage in a poetry workshop that is at once sage, gentle, and generous. The workshop will take place in the classroom. Known and not-so-well-known poets will visit the class to read or perform their poetry and students will become poets and read their works in class.

AI 185
THE BEATLES AND THE CREATIVE PROCESS
Undergraduate
The Beatles are significant in many ways: they were an unprecedented show business phenomenon; they were leaders of Sixties cultural rebellion; and they stand, for many, as a signal instance of popular entertainment attaining the status of high art. This course will examine the musical craftsmanship of the Beatles, focusing on their work as songwriters and record makers. Recent audio and print releases documenting the group's performing and recording history provide a unique and detailed glimpse of the Beatles' creative process. We will utilize these materials to closely trace the development of the group's work while using other resources to place it in a larger historical and cultural context. The goal is to shed critical light on this recent chapter in cultural history. That discussion will, in turn, highlight questions about creativity in a modern context where commerce vies with art, technology redefines performance and an emerging global village culture transforms concepts of originality and tradition.

AI 186
SOCIAL RELATIONSHIPS FROM AN AFRICAN-CENTERED PERSPECTIVE
Undergraduate
This course will utilize an African-centered framework to examine the nature of social interactions within the African-American community. The following topics will be emphasized: female-male relationships, parenting, teacher-student relationships and the role of elders in the family. Students will examine the role of traditional and contemporary culture, racism and oppression in the historical development of these social relationships. Strengths, tensions and possible solutions to alleviate tensions experienced within the examined relationships will be identified and discussed.

AI 187
CAREERS IN THE HELPING PROFESSIONS
Undergraduate
This course will help you, the learner, identify which career path best fits your strengths, skills, and interests, as you pursue your desire "to help people". It will also better prepare you for graduate and/or professional training by familiarizing you with the admissions process for various schools in the helping professions (e.g. social work, psychology, counseling, etc.)

AI 188
MAKING DIFFICULT DECISIONS: MORAL LIFE IN A MODERN CULTURE
Undergraduate
"It's not illegal." Is this statement a sufficient basis for moral decision-making? Do people have one set of values for their "private life" and another set of values for getting by at work? Is there a "public" morality? If yes, what is its basis? "Making Difficult Decisions" provides a window into the ways that people make some of the most difficult choices in their lives (for example, having an abortion, volunteering for military service or declaring conscientious objection, requesting "Do Not Resuscitate" orders for an ill and aged parent, etc.). The course readings, written exercises, and classroom activities will provide students with a framework that will help them to better understand their own moral decision-making. This framework will also help students to better understand the decisions that other people make. A major focus of the course will be the different moral languages that influence the decision-making of most modern Americans, but which many of us are not able to sort out. The course will also emphasize the role that social institutions play in our decision-making processes.
**AI 189**  
**SOCIAL CONFLICTS OF THE KENNEDY YEARS**  
**Undergraduate**

Popular images of the Sixties, think, say, of hippies, Black Panthers, soldiers fighting in Vietnam, protesters working en masse to stop the war--actually correspond to a span of years that stretches roughly from 1964 (when, for instance, the Beatles arrived in the US) to 1974 (when President Nixon resigned from office). This course will look closely at the lead-up to this period, concentrating on American political and cultural history from the late fifties moment through the assassination of President Kennedy in November 1963. We will examine selected events, movements and figures from this period who are key to understanding what came later. Topics to be studied include the Cold War, anti-communism and the atomic bomb; the Cuban revolution; the civil rights movement and Dr. Martin Luther King; the rise of protest singers and soul music; the administration and assassination of President Kennedy; and the beginnings of the USs full-fledged military incursion into Vietnam. We will read essays and excerpts by authors such as Howard Zinn, Frank Meyer, Dr. King, Bettie Friedan, and Barbara Ehrenreich. We will use a variety of learning tools, including lectures, discussions, journal reflections, and film screenings.

**AI 190**  
**AFRICAN AMERICANS IN THE ARTS**  
**Undergraduate**

The arts provide a lens through which we can more completely see, hear and understand the magic, mystery and challenge of the human experience. The story of African Americans in this country is one of perserverence and tranformation. In this course, students will explore how the social, political, historical and cultural journey of African Americans is reflected in the production of art. African Americans have a specific perspective on the American national experience. Where would America be without the artistic contributions of the African American cultural community? Furthermore, how does art make our lives better? Does it? In this course, learners will research, analyze, and define African American art and arts and assess their impact on culture. Arts such as theatre, literature, music, and visual and media arts will be discussed. Students should expect to attend several cultural/artistic events throughout the term. These might include poetry readings, musical concerts, theatre, gallery visits, and other local events.

**AI 191**  
**HOW THE WORLD DOESN'T END: SPECULATIVE MEDIA ABOUT DISASTER**  
**Undergraduate**

In this hybrid course, students will examine the ways depictions of disaster in art and literature influence the presentation of gender. We will explore these depictions through a combination of analytical and creative activities. Our readings will include Senseless Acts of Random Violence by Jack Womack and selected poems and creative writings by Adrienne Rich, Anne Waldman, Amiri Baraka, Quentin Crisp. Our readings of creative work will be supplemented with readings of cultural theory and philosophy including excerpts from Maurice Blanchot, Georges Bataille, Donna Haraway and Simone Weil. Students will also examine these issues as we analyze other contemporary media, including film, art and music. This course will give students the opportunity to learn about and practice several types of writing, including journals, essays and a short research paper. These assignments will also help students develop critical reading and analysis skills. Students will work online and in small groups on a collaborative project, which will help them explore and propose solutions for biases ? their own and those of others.

**AI 192**  
**IMPROVISATION**  
**Undergraduate**

Students will learn the games that form a context with which, or from which, to improvise. Then they will improvise; they will play in their own and in each others' improvised sketches. They will learn to solve problems, find metaphors and examine improvisation as an excellent tool with which to monitor the process of learning. From the engagement in games and their analysis will come the most important outcome: the growth of confidence.

**AI 193**  
**LANGUAGE AND POLITICS**  
**Undergraduate**

The language that individuals and groups use to tell their stories creates their identities. This multi-disciplinary course examines how post-modern language, especially language in media, frames national and global politics and its underlying power relationships. Issues addressed include the politicization of language in the U.S. immigration debate and the role that English as global lingua franca plays in spreading American culture as well as the subsequent effects on self-expression in English among native speakers via political correctness, forbidden speech and code words. Other topics include gender roles, intellectual property rights, and even the overall need for virtually ceaseless verbal stimulation in a media/image driven world. Students will utilize intercultural communication theories to reflect upon their self-identity and its role in defining their relationship to their communities and institutions and will expand outward to understand national and ethnic identities from a global perspective. Students examine current events in the media and the ethical implications language-related biases impose upon discourse while using the Internet to create their own presentation about the topic.
AI 194
DOCUMENTARY PHOTOGRAPHY
Undergraduate
Documentary photography emerged in the middle of the 19th century as a means of defining, directing and/or transforming social opinion. From that time forward, photographs have been commissioned with the intention of building consensus for profound social change. Public and private agencies alike have used photographs to make the larger society aware of new thinking about problems such as immigration, poverty, war, political, ethnic or gender injustice. This course will examine the photographic images spawned by various social issues and movements that have affected American social thinking and guided social activism from the Civil War forward. Please note that no prior knowledge of the history of photography or of 19th or 20th century American history is expected nor is a working knowledge of any art-making discipline assumed.

AI 195
GENDER AND SEXUALITY IN BUSINESS AND ORGANIZATIONS
Undergraduate
Sexuality, Gender, Power and Organizations: these concepts and their interrelationships are the general focus of this course. Gender and gender relations and their relationship to power have long been deemed to be absent or relatively unimportant with in the study of organizations. The gendered nature of organizations and their management has not been part of dominate mainstream traditions of theorizing on organizational and business activity. Focusing on issues that are well known in our everyday life and work this course deconstructs issues such as affirmative action, gender discrimination, sexual harassment and violence in the workplace and ancillary organizations.

AI 196
WRITENOW: SNL WRITING MARATHON
Undergraduate
Anne Lamott said that the most important ingredient for writing is the act of “sitting”. In this course, students will focus on this seemingly simple act of the creative process. The focus of the course is on the generation of written material: the quantity rather than the quality. As such, students choose their own fiction or nonfiction writing topic(s) and project, and may use the material they create in a later effort (ILP, AP, etc.) To kick off one session, a group of professional writer panelists will reflect on their own creative processes as they have developed their latest works.

AI 197
WHAT WAS GOD THINKING WHEN HE INVENTED THE UNIVERSE
Undergraduate
We are all made of star dust. Find out how and why in this course. The moon is made up fragments of earth. Learn how we depend on each other. All life has been wiped out at least 6 times on this planet. Find out if God really likes us. We humans have only been around for 100,000 years, but we are rearranging our planet big time. Figure out if we know what we are doing.

AI 198
GREAT AMERICAN SHORT FICTION
Undergraduate
The short story is often thought of as the novel's poor stepchild. Descriptions of the former typically allude to its brevity as proof of its lesser literary value. This course will try to prove that great fiction is not judged by the number of words it comprises, but by its effect on the reader. Evidence will come in the form of short stories selected according to author Richard Ford for their creators' ability to "spell out so well for us where daring starts and where it leads, and exactly why it is the pure and indispensable and thrilling call that brings us all to stories."

AI 199
ELECTRONIC LANGUAGE
Undergraduate
Shakespeare changed the English language. So did Winston Churchill, Mickey Mouse, and Ice T. Radio and television have certainly contributed. Some of these changes took years; some materialized over night. The most recent changes in how we communicate, and perhaps the greatest have come from the internet. Email, emoticons, and texting have all influenced our ability to say what we mean, and to comprehend what others are trying to tell us. In this course, students will examine the ways in which these new technologies are provoking alterations in our day to day speech. Spelling is certainly changing. Remember when we wrote through instead of thru? And who writes letters anymore? Through critical analysis of internet speak, learners will acquire skills for assessing the impact of electronic communication on literature. Looking at creativity and creative uses of technology, students will learn how to use electronic means of producing their own written work. Furthermore, students will examine how electronic communication has influenced our ability to be heard in the workplace.
AI 200
GUIDED INDEPENDENT STUDY: ARTS AND IDEAS
Undergraduate
Guided Independent Study: Arts and Ideas

LL 250 is a prerequisite for this class.

AI 201
DYING AND DEATH: FACING MORTALITY, CELEBRATING LIFE
Undergraduate
Description: We live in an aging American society that is both death-denying and death-defying. Few are prepared for death. This course offers a unique opportunity to directly reflect upon life's end at an individual and personal level. Doing so allows us to be most fully present as we live and with others when dying and death touch their lives, as well as when either touches our own. While this exploration can be challenging, it can also be enlightening, enriching, uplifting, and even liberating. Most of all, the amazing adventure of facing mortality has significant implications for the choices we make today. Competences: A4, A3C, H3F, S3B.

AI 202
LONDON ALIVE: IN THEATERS, MARKETS AND MUSEUMS
Undergraduate
Join SNL in London for a course about performance and representation. Theater, live performance, museum collections and street markets are integral parts of English cultural history; they also represent Britain's international heritage. London theaters celebrate English history, culture and language, and carry the banner of the English artistic imagination into the future. London's museums make it one of the most visited cities in the world for the range of its collected artifacts and images. Outside the theater and museum doors, markets teem with life, creating a magical intersection of past with present and future, of art with life and politics, of cultural stasis with social change.

AI 203
MEDITATION FOR INNER GUIDANCE AND GROWTH
Undergraduate
How do we stop the treadmill and recreate a space and pace that gives us more balance in our lives? It is a challenge to live in a world that stresses productivity to the point that it often overrules personal and family needs. Societal and workplace expectations are negatively impacting our health, our personal relationships, and our communities at-large. This course will discuss and explore alternative ways of responding to these challenges, ways that seek to return us to a healthy balance between work and life. Students will learn to use meditation, journaling, and other practices that allow individuals to slow down and to explore their own inner spirituality and personal direction for their lives. We will discuss theories and philosophies that address work-life balance issues. A final product will be a personal "work-life" balance plan that would detail ways to practice balance between work, family, and self-care and re-creation on a regular basis. Students will also develop a written code of ethics which explains their philosophy of self-family-work balance.

AI 204
CREATIVE ENTREPRENEURSHIP
Undergraduate
This course will explore the relationship between the creative process and the contemporary role of the entrepreneur, with creativity and entrepreneurship intersecting in the concepts of innovation and experimentation. We will study three major thinkers: Clayton Christensen, Peter Drucker and Edward de Bono, examining the ways in which the creative process and the act of being creative are presented in the theories of each author. Students will examine entrepreneurship as a behavior guided by creative practice. Finally, we will look at the ways these ideas have been manifested in the world today.

AI 205
LEADERSHIP LESSONS IN LITERATURE AND CREATIVE MEDIA
Undergraduate
In this course students will examine issues of leadership and self-leadership as we analyze several short works of fiction and non-fiction, and other creative media including film, plays and music. Students will study authors or various genres along with contemporary political and 20th century historical figures who exhibit leadership qualities that are worth exemplifying. In so doing, students will learn the structure and concepts of the academic research paper. For the research paper students will select a topic that is personally or professionally relevant. The course assumes a basic understanding of grammar and the structure of academic papers. Because students will practice writing and revising academic papers, the course can serve as a gateway to other SNL courses.
AI 206
EXECUTIVE & MANAGERIAL ETHICS IN CORPORATE AMERICA
Undergraduate
This class will prepare students who are entering or enhance the skills of those already in the complicated and confusing world of corporate America. The course will look at some of the most historical ethical issues in the world of business and provide students with the tools they will need to become an ethical and successful manager or executive.

AI 207
BEHIND THE RAZOR WIRE: THE LITERATURE OF INCARCERATION
Undergraduate
The United States is the largest incarcerator in the world. Is this because we have more crime? More criminals? In this course we will explore questions about the prison industrial complex and the justice system through the words of incarcerated and formerly-incarcerated writers. We will be looking at poetry, short stories, essays, and memoirs. Employing a mix of discussion, guest speakers, film, class team reports, and close readings of the literary texts, this course will take us on an imaginative journey into a world most of us have few reasons to understand.

AI 208
STORYTELLING: EXPLORING THE ORAL TRADITION IN OUR LIVES
Undergraduate
Everyday we use stories to communicate. This course provides students with an overview of the art and practice of storytelling. Throughout the learning experience, students are encouraged to nurture their voices as writers and storytellers. Students will create and adapt tales focusing on both personal experience and traditional folklore. Storytelling is an oral art form. Students will learn by actively participating in storytelling and critique of story performance. The creative experience in this course will enable students to further their skills in: Oral presentation, story construction, performance, artistic critique and analysis. Students will develop and perform stories from at least three distinct areas, including personal experience, folklore, and history. This class will enhance the work of business professionals, teachers, artists and anyone who is interested in how stories communicate ideas.

AI 209
ETHICS AND IDENTITY: THE PRESSURE OF INSTITUTIONS ON INDIVIDUALS
Undergraduate
This course explores the tension between the individual and the institution in theory (through books and films) and practice (through participation in collaborative groups) and offers the student real tools for working with integrity inside the corporate culture. Using current events as a modern morality play upon which to turn the lens of historical and contemporary analysis, we will ask of ourselves what it means to be a good and ethical citizen. This course will enable students to recognize the inherited belief systems and their contradictions which have fueled the moral crisis of the last decade.

AI 210
THE MINDSET OF INNOVATION: BUILDING YOUR CREATIVITY COMPETENCES
Undergraduate
More than ever we hear that creativity and innovation are essential: to save the U.S. economy, to adapt to a greater speed of change, to advance our own careers. In the 21st century we indeed need to raise a different IQ: Our Innovation Quotient. In this course we’ll do just that by drawing water from three wells: 1. Psychological research on individual and collaborative creativity, 2. Organizational innovation case studies and practices, 3. Experiential challenges and personal creative development. Students will explore three key creativity competencies: fluency, flexibility and originality and gain insight into the mindset and practice of innovation required to take on the challenges and uncertainties facing us right now, both personally and professionally.

AI 211
ANALYZING AUSTEN'S PRIDE AND PREJUDICE
Undergraduate
Jane Austen must have known something about universal truths. Her novel, Pride and Prejudice, which begins with the sentence quoted above, was first published in 1813. Still in print today, it has also been made into at least eleven movies, four of which were released since 2000, including a Mormon and a Bollywood version. In this class, we will read the novel in the context of the gender and class norms at the time Austen wrote her book and then consider how Austen's exploration of universal truths is reinterpreted in more contemporary film versions of this novel. In exploring Austen's creation and the many reinterpretations of her work, we will use both analytic and creative writing assignments as well as class discussion to examine how context informs creativity and how creativity informs analysis. You most definitely do not need to be a creative writer to take this class.
AI 212
GLOBALIZATION OF MODERN BRAZIL IN ART, LITERATURE AND MUSIC
Undergraduate
This course will study globalization in Modern Brazil through the representation of race, culture and religion in the arts of Brazil. Particular attention will be paid to indigenous cultures and the influence of Africa on Brazil. Can be taken for up to 3 competences.

AI 213
CULTURAL BRIDGES: ART BEYOND THE WEST
Undergraduate
This course is intended to provide students with an overview of the visual arts and architecture of the people of China, Japan, Africa, India, the Americas and Oceania. Emphasis will not be placed on learning names, dates and titles, but instead, on understanding how each culture reflects the religious beliefs, myths and creative expressions of the people with the sole purpose of building bridges to cultural understanding. The course will include illustrated lectures, research, discussions and visits to museums and galleries in the Chicago area which house non-European works of art.

AI 214
ETHICS IN BUSINESS
Undergraduate
This course is about doing the "right thing." To some degree, laws dictate what is right or wrong. But you can perform an act that is perfectly legal, but is morally wrong. Does one out weigh the other? In this course the student will find the answer to the question, "Why should one be ethical?" We will focus on ethics from an organizational and personal perspective and discuss some of the common problems associated with both. We will discuss philosophical and psychological approaches to solving some of these problems.

AI 215
FILM NOIR
Undergraduate
In this course we will screen and discuss select noir films and develop skills of viewing and analyzing them closely. Highlighted topics will include the concept of genre in film; the relationship of genre codes to creativity; the dynamics of form and content; the tension between commerce and art; the auteur theory; psychologies of the divided self; representations of masculinity and femininity; and the question of what these films say about American society, post-World War II.

AI 216
PHOTOGRAPHY AS ART IN THE MODERNIST ERA
Undergraduate
Why is it that certain 20th century photographs from amateur, commercial, documentary or news sources are now studied and have become collectable as art? In most cases their makers did not see themselves artists. The ones who did often struggled to define what their machine-made picture medium uniquely had to contribute to a changing and increasingly mechanized secular world. Their answers and those of later arbiters reads like a chronicle of Modernist thought. Indeed this class might be termed a history of Modernism as expressed through five distinct periods (or themes) within 20th century art photography. Abstraction, a 20th century invention in the visual arts, does have a component in art photography. These we will study. But most photography we would call creative including those from the time period 1918-1977 is solidly connect to realistic presentations from life and provide their viewers a lens for societal interpretation. They will be our main area of study. Although primarily a study of 20th century Modernist photography, the class will also examine the logic of an earlier artistic model from the Pictorialist Era. Likewise in the final weeks, we will examine some recent works and re-readings of older photographs using criteria of Postmodernism. Two field trips will be scheduled: The Art Institute of Chicago and The Museum of Contemporary Photography (Columbia College).

AI 217
MINDFULNESS MEDITATION
Undergraduate
Mindfulness meditation provides many different ways to broaden our awareness of the world around us, heighten our powers of concentration, deepen our understanding of our experience, and cultivate creative and transformative ways of being in the world. Many approaches to mindfulness meditation draw on ancient religious and spiritual traditions from around the world. So mindfulness meditation is compatible with and can enhance whatever religious or spiritual commitments you may have. But mindfulness meditation does not require religious or spiritual interpretations. It can be practiced as a very powerful path to becoming a creative, healthy and effective adult. In this course, you will learn what mindfulness meditation is and various ways in which it can be practiced. We will explore in particular how mindfulness meditation can enhance creativity, address the ethical challenges of contemporary life, and foster collaborative learning. Class sessions will involve extensive practice in mindfulness meditation, listening and dialogue. You will be expected to maintain and reflect on a daily mindfulness meditation practice for the duration of the course.
AI 218
ORGANIZING AND DEVELOPING EMERGENCY TRAINING & SERVICE STRATEGIES: "LESSONS-LEARNED" FROM KATRINA
Undergraduate
This course is woven around the service aspects of studying lessons learned from the Katrina hurricane to provide insights into productive and anticipatory emergency training and service Strategies using a 'Lessons-Learned' Model from the experiences learned from the Katrina hurricane in New Orleans. There are some interesting parallels to New Orleans in Chicago: they are both close to big water outlets, they are both port cities, they have very diverse populations with low socioeconomic populations and they both have rich cultural histories. This course interweaves aspects of service work with the study of both cities' histories, looks at their populations' spirituality, and service commitments to see how Chicago could benefit from the lessons learned from Katrina. Catholic Charities and the St. Vincent DePaul Society have played an integral part of serving the underserved in New Orleans for over a hundred years. The history of the survival of New Orleans has been intimately tied to the commitment of both to providing for those who are left homeless and helpless in times of emergency and disaster; this course will look at factors that have helped New Orleans survive that could also be used for emergency training in Chicago for service work organizations. This course will look at how one person's service work can make a difference in the lives of thousands of others because, while the example will be New Orleans, the lessons learned from the course will be transferrable to any city and life of one who is willing to serve others.

AI 219
SPACE, SPIRITUALITY, AND HUMAN IDENTITY
Undergraduate
The course will examine the architecture and context of the sacred spaces of the ancient and medieval world. Different perspectives will be used to study the spaces, including art historical, historical, anthropological and religious. This class will look at how sacred spaces are affected by a variety of factors in each society. These include the religious and social beliefs of the society, the availability of materials, the technical skills of the artists and builders and the world view of the people. Students will also consider how these issues are manifested in our own culture and how they are seen and experienced in their individual lives. The class will use multimedia resources to experience the monuments more fully.

AI 220
THE POWER OF THOUGHT & EMOTION IN PERSONAL EXPERIENCE
Undergraduate
This course addresses the question, "What is the role of thought and emotion in personal experience?" and attempts to answer it through a series of experiments in creative writing, observation and self-reflection. Drawing upon a wide range of controlled studies, like the ones described below that suggest the possibility of a causative function in emotions and their correlative belief systems, students will examine their own inner and outer worlds and find where they meet.

AI 221
COLOMBIA: CULTURAL IMPLICATIONS OF LEISURE
Undergraduate
This pioneering course will provide SNL students with the first opportunity to travel and study in South America. Cartagena, Colombia is the destination. Cartagena is one of the most visited cities in Colombia and a must see city in South America. Considered by many as one of the world's most beautiful, fascinating and romantic cities, Cartagena offers a rich sense of history, beautiful beaches, excellent food, cultural events, competitive sports, superior natural areas, and a vibrant nightlife. Its heterogeneous ethnic and racial make-up is unmatched in the world making it a perfect environment to study and experience leisure. You will be immerse in the culture, history, and leisure practices of Colombia enabling you to develop a greater understanding of the role of leisure in improving and protecting our global community.

AI 222
DISCOVERING THE LEADER WITHIN: EXPLORING TRANSFORMATIONAL LEADERSHIP
Undergraduate
We are living in a world of constant change, a world in which change is often viewed as the only constant. When we think about change we typically are talking about incremental change. This course will explore a much more difficult change process: the process of deep change. The primary focus of this course will be to examine the values, goals, and operating methods of the internally-driven leaders engaged in the process of deep change: the transformational leaders. The course is designed to give students a practical understanding of the ways in which transformational leaders are having a lasting impact on a wide array of organizations ranging from major corporations, to nonprofits, to international institutions. In the process, students will learn leadership lessons that can contribute to their personal and professional growth and development. The principles of deep change can apply to people at every level of an organization regardless of its size. The class is interactive and will include case studies as well as movies portraying transformation leaders who have pursued the vision of deep change. Multimedia activities will include small and large group discussions and presentations, research, report writing, and video and audio tape presentations.
AI 223
LITERATURE OF RESISTANCE
Undergraduate

The pen is mightier than the sword. Why do authors take the time to write down their objections to society's conflicting ideas about life? What impact can words, rather than arms, actually have? In this course, students will examine the work of various authors who have felt the need to express their opposition in writing. As well as the work of those who have emerged as leaders because of their historical opposition to the status quo. What has inspired resistance movements? Much has been written about independence movements of the early to middle Twentieth Century, their significance in providing both spark and fodder for resistance movements all over the globe, including the Black Power Movement and the Feminist/Womanist Movement here in the United States. This course will offer students the basic knowledge and tools to understand the historical contexts for many political, economic, and social justice issues affecting people, especially women in the Twenty-First Century. Students will be able to identify and distinguish various forms of political resistance and societal oppression, and will acquire the vocabulary to discuss these moments and their impact on contemporary politics.

AI 224
WHAT IS JUST?
Undergraduate

Is it fair that our tax dollars support the uninsured? Should we punish those with limited capabilities who hurt us? Is it just that my colleague is rewarded for my work? In this class, we look at these questions (and more) of justice in ancient and modern literature and philosophy. Our readings will include: the Code of Hammurabi, The Bible, Aeschylus' Oresteia, Sophocles' Philoctetes, selections from Plato's Republic, Dostoevsky's Crime and Punishment, Euripides' Medea, Toni Morrison's Beloved, selections from Jonathan Swift's Gulliver's Travels, Margaret Atwood's The Handmaiden's Tale and various handouts (Rawls, Kant and others) from the instructors. May be taken for a maximum of three (3) competencies.

AI 225
GREAT MUSIC IN CHICAGO
Undergraduate

The course introduces people to three of the most exciting and rewarding institutions in Chicago music: the world-famous Chicago Symphony Orchestra at Symphony Center downtown; the fabulous training orchestra of the Chicago Symphony Orchestra, known as the Civic Orchestra, also downtown; and live top-name jazz at the Jazz Showcase. We learn the background of these institutions, the nature of the arts they perform, and the terms used to describe and appreciate those forms. Most importantly, we experience, in person, the great music that they play!

AI 226
ECOLOGY, THE GIFT ECONOMY, AND OUR SEARCH FOR A LIVABLE WORLD
Undergraduate

In this course we will focus on different economic, cultural, and ethical paradigms of 'nature' and 'economic relations'. We will place the notion of a 'gift economy' at its center, comparing it with the predominant notion of the 'exchange economy'. The logic of 'gift giving' implies distributing goods and services according to needs, placing a high social value on carework and on the ethics of care. The logic of exchange transforms giving as a direct response to needs into giving in order to receive its equivalent in return. By exploring the many ways the 'exchange paradigm' dominates our thinking, acting, and relating to each other and to the natural world, this course will investigate how the 'gift paradigm' has been practiced by different populations and different cultures in the past, where it is still alive today, and what it teaches us about creating a livable world, one that is guided by an ethics of care and environmental justice.

AI 227
VALUES BASED LEADERSHIP
Undergraduate

Who are values based leaders? How can we differentiate who a values based leader is and who is not? How can we explore what our personal values are and how these values influence the leaders we are or can be? Values based leadership includes both process and outcomes. Although in this course we will study various historic and modern day leaders, such as Moses, Jesus, Gandhi, Martin Luther King, Evita, Richard Daley and others, the most important work we will do in this course is learn that it is people showing leadership in everyday tasks of everyday life that in the long run will make the world a better place to live. We will learn that moral values and leadership come from within, therefore if we want to make an impact on the environment that we live in we must have a better understanding of who we are and what we believe in. In this course we will use various texts, videos, engage in small and large group discussions and spend some time in self reflection in order to explore values based leadership and the leadership potential within all of us.
AI 228  
**FOOD AND IDENTITY**  
*Undergraduate*

Food is a component of individual identity. In this course, students reflect on and research their personal food histories from multiple perspectives. Students explore the connection to family and the impact of ethnicity, nationality, race and socioeconomic status on food selection, preparation and consumption; the connection of foods to socialization, holidays and gender roles; and the connection between food trends such as shifting definitions of “healthy eating” and the influence of corporate agriculture with the choices individuals make to cultivate tradition or redefine their food legacy. As a result of participating in this course, students gain insight into their own food experiences and appreciation for those of people from different backgrounds; document a personal food history; and understand the influences on their own food choices.

AI 229  
**CONFLICT, COLONIALISM AND COMMERCE: ENCOUNTERING THAILAND AND ITS NEIGHBORS**  
*Undergraduate*

Drawing on local resources, students will gain valuable understanding of some of the minority cultures in the region and their tenuous relationship to the dominant 'host' culture. By engaging with present- day Thailand, participants will also gain insight into its rich and complex past. Through visits to cultural centers and interactions with local people, participants will experience life among ethnic groups in the Chiang Mai province such as the 'Long-Necked' sub-group of the Karen people, as well as in the border regions of Cambodia and Burma (Myanmar). In Bangkok, we will experience its modern and ancient faces culminating in cultural activities with DePaul alumni living in Thailand.

AI 230  
**MEMOIR WRITING: A JOURNEY FROM THE INSIDE OUT**  
*Undergraduate*

Socrates famously said, "The unexamined life is not worth living for a human being." Join Carolyn and Caralyn, who believe there is nothing more compelling than the well-told story of a person's life, to examine a portion of yours. In this class, as a community of learners, we will explore the creative process, consider principles of memoir-writing styles, and assess how human experience and transformative events drive the construction of a personal philosophy. Course prerequisite: curiosity. Class sessions will revolve around reading, writing, and telling. We will read and discuss excerpts from full-book memoirs to understand how everyone has a sense of being "other" in the world, while still being connected to the greater human experience. We will write in a structured format, both in-class and individually, to learn how to focus the lens of memory onto specific life experiences. Peer editing, using guided techniques to give constructive feedback, will enable all students, regardless of their starting point, to become better writers. At the end of the course, we will tell the stories that have been written as we partner our small learning community with a larger community organization. The final take-away of sharing will be a class memoir in the form of an e-book to which everyone contributes.

AI 231  
**THE MEANING OF WORK**  
*Undergraduate*

What is work? Does our work alone give us happiness? How is creativity connected to our work? Why do we make things? How is our self-worth tied to our work and to the things we produce? This course examines these questions and the tensions between work and leisure activities, between craft and technology in modern times, between mass production and handmade articles, and between techniques and materials. It is a hands-on lab class that emphasizes techniques and materials which enrich our understanding of work and its production; it also focuses on creativity in the 21st century and the tensions between mass production and handmade materials. Can be taken for up to 3 competences.

AI 232  
**THEATER IMPROVISATION**  
*Undergraduate*

In this course we will play on the classroom stage as we might have played on the playground as kids. The difference between these forms of play is one of degree rather than one of kind. A theater game provides a structure in which we can play spontaneously. In other words, we improvise. Improvisation aids in the developing of public speaking skills and comfort and confidence as well as other social and theatrical skills. May be taken for only one competence.

AI 233  
**GAIA: THE EARTH MYTH**  
*Undergraduate*

Among the world’s great myths are many which embody cultural wisdom about the relationship of humanity to the planet it inhabits. This class examines a number of exemplary myths in order to compare and contrast visions of human/natural interaction. Myths from Japan, Ireland, Native America, Africa and classical Greece will be among those studied. Students will be asked to compare one to the foundational myth of their own culture.
Also, express the values of the cultures that gave us salsa as they participate in culture-infused medium of dance.

As an eternal and universal mode of expression, dance is one of the most powerful conduits for cultural values. In this class, students often but not always set to music, in order to express essential things about themselves and their values. Dance is one of the oldest of arts history and almost certainly before, cultural groups around the world have produced some sort of rhythmically structured physical movement, in its natural setting know the power of experiential engagement with another culture. This course offers students a similar opportunity to experience a new culture by engaging with its language, arts, and/or customs. People who travel to new places and respond to the local art in its natural setting know the power of experiential engagement with another culture. This course offers students a similar opportunity to embrace and express the values of other culture in an enjoyable way but without the need of a passport. Since the beginning of recorded history and almost certainly before, cultural groups around the world have produced some sort of rhythmically structured physical movement, often but not always set to music, in order to express essential things about themselves and their values. Dance is one of the oldest of art forms. As an eternal and universal mode of expression, dance is one of the most powerful conduits for cultural values. In this class, students will be exposed to forms of the art of salsa dancing and the Latin American cultural contexts that produced those forms. They will study and also express the values of the cultures that gave us salsa as they participate in culture-infused medium of dance.
AI 240
ITALIAN AMERICANS IN FILM AND LITERATURE
Undergraduate
This course will address the roles Italian Americans have played in the cultural development of the United States from the mass immigration of the end of last century to the present, and the subsequent friction between Italian American lifestyles and the values of the dominant American culture. Students will read and analyze fiction by Italian American writers from a range of materials including the well known works of Mario Puzo and Gay Talese, and the less commonly appreciated short stories of Helen Barolini. Films which deal with Italian American issues and modes of living will also be discussed. Film discussion topics include immigration, assimilation, religion and society, and the concept of home among Italians and Italian Americans. Students will examine how history shapes culture, and how ancient ideas influence our ability to analyze problems in the new world.

AI 241
WRITING MOJO
Undergraduate
Blending critical thinking with creative thinking is where the Mojo happens in writing. The goal of this class is to help students produce works of creative nonfiction that are academically sound as well as reflective and captivating. It integrates research, personal/social relevance, and creative expression. This course could be taken as a companion to Advanced Elective, Advanced Project, Externship or Research Seminar, since the final product can be designed to comprise all or part of the written component of those courses.

AI 242
THE FILMS OF WOODY ALLEN
Undergraduate
This course uses the films of Woody Allen to explore the distinctive aspects of the filmmaker's world view, his attitudes about women, and his influence by and upon American popular culture since the 1970s. The class features weekly film screenings, discussion, and projects.

AI 243
LAUGHING MATTERS
Undergraduate
Humor, in this course, students will trace Humor types, effects and styles, and how they can enrich, strengthen, and heal. We will review various Humor concepts and models, including early instructional/educational, bio-psychological, birth order, special talents, and socio/community-based theories. We will profile various types and timing of identifiable Humorists (such as Billy Crystal, Bob Newhart, Steve Allen, Bernie Mac, Lucille Ball, Charley Chaplin, Richard Pryor, Lily Tomlin, Steve Martin, Chris Rock, David Letterman, Whoopie Goldberg, Carol Burnett, Jonathon Winters, Judi Drench and others).

AI 244
CATHOLIC SOCIAL ETHICS
Undergraduate
Students in this course will learn about ethics by examining the shifts in Catholic ethics during the twentieth century and by comparing and contrasting Catholic social thought with conventional wisdom. Students will study what church leaders and theologians are saying today about human dignity and human rights, about the common good and our individual and collective moral responsibility and this will be contrasted with Catholic teaching a century ago as well as with the conventional order (the dominant ethical perspective on social issues today). We will consider the dynamics of power and justice in America from the critical perspective of the tradition of Catholic social justice, examining the tradition of Catholic social teaching emergent late in the 19th century and spanning the 20th century: labor rights (trade unions, just wages, safe working conditions), religious freedom, racism, a consistent ethic of life, liberation theology, war and peace, economic justice, sexism, ecology. We will discuss Catholic social teaching in the context of the religious pluralism and American public life. You may register for only one competence.
AI 245
PERFECT WORLDS: UTOPIAS IN LIFE AND ART
Undergraduate
What would the world be like if you could do a full makeover? How would you like life to be for you personally and what would you like to see institutionally? How should the world be governed? Who should care for children? How should housing be arranged? How should work be structured and valued? What is the role of religion and spirituality? Utopias? are attempts to create in a unified vision the perfect answer to these questions. They have been written about and attempted for centuries. But no two have been the same. We will examine how others have envisioned a perfect world and reflect upon our own preferences. We will look first through the lens of Utopian literature commencing with Sir Thomas Mores' Utopia (1515) and then at the landscape of several Utopian experiments. We will discuss the merging of scientific and philosophical analysis in the 19th and 20th centuries that led to a revived and animated focus on the potential perfectibility of human societies from Saint Simon to Marx. And then we will look at the great Utopian experiments of the 19th Century, the Transcendentalists, Owenites, Mormons and Shakers. We will look at the concepts and pitfalls of Utopias as a set of philosophical questions about shaping the future of human societies. Utopian thought helps as to focus on the critical and often unarticulated issues at stake in social planning. It raises provocative questions for those involved in civic professions, as well as for armchair philosophers and futurists.

AI 246
CLOTHING, FLESH AND BONE: THE HUMAN BODY ABOVE AND BELOW THE SKIN
Undergraduate
This course examines the human body in all its aspects. Topics include: the religious body, the body in medicine and science, the cyber body and other technologies, the presentation of self/class/gender/culture/race through the body, the body as art and the images of the body in art. We devote 25% of the class to hands-on project work in the art studio and another 25% spent at the Art Institute, the Field Museum, and the Museum of Science and Industry.

AI 247
STAGE IMPROVISATION AND GAME PLAYING
Undergraduate
Improvisational comedy is social commentary or personal expression made immediate by spontaneous dramatization. Students will learn the games that form a context with which, or from which, to improvise. Then, they will improvise; they will play in their own and in each others' improvised sketches. They will learn to solve problems, find metaphors and examine improvisation as an excellent tool with which to monitor the process of learning. Additionally, students will acquaint themselves with the history of this freest of forms. From the engagement in the games and their analysis will come the most important outcome: the growth of confidence.

AI 248
BOB DYLAN'S BACK PAGES
Undergraduate
During the 1960s, Bob Dylan produced a body of work that has, for forty-odd years, been widely regarded as extraordinary. Dylan made his mark as a new kind of songwriter, one who eschewed Tin Pan Alley professionalism in favor of rootsy grit and rhapsodic versifying; as a singing star who made a virtue out of not having a “good voice” or a pretty face; and as a performer who, in both live and studio settings, could charm, inspire and outrage audiences (sometimes all within the span of the same few minutes). In addition, Dylan's sixties music was adopted by political activists and bohemian youth as the soundtrack of social change, such that, in the words of critic John Rockwell, “his albums...defined a community.” Meanwhile, Dylan cheekily described himself as just “a song and dance man” and soon traded the role of generational spokesperson for a series of enigmatic personae that called into question many of the assumptions informing popular, high and mass-media culture of the period. In this course we will examine Dylan's sixties output closely and in cultural context. Moreover, we will use it as a lens to focus on questions such as: What is 'folk' music and can it exist in a consumer culture? When we call certain musical sounds, gestures or textures 'authentic', what do we mean? Can popular music be a vehicle for politics? Are rock lyrics poetry? Can you tell the truth through a mask? Along the way, we will encounter thinkers, poets and pickers such as Woody Guthrie, Oscar Wilde, Hieronymus Bosch and Blind Lemon Jefferson. We have Bob Dylan to thank for making a syllabus like that possible.

AI 249
AFRO-AMERICAN CULTURAL HISTORY
Undergraduate
From the days of slavery to the present, the cultural contributions of the African-American in the areas of literature and folklore, music, art, and theatre have helped shape and define the American identity. The impact of their creativity on American Life has been, has been and continues to be, far-reaching. This course will illuminate the cultural history of the Afro-American. It will follow a lecture/discussion format, using slides, recordings, and selected readings. In addition, students will supplement their learning through individual research and documentation of approved topics.
AI 250
CHINA: CHANGING ROLES OF INDIVIDUALS
Undergraduate
For two millenniums, the philosophy of Confucius (551-449 BCE) had provided the moral and intellectual basis for the roles of individuals and the educational system in Chinese society. In the formative years of the current Communist regime, a serious attempt was made to rid China of its cultural foundation, which was exemplified in Mao's Cultural Revolution (1966-1976). With the recent economic development in modern China, the study of Confucius School is back in vogue, with the full backing of the current government. This course will introduce the students to the basic teachings of Confucius and evaluate how they define individuals and their roles in society for more than 2000 years. A flavor of the Chinese Cultural Revolution and how individuals were treated during that period of political persecution and chaos will be obtained through readings and video clippings. The course will also examine the comeback of Confucius ideology to the mainstream and compare the current Chinese educational system with our American system. Through class discussions, students are encouraged to explore the function of education in preparing the roles of individuals in society and how globalization today is changing them both in China and the U.S.

AI 251
F.A.I.L.: FUNDAMENTALLY, ABSOLUTELY, INTEGRAL TO LEARNING
Undergraduate
Do you ever feel as though "FAIL" is a four-letter word? Is "FAIL" one of those bad words that you were taught never to say? Is it a word you dare not experience? Do you go through life trying to avoid this four-letter word at all costs? If so, is there a dream, a value or a vision for your life that your fear of failure has prevented you from achieving? If you answered yes to any of the above questions, then this is the course for you. As John Maxwell notes in his book Failing Forward, we are not properly taught to effectively fail. In most circumstances the only thing we learn about failure is that it is something that must be avoided. And yet success, in most occasions, cannot be attained without experiencing failure along the way. Instead of offering more ways to avoid failure, in this class you will learn to see and use failure as a stepping stone, rather than a roadblock, to success.

AI 252
TODAY'S SUCCESSFUL BUSINESS MANAGER
Undergraduate
This course will provide students with a foundation that will help them deal with ethical issues arising in business today. It will first provide an overview of where ethics fits within philosophy, examine some of the important ethical frameworks, and describe how to apply them. It will then describe ?best practices? for how companies and managers can excel in today?s business climate, and illustrate them via relevant corporate examples. All of this will provide students with the skills they need to deal with ethical issues as managers.

AI 253
DIGITAL STORYTELLING
Undergraduate
Students analyze examples of digital storytelling on the web and discuss the role digital forms of storytelling play in historical, social, political, educational, professional, and personal change and memory. Students explore storytelling first through writing and then through use of image, audio, and/or video. They will learn the creative process of digital storytelling, which involves planning, story development, audio/visual/textual design, editing, and presentation on the web. This course does not require prior knowledge of audio/visual/video/web editing software or html.

AI 254
RESISTANCE DURING THE HOLOCAUST AND WORLD WAR II
Undergraduate
This course explores the history of the Holocaust in the context of the Second World War (1939-1945) with a central focus on examples of resistance to discrimination, fascism and oppression. We will explore varied forms of opposition including armed resistance, spiritual resistance, resistance through writing and identity preservation. We will read autobiographies, view documentary and dramatic films, and use museum resources to develop our understanding of resistance. Required activities include a visit to the Illinois Holocaust Museum and Education Center (Skokie, IL). We will also consider the implications of this history for making ethical choices in our world today.

AI 255
SELF EXPLORATION: INSIDE OURSELVES, OUTSIDE WITH OTHERS
Undergraduate
Exploring the self can be a very personal and satisfying experience, but can also provide clues as to how you interact with others, accomplish daily tasks and become a more happy, productive and respected individual. This course guides you through a self reflection process in a collaborative learning mode where you will learn about yourself, share the process with a learning partner and observe the trends and conclusions of the class. This course will operate in a unique blended format with three required meetings which will link students in the classroom to other students taking the course online in a synchronis chat format. You will have the option to attend either on campus or online for the scheduled meetings.
**AI 256**
**WORKPLACE AND PROFESSIONAL ETHICS**
*Undergraduate*

This hybrid-learning course is open to all DePaul undergraduates. It provides a thorough grounding in the theoretical and applied nature of work-based ethical decision-making. We engage the tenets and assumptions of four major ethical perspectives, using them to examine the meanings and implications of morality in professional life. Using the tools of reason, we investigate obstacles to ethical decision-making in one's and others' professional behavior, and apply our learning in the writing of a personal ethical code.

**AI 257**
**ENGAGE FOR CHANGE: GET INFORMED, INVOLVED AND CONNECTED**
*Undergraduate*

Name your cause. Whether it is the death penalty, reproductive rights, cancer advocacy, heart disease, homelessness, social security, welfare reform, marriage equality or the environment most people would like to see the world change in some way. The reality is that not everybody has found a way to engage in their community and make their voice heard. Students will engage in personal and collective reflection to explore their own learning styles and the experiential learning process. They will learn how everyday citizens can organize to make sure the issues that matter to them can be addressed at city, state, and national levels. The course will utilize speakers, discussion, learning journals, readings, action assignments and small group exercises to provide an environment where students can explore their own beliefs and perspectives on social change, democracy, citizenship and the process of government in the United States.

**AI 258**
**GLOBAL MOVEMENTS IN THEATRE: MODERN, AVANT-GARDE, POSTMODERN AND CONTEMPORARY TRENDS**
*Undergraduate*

This Bridge course explores theatre practice and theory from 1850 to the present. Topics include the rise of independent theatre, play censorship, popular entertainment, avant-garde theatre and contemporary theatre. Through readings of dramatic literature, viewing of video and attendance at live performances, this course examines eclectic forms of global theatre, linking current practice and theory with enduring theatre traditions. Reading and in class videos encompass a diverse selection of eastern and western plays. Included in this course are engaging field trips to local theatres to view live theatre performances. Can be taken for up to 3 competences. Faculty: Patrizia Acerra

**AI 259**
**WORK IN THE FUTURE: HOW SCIENCE FICTION HAS PREDICTED OUR WORKING LIFE**
*Undergraduate*

In this course, we will explore what Science Fiction says about our world. We will cover how our futurists project human ethics, workplaces, economic issues, government, individuals, gender, race, environment, and technology. We will also ask ourselves what purpose the futurist writing serves and how various predictions made by past writers of Science Fiction have stood the test of time. In considering the future through the lens of literature, learners will draw analogies to today's workplace and world, and will consider how we might begin to shape the future ourselves. After all, if science fiction is providing a snapshot of the future, should we be behaving differently today?

**AI 260**
**SHARPENING THE SAW: CREATIVITY AND THE WRITER'S TOOLBOX**
*Undergraduate*

Stephen Covey, author of Seven Habits of Highly Effective People coined the phrase, ?Sharpening the Saw,? which ?means preserving and enhancing the greatest asset you have--you. It means having a balanced program for self-renewal.? https://www.stephen Covey.com/7habits/7habits-habit7.php. For writers, no matter how new or experienced they may be, there is always a need to ?self-renew.? Every blank page is an invitation to enhance one's writing asset, for with each blank page or new assignment the writing process begins again. What, then, are the tools successful writers use to enhance their writing abilities, sustain their momentum, refresh their creativity and renew their resolve? What writing tools are better suited for creative writing, business writing, journaling, or memoir? What tools do we already have that may only need repurposing or remembering?

**AI 261**
**PERMEABLE BORDERS: REPRESENTATIONS OF GENDER IN THE 20TH CENTURY**
*Undergraduate*

In this Bridge course we will examine the ways depictions of gender in art and literature are indicative of changes in the way we perceive gender. We will explore these depictions through a combination of analytical and creative activities. Our readings will include Orlando by Virginia Woolf, selected poems and creative writings by Gertrude Stein, Langston Hughes, T. S. Eliot, Quentin Crisp. Our readings of creative work will be supplemented with readings of cultural theory and philosophy including excerpts from Lyotard's Libidinal Economies, Deleuze and Guattari's Anti-Oedipus and Judith Halberstam's In a Queer Time and Place. This course will give students the opportunity to practice several types of writing, including journals, essays, research papers and creative writing (including flash fiction and poetry.) The class assumes a basic understanding of English grammar and composition. Students can register for up to 3 competences.
GLOBALIZATION AND THE IMPACT OF TECHNOLOGY
Undergraduate
This course focuses on current affairs regarding globalization as a world system of operation in society. The course aims to clarify our notion and understanding of globalization by looking at the impact that technology has had in the way we conduct our lives. Throughout this course students are asked to read and reflect upon different technologies that we have seen affecting the way in which people communicate. The central idea to broaden our perspective about globalization is that one the most important and significant activities that we do as humans is to communicate. Therefore, our focus of study will be centered around communication technologies widely used in the world, potentially continuing to change our lives even more.

THEIR EYES WERE WATCHING GOD: THE LIFE AND WORK OF ZORA NEALE HURSTON
Undergraduate
Zora Neale Hurston, adult learner, writer, folklorist, playwright, and storyteller, was an amazingly gifted woman. Her novel, Their Eyes Were Watching God, is a recognized classic. A legend in her own right who Alice Walker ranks with Bessie Smith and Billy Holiday, Zora Neale Hurston has been a beacon for students interested in learning about Black life and culture. Students in this class will immerse themselves in the literature by and about Zora Neale Hurston and will create research projects that connect their learning with their own scholarly interests.

PASSING ON TRADITIONS
Undergraduate
In this course, we will investigate our perceptions, understandings and feelings about the world. will reveal connections to the past by emphasizing non-traditional ways of knowing and learning. Students will examine how traditions or collections of beliefs are passed on by researching an individual or groups of people from the past or present. Working individually or in groups, students will create an oral presentation and research paper. Source material can include diaries, journals, or historical books. This experience will help students to reflect on the traditions in their lives in order to come to terms with past and present realities.

MORALITY OF MONEY
Undergraduate
Is the love of money, the root of all evil? Why is so much of the world’s population living in poverty? What is the difference between ethics and morality? What do the world religions say on the acquisition and use of money? Are Capitalism and free markets in conflict with moral business practices? In this class, we will explore all the above issues and related topics, such as the treatment of the poor in every country. Students will be encouraged to suggest research topics within the scope of the class. Our concentration will be on United States and Western Europe’s monetary practices and the effects that they have on social and governmental policies. Since we live in a global world, the influence of other countries on our monetary system and economy will be examined. The wars in Iraq and Afghanistan, as well as the European debt crisis of the PIIGS (Portugal, Italy, Ireland, Greece and Spain), clearly show how our stock markets react to problems in Europe. The Middle East conflicts affect the price of our oil. All of these activities are driven by the lack of or acquisition and choice in spending money. The definition of just what is morality will be our starting point. This class is a combination of philosophy of money as well as the practical application of its use.

ETHICAL DECISION MAKING
Undergraduate
Ethical decisions are often difficult to make, not because there are no right choices, but because there may be several right choices. This course will go beyond WHAT is right or wrong to examine WHY we say something is right or wrong. In the first part of the course, students will gain the intellectual tools and insights to lay bare their own reasoning processes and those of others. In the second part of the course, students will apply these tools to a consideration of the ethical issues raised by the high technology of current health care.

THE EXAMINED LIFE: A QUESTION OF PHILOSOPHY
Undergraduate
"The unexamined Life is not worth living," exclaimed the Greek philosopher Socrates, setting the tone for philosophical quests that have shaped out thought and civilizations. "Neither is the examined one," retorted German philosopher Schopenhauer 2,300 years later after surveying the prospects of the modern world. This course will outline the philosophical tradition of rational thought that stretches in between these thinkers. Students will focus on how the great thinkers and traditions East and West considered ethical, metaphysical, epistemological, political, and aesthetic problems. And they will engage in a philosophical examination of their own life and beliefs.
AI 268
CHICAGO AUTHORS
Undergraduate
Chicago has earned a varied international reputation for its gangsters, architecture, railroads, political machines, stockyards and industries. But for many around the world, Chicago is best known for its writers and literature. By the turn of the 20th century, Chicago was heralded as the "literary capital of the United States" and it is still home for great writers. Students will read two novels or books of poetry to explore Chicago's history, characters, problems, and images. The class will trace literary movements and explore elements of structure, character, plot and style in fiction and poetry.

AI 269
MAKING THE SCENE
Undergraduate
This course is designed to engage students in the art of playwrighting in order to discover the essential nature of drama on stage and in life. By reading and viewing plays, students will be encouraged to reflect on the apparent contradiction between "universal truth" and individual experience. In addition to appreciating the structure and method of drama, students will learn to identify the "why" behind any play and to use drama as a means of creating and telling stories.

AI 270
DESIGN FOR LIVING
Undergraduate
The purpose of this course is to develop an awareness, understanding and analysis of the Chicago-area built environment. Architectural, public art, urban design and urban planning elements, techniques and issues will be presented with downtown Chicago as the primary study area. Specific architectural and development plans will be analyzed from various perspectives, such as: historical, social, technical, functional, aesthetic and symbolic. The development of Chicago's commercial architecture, and its contribution to modern architectural theory and practice, will receive special emphasis.

AI 271
THE ART OF PAPERMAKING
Undergraduate
Paper is everywhere. We use it to read about the latest news, to wrap birthday presents, and to leave ourselves little sticky reminders. You can find paper almost anywhere and chances are, you have a lot of it lying around your house, lurking in drawers and clogging up your recycling bin. It is one of those commodities that we take for granted. Can paper be art? Can it be the result of creative thinking? Can it be beautiful? Learners in this experience will learn about paper and its history, and will participate in the ancient art of papermaking. While examining the definitions of art and creativity, students will experiment with papermaking techniques, and will create their own works of paper art. The Art of Papermaking focuses on creative processes and art making. This will be, necessarily, an experiential process. Most of the class time will be taken up with experimenting with art materials and with employing the roles of color and design in works of art. Students should prepare by wearing old clothes to class and should expect to get their hands dirty.

AI 272
SUPREME COURT DECISIONS
Undergraduate
In this course, students will be challenged to research the factors contributing to major Supreme Court decisions. This will include a study of the ethical systems which run throughout the court's history which we categorize as a liberal or conservative court. In looking at our government structure and the three branches of government, most people select the presidency as the most powerful branch. This class will allow students to see the effects that Supreme Court Decisions have on society for many generations and even centuries. One needs only to think of Brown vs. The Board of Education and Roe vs. Wade to realize the huge amount of power resting in the Supreme Court. Supreme Court judges are appointed for life. Their influence can span many decades. They are not accountable to the average citizen. They retire at their will and have tremendous power. After this class students will have a different outlook on which branch of the government affects society the most. The course will include a study of the structure of our judicial system leading up to the Supreme Court. We will begin with local courts in cities or counties, progress to state courts and then federal district courts culminating in the Supreme Court. Students will have a much better understanding of this branch of our government. At a macro level, the students will be able to trace ethical systems back to our founding fathers and explain how the systems and values have changed since then.
AI 273
JUSTICE AND POLITICS: THE TRADITIONS OF POLITICAL PHILOSOPHY
Undergraduate
Are politics ever just? Should they be? What is justice? Throughout the ages, philosophers and statesmen have provided different answers to these fundamental questions. This course will explore the role of justice in politics, using as a guide the best known works of two great thinkers in the tradition of political philosophy. Plato's Republic and Machiavelli's The Prince appear to offer two very different answers to the questions of justice, and politics. By exploring their works, students will grapple with these questions, probe Plato's and Machiavelli's differing approaches to the role of justice in politics, explore their own conceptions of these critical issues and wrestle with the role of justice in current political events. Students will also gain an introduction to the tradition of western political philosophy as reflected by two of its most influential thinkers.

AI 274
WRESTLING WITH THE ANGEL: GOD, SEX, AND THE GUILTY CONSCIENCE IN LITERATURE
Undergraduate
Humans have always had an impulse to worship a God (or Gods). Humans have always been irresistibly drawn to sexual self-expression. Pervasive throughout history is this fascinating paradox: the God whom we worship condemns the sex we crave. Guilt is our link between the sacred and the profane. The triangulation of religion, sexual desire, and guilt has long been the concern of artists and writers. This course examines this phenomenon in such literary masterpieces as Nathaniel Hawthorne's The Scarlet Letter, Tony Kushner's Angels in America (Parts 1 and 2), and William Shakespeare's Measure for Measure. We will also study poetry, literary criticism, and relevant excerpts from sociological, theological, and psychological texts. In addition to participating in class discussions and presentations, students will be required to submit a final paper and a ten-entry journal.

AI 275
INTRODUCTION TO CREATION SPIRITUALITY
Undergraduate
This course provides an overview of Creation Spirituality, a movement that draws on ancient spiritual traditions and contemporary science to awaken authentic mysticism, revitalize Christianity and Western culture, and promote social and ecological justice. Creation Spirituality teaches that God permeates all things and that humanity is an original blessing to the earth. In this paradigm, Christ is God's liberating and reconciling energy, transforming individuals and society's structures into conduits of compassion. As we embody God's love, we become the Creation that God intends. Topics to be explored include differences with fall-redemption attitudes, relationships to post-modern world views, and applying insights to personal life and work dynamics.

AI 276
CREATIVE INK: THE ART OF WRITING
Undergraduate
This course will carry students through a series of creative writing experiments aimed at stimulating their imaginations and discovering their literate voices. Students will be exposed to a variety of techniques for story writing, poetry, and avant garde experiments. The course will combine in-class group writing and critical sessions, and individual consultation with the instructor for personal development. Students will also learn how to find outlets for their completed creative work.

AI 277
WRITING FROM THE INSIDE
Undergraduate
A series of dovetailing activities and exercises expose students to an increasingly broadened range of experience with the foundational elements of the writing process. Thus students arrive at an understanding of the creative process in the art of writing through their own writing experiences, as well as through reading and discussion of the writings of others. The context for writing understood as an art will be an interdisciplinary one that will also involve drawing. The students' explorations will take advantage of an arena of peers all sharing the process of personal discovery, and reading and discussing their own work as well as the works of literature together. Students produce a finished writing product of their own in an artistic form which meets the criteria of “art” explored by the class, present the work to the class, and explain their process. They will also produce a written evaluation of one or more writings of their choice in terms of this same criteria.

AI 278
THE LITERATURE OF INCARCERATION
Undergraduate
The U.S. incarcerates well over 2 million people. Proportionally, no other democratic country in the world comes close to this level. Locked away, out of sight and hearing from most of us, this population of women and men is represented by the media in lurid, predatory images. The writing that has emerged from prisoners paints an altogether different picture, however. In this class, we will study several literary texts—short stories, essays, poems—written by women and men who have been or are currently incarcerated. The class will be offered for one competence only and will meet the first five weeks of the quarter.
AI 279
EXPLORING WORLD LITERATURE: THE INTERNAL HISTORY OF HUMAN EXPERIENCE
Undergraduate
This course is about exploration, about discovery, about meaning. Together we will explore remarkable stories of world literature, and together we will discover remarkable worlds that open our lives with meaning. By means of consummate storytelling and remarkable language, respected masters and new and emerging writers, chosen for their literary excellence, will transport us to South America and to the Caribbean - - to North America; Europe; and Russia - - to the African Diaspora to the South Pacific - - to Mexico, Central America and to the Middle East - - to Mississippi and to Harlem - - to South Asia and to East Asia. The course will also include short stories from acclaimed Native American writer, Sherman Alexie, who also wrote the screenplay for the academy award-winning movie, Smoke Signals. This course's chosen classic and contemporary masterpieces of short fiction will reflect thematic, aesthetic, and cultural variety: different styles, points of view, and rich diversity of cultural, historical, and gender perspectives. The stories draw us in by powerful images garnered not only from our own backyard, but from the many yards across the globe. Competencies: L7, A1X, A5, H3X, FX. Faculty: Susan F. Field

AI 280
TRADITIONS AND TRANSITIONS: PROFILES IN ADULT LEARNING
Undergraduate
This course is designed to assist learners in investigating the perceptions, understandings and feelings about their lives and the contexts in which they are lived. It will help to reveal connections to the past and conditions shaping the future with special emphasis on non-traditional ways of knowing and learning. Students will choose persons from the past or present and examine how a family and/or cultural tradition is passed on through time, including forces shaping its future form.

AI 281
RITUAL AND EVERYDAY LIFE
Undergraduate
This class will delve into ritual as an experiential, expressive performance of self, culture, spirituality, and ethics. We will be reading, viewing and discussing various examples of ritual forms, both religious and secular, Euro-American and non-Western, and looking at works about ritual performance by anthropologists and performance theorists like Ronald Grimes, Richard Schechner, and Victor Turner. We will also be experimenting with the role of ritual in our daily lives, creating our own rituals and ritual performances. This process will highlight what it means to endow everyday objects and events with sacred significance, and how such an expression of self establishes an essential relationship with community.

AI 282
LEISURE FOR WELL-BEING
Undergraduate
The pursuit of happiness for most people is an important aim in life. A personal feeling of well-being includes "emotional happiness" and the rational satisfaction with one's own life. In this course you will attempt to define the term "well-being" and discover its relationship with other concepts such as mental health and life satisfaction. How does physical exercise influence well-being? How do positive and negative life events influence well-being? Do good social relationships guarantee happiness? Do the expectations one has in life with regard to income influence well-being? Is it important to set goals to achieve a high level of well-being? These and other questions will be addressed in this course. You will try to define some of things a person can do to increase his or her level of well-being. Others' ideas serve as common course content, as presented in the material assigned to this course. You will be asked to participate actively and critically, to work individually and in study groups, using your own experience as a field of analysis and reflection. Active group participation will foster a harmonic, interactive environment, which might increase positive relationships among students and foster a feeling of well-being throughout this course.

AI 283
MEXICO: A PILGRIM'S JOURNEY TO THE CULTURES OF MEXICO
Undergraduate
Participants in this program will travel to one of the most significant centers of Catholic pilgrimage in the Americas: the Basilica of Our Lady of Guadalupe, the most visited Catholic shrine in the world. They will join countless numbers of other pilgrims from all over the world who come to Mexico City around December 12th for the festival of Our Lady of Guadalupe. In addition, the group will tour other major sites of this great world city such as El Zocalo, the Metropolitan Cathedral, and the Dolores Olmedo art gallery. In the Templo Mayor and National Archeological museums, students will learn to recognize and interpret symbolism in these collections of the most important works of Pre-Hispanic Art and artifacts in the world. To provide immediate context for the variety of sites visited, expert guides will accompany the group to introduce students to the historical and cultural context of what they have seen. Added to this rich immersion into Catholic Mexico's religion, culture, and history will be an exploration of the cultures of much older residents of this region: the mighty Aztecs and their mysterious predecessors, the civilization known only as '?the Elders? that built and used the famous pyramids of Teotihuacan (?The Land of the Gods?). Our modern pilgrimage to Mexican culture past and present will culminate in a visit to the Fiesta de la Virgen de Guadalupe. The combination of experiential learning and history, of homestays and pilgrimage, makes this program a brief but rich encounter with some of the great cultures of central Mexico, past and present. At the conclusion of the program, students will be invited to reflect on the rise and fall of civilizations, on vibrant living communicates, and on the search for meaning in all its manifestations. The group will be hosted by faculty and staff at Mexico City's Universidad de Panamerica, and accompanied by SNL faculty member.
THE BRAVE NEW WORLD OF MARKETING COMMUNICATIONS

Undergraduate

This course will help students understand and successfully navigate through the brave new world of marketing communications and advertising: a world of segmented audiences, fragmented media channels, technology and interactivity, online communities, and on-demand media, where brand building has emerged as a business imperative. Students will learn which principles of traditional marketing communications are in, which are out, and the new ones that have emerged. We will read books and articles and examine the internet, e-commerce, experiential marketing, consumer-generated content, branded entertainment, search, music and mobile channels. Through the process of creating marketing communications programs utilizing these channels, students will also gain skills in collaborative learning and creativity. Competencies Offered: A5, H2G, S3F, FX

WORK, PLAY AND REST: INTEGRATING THE FRAGMENTS

Undergraduate

Life has become fragmented. In our modern lives, we strive to maintain work, play and rest in separate realms, within which we work hard, play hard, and even rest hard, all in the hope of finding balance. But when work invades play, and rest is sacrificed for either one, it might be time to shift the paradigm of separateness we have sought to maintain. This course will explore ways we can integrate the fragments of our lives in order to find more fulfillment, balance, satisfaction, and consequently relief both within these three arenas and within the gray areas in between. Learning will occur in two modalities, each of which will enhance the other: experientially-based guided movement, storytelling and vocal activities from the improvisational practice of InterPlay?, and the study of literature (articles, books, websites and videos) concerning mind-body awareness. Through the in-class practices of InterPlay?, students will explore how stressors are held in the body, and define for themselves which aspects of creative expression help to release what no longer serves. Basic movement, storytelling and vocal activities will be introduced in an incremental way, with no prior experience necessary. The focus will be on both individual expression and collaborative possibilities, and personal as well as community and organizational applications will be explored. In our study of the science behind mind-body awareness through class discussions and written assignments, students will explore the application of concepts in conjunction with the experiential model offered by the InterPlay? practice. Part practical activities, part reflection, and part synthesis of defined concepts and models, students will be asked to come to this class as willing participants and identify what methods and systems are applicable to their own lives, and what from their unique vantage point could constitute elements toward a new model of health and wholeness.

NEW ORLEANS IN SONG, STORY & STRUGGLE

Undergraduate

The tapestry of New Orleans culture is tremendously rich and varied. This course will concentrate on two strands in that tapestry music from New Orleans and fiction about it. Students will learn about music forms which originated in the city or its environs and which have gone on to dazzle the world, including jazz, r&b, zydeco and funk. We will situate these art forms in social and historical context and examine the complex creative processes which have shaped them. We will become familiar with innovators and icons such as Louis Armstrong, Professor Longhair, Clifton Chenier, the Neville Brothers and Dr. John. We will also read works by literary artists who have a background in and/or fascination with New Orleans, including The Awakening by Kate Chopin; A Streetcar Named Desire by Tennessee Williams; and Mumbo Jumbo by Ishmael Reed. Moreover, we will consider the role played in American history and imagination by New Orleans as well as the role played by images and fantasies of New Orleans in struggles for social justice at the local and national level.
THE PRACTICE AND SPIRIT OF CREATIVE WRITING
Undergraduate

When I teach writing, I often interchange the word “writing” with the word “life.” Writing is life. But many have forgotten. Author Georgia Heard writes in her book Writing Toward Home, “There are many times when I’ve felt that I had nothing valuable to say. That real writers were other people. It has taken me a while to believe that the way I feel each day, and the way others speak when we’re least self-conscious, is where writing comes from. When we speak in a language that is ours and tell our own stories and truths - - this is where writing comes from.” Yet still many have forgotten. Poet Marge Piercy’s words resonate to all of us when she writes: She must learn again to speak / starting with I / starting with We . . . There is an ancient Chinese proverb: A bird doesn't sing because it has an answer, it sings because it has a song.“ Writing is natural, like a bird’s song. But many have forgotten. When it comes to writing, it was American writer Robert Frost who believed that if one was open, one might even realize “with initial delight that you are expressing thoughts that you didn’t know that you already knew.” This course will involve the student in the practice and spirit of creative writing. Very importantly, it will involve through a re-awakening and a re-discovery of the creative potential that lies inside, waiting to speak again. Our course follow the lead from the great essayist E.B. White who defines writing “as communication, and creative writing as the self coming into the open.” Indeed, writes author Christina Baldwin in her essay on the writing life: “There comes a journey, And there comes the urge to write it down, to bear witness to our experience, to share our questions and the insights that come from questioning.” In a supportive, sharing learning environment, each class session will be presented in an exploratory workshop format that integrates content and spontaneity. Students will be inspired to risk, to explore, to bring to consciousness, to nurture, to trust and to honor the originality of their own emerging personal voice. Students will also gain awareness of and understanding into the wonders of the creative process itself. The flexible course structure is intended to accommodate individual needs and writing exploration and to encourage individual creative writing development. Students are asked bring to class a few belongings as one writer suggests: A nugget of personal truth, still buried; a bit of history under the skin, ready to be transformed. And let me add that students bring some more belongings: an open mind with a dash of wonder; a pocketful of dreams; the courage (it may be shy) to create; and a heart filled with blind faith. Competencies: L-7, A-2-A, A-5, F-X. Faculty: Susan F. Field.

POWER AND LEADERSHIP IN PUBLIC SPEAKING: MANAGERIAL COMMUNICATIONS
Undergraduate

When you are trying to sell an idea or product, your presentation must be specific and detailed, convincing and authoritative. This course will teach students to develop and deliver exciting and effective presentations. Through numerous individual short presentations and one final major presentation, students will learn how to overcome such speaking problems as nervousness, eye contact, understanding the audience and its culture, questions and answers, effective use of graphics, distractions, time control and how to handle troublemakers. Through the use of flip charts, overheads and computer-generated graphics and videos, students will learn to effectively organize their material to communicate their subject material to the audience. Students will need a basic understanding of computer software such as PowerPoint, database spreadsheets and access to the Internet for research. Students will develop an appreciation of the complexity of the communication process and the choices facing the communicator.

ACTION FILMS: HONG KONG AND HOLLYWOOD
Undergraduate

In this course students will compare and contrast action films completed in Hong Kong and Hollywood.

MEN AND MASCULINITY
Undergraduate

This class is an introduction to the history, roles, and social expectations of masculinity in the United States. Its starting point is the social construction of gender, and the origins of ideas about “masculine” and “feminine” behaviors. We look deeply into the social, economic, political and cultural forces that shape views of gender. The class draws upon a wide array of literature, poetry and perspectives on boys, men, social roles and masculinity. Just as the feminist movement showed girls and women the vast array of possibilities in a “feminine” world, so, too, does this course consider the possibilities of the “masculine” world. We will particularly explore research that addresses the experience of contemporary boys; their struggles and the painful issues they must face on their journey to manhood in American society.

TRAINING DEVELOPMENT
Undergraduate

This five week course will address the development of instructional methods and materials consistent with the purpose, audience, and context of a specific training need. Students will learn how characteristics of adult learning and adult learners can converge with principles of instructional design to create effective and dynamic training materials. Students will demonstrate competence through the design of training methods and materials. * Successful completion of Training Design is required prior to registration. Students may register for only one competence
AI 292
EONS AND ARTS II: MANIFESTATIONS OF CULTURE
Undergraduate
This course will connect specific historical eras in Western culture with representative art forms so students can gain cultural insights. Particular attention will be paid to artifacts in the Chicago area. Students will analyze the relationship between popular art and movements in history through lecture, readings and discussion. We will also address contemporary cultural issues, including how later peoples will judge our values based on our arts.

AI 293
THE HORROR FILM
Undergraduate
The horror film has introduced and popularized many of the cinema's most unique stylistic innovations, especially in the areas of camerawork, lighting, color, sound, point-of-view, and editing. The genre also helps us to understand how filmmakers construct surprise and suspense to maximize the viewer's emotional involvement and response to film narratives. This course introduces students to the language of film analysis by studying a number of representative films in the horror genre. We will also examine the social and cultural dimensions of the "fear" response that horror films exploit so strategically. We will read exciting theoretical work discussing the reasons for the genre's widespread appeal. Weekly in-class film screenings include the following: Psycho (Hitchcock version), The Texas Chainsaw Massacre, Halloween, Scream, The Cabinet of Dr. Caligari, and Suspiria. Students will give class presentations and write papers on topics tailored to their interest in the genre.

AI 294
THE PRACTICE OF PEACE
Undergraduate
In the midst of war, what does it mean to practice peace? How might you and I work to practice peace? We will explore some of the principles, practitioners and practices of nonviolent peacemaking, allowing for debate and discussion. We will explore personal, interpersonal and political peacemaking. We will examine power relationships and dynamics inherently at tension in the practice of peace. We will read the works of contemporary peacemakers, such as Maread Corrigan Maguire, Jodi Williams, and Thich Nhat Hanh, as well as seminal figures in the peace movement, such as Martin Luther King, Jr., Mahatma Gandhi and Dorothy Day. We will have guest lectures from local and international peace practitioners and discuss various ways of practicing peace on personal, local and global levels.

AI 295
SHADES OF GRAY: MORALITY AND ETHICS IN FILM
Undergraduate
In the early days of movies, people flocked to the theater to see the good guys (white hats) triumph over the bad guys (black hats). As the art of cinema evolved, the characters and the ethical issues they faced became more challenging and complex. Through in-class screenings and related readings, this course will examine films whose themes strongly concern the depiction of ethical and moral choice. We will discuss the ways in which the film makers create meaningful ethical dilemmas; how the characters' choices are portrayed; and how these portrayals may influence our own formulation of value systems and ethical choices.

AI 296
STAGE PLAY(ING)
Undergraduate
The plays the thing... A play is action, play, conflict, resolution, motion, emotion, live now. A play is crafted for the stage, not for the page. What we find on the page is a script, a guide to the play, not the play itself. The course will explore the play (and playing) in as many of its dimensions as we can discover. Students will read about reading scripts, and then read them to see the play as it could come to be. We will put together scenes, sketches, stories, and/or short plays; as well as improvise, role play, and act in our own work as well as in the work of established playwrights. Students will take the study to the theater to see what works and what doesn't work on the stage. The class will work and play together and apart and let the creative imagination take us where it will.

AI 297
WOMEN'S WISDOM AND THE POWER OF PERSUASION
Undergraduate
In this course of fulfilling our private and public lives, we draw on combinations of our knowledge and experience (wisdom) and capacities to be persuasive. The alliance of wisdom and persuasion goes back to early Greek philosophers who formulated them as subjects for men, but not for women. More contemporary perspectives suggest that men and women may bring differing palettes to the artistry which weaves persuasion and practical wisdom. This course will examine emerging theories on the stages of "knowing," and their philosophical roots, and the application of this developing knowledge to many facets of professional and personal life. Students will utilize case studies, discussions, readings, self-explorations and other activities to analyze systems of thought regarding the development of values, knowledge, and persuasive skills with a particular emphasis on women's perspective and experiences. The role of media shaping attitudes, motivation, and decision-making processes will be explored through the images and metaphors conveyed to and about women. The course will offer and opportunity for understanding the roots of many of our values and perspectives on women's approaches to knowledge and persuasion.
AI 298
THE ITALIAN RENAISSANCE
Undergraduate
From the thirteenth to the sixteenth centuries, the Italian peninsula was the center of a new age of human discovery and expression. With the unfolding of ancient philosophies, the Catholic Church's temporal and spiritual control over Western Europe faltered. This age changed the meaning of political power, art, literature, science, and religious life. New perspectives lifted the horizons of thought and artistic expression. What meaning and value do these issues have for the contemporary person? By exploring the richness of Renaissance culture, this course attempts to answer the following questions: What happened on the Italian peninsula during the Renaissance? Who were the principal players? How did this period influence western civilization, particularly with respect to learning? What does the Renaissance mean today? Why, indeed, does such a major role in contemporary consciousness of the arts, literature, politics, and science? While the general focus of the material is the Renaissance in the Italian city states, the course concentrates on the rise and fall of the Medici family in Florence. Cosimo, Lorenzo, Piero and Giovanni de' Medici (Pope Leo X) were instrumental in the development of this spectacular age in Western Civilization. Learners will also confront our own time with respect to issues raised in the Italian Renaissance.

AI 299
ETHICAL ISSUES IN BIOMEDICINE AND HEALTH
Undergraduate
Should parents be allowed to genetically "engineer" designer babies? Given the rapid pace of developments in genetic engineering, this capacity is eminent. Emerging technological capacities in a variety of arenas are creating a host of social questions and potential ethical implications. What are the ethical issues associated with accelerating accumulation of health data? Do pharmaceutical companies have a moral obligation to expand global access to life-saving AIDS drugs? Given our ever-unfolding understanding of the human brain, what regulatory concerns ought to accompany the rollout of new, powerful brain-based biotechnologies? Which methods and approaches are needed to make sense of the impact of science and technology on people's lives worldwide? This course is both an introduction to bioethics, -- an area concerned with moral questions related to health, medicine and society -- as well as a reflection upon the ethical and social implications of rapidly emerging technological and scientific capacities. In this course, learners will learn and use ethical theories to consider and analyze general bioethical issues with special attention paid to the unique challenges that emerge as a result of rapid advancements in scientific and technological knowledge. While this course is housed in the School for New Learning (SNL), it is also cross-listed with DePaul University's department of public health. For graduate students taking this course for credit, there is an additional assessment required, specified in the syllabus section below. This course will also require students to deploy and hone critical thinking skills, writing-related capacities as well as reasoning skills.

AI 300
ETHICS IN THE PROFESSIONS
Undergraduate
This course offers a thorough review and critical assessment of at least two major philosophical perspectives in the field of ethics. Work includes the study of various ethical frameworks and their value in addressing some of the moral dilemmas common to business and professional life. Special attention is given to the Vincentian focus on questions of social and individual justice.

AI 313
RACE AND IDENTITY IN AMERICAN THEATER
Undergraduate
This course will explore issues of race and racial identity in American society through the medium of theater. Students will examine a diverse range of theatrical pieces and consider the social and political context for each work as well as the impact each has had on American culture. The class will also view a play on these themes at a Chicago theater.

AI 314
ART: INSIGHTS FROM THE INSIDE
Undergraduate
Understanding art and artists is the result of gaining insight into the artist and his/her relationship to the society in which he/she lives, as well as the process of artistic creation itself. The production of contemporary Western art is the result of over three thousand years of evolution within a framework which can be traced to the ancient Greeks. This course will trace that evolution and engage the student in opportunities to experience with various media to provide insights into artist's work. With the help of a series of videotapes, students will be taken on a "journey" from the earliest Greek monuments to the art of the present day to explore artistic styles, forms, and subjects as they have changed through the ages. Students will do hands-on creating with pen and ink, water colors, and clay as a means of experiencing the role of media and the decisions which artists have to face in the course of their work.
AI 315  
CREATIVITY AND IMAGINATION  
Undergraduate  
Is there a specific mental procedure that gives rise to the making of new inventions, new scientific and mathematical discoveries, new philosophical systems, and new works of art? If so, it remains as mysterious today as a thousand years ago. In this course we will compare and critically evaluate a range of theories about human invention and creativity, both classic and modern - from ancient conceptions of divine inspiration and "creative madness" to recent hypotheses in the fields of evolutionary psychology, cognitive science, and artificial intelligence. We will test these theories by (a) applying them to our own past experience with creative endeavors and (b) by determining to what extent the theories can adequately explain the emergence of particular inventions, scientific or mathematical breakthroughs, or works of art. The course will introduce the thought of a range of important theorists on the creative process - from Plato to Freud - and also weigh the contributions and examples of prominent artists, scientists, and inventors, including Archimedes, Newton, Mozart, Milton, Poe, Van Gogh, Poincari, Edison, Einstein, and others.

AI 316  
SPIRITUALITY AND HOMELESSNESS  
Undergraduate  
This course will examine the broad issue of homelessness by providing students the opportunity to reflect upon a service learning experience at a community-based organization that serves the homeless population in Chicago. Students will explore what can be learned about themselves as reflective practitioners, service learners, and spiritual human beings when reflecting upon this experiential learning process. Through the class discussions, assigned readings, invited speakers, and journal assignments, students will reflect on their own beliefs and perceptions of homelessness and analyze the history, causes, and policy associated with this societal problem.

LL 302 is a prerequisite for this class.

AI 317  
EONS AND ARTS I: MANIFESTATIONS OF CULTURE  
Undergraduate  
This course will connect specific historical eras in Western culture with representative art forms so students can gain cultural insights. Particular attention will be paid to artifacts in the Chicago area. Students will analyze the relationship between popular art and movements in history through lecture, readings and discussion. We will also address contemporary cultural issues, including how later peoples will judge our values based on our arts.

AI 318  
GRASSROOTS THEOLOGY  
Undergraduate  
This course offers students the tools needed for a critical reflection of their own assumptive world view of various churches and to probe methods of change which can be applied to these churches enabling them to better serve their people. We will not compare religions; the focus is on the theology behind religions. Once students examine their assumptive worldview, through theological reflection, they will compare values with other class members as well as those of various churches. Each student will choose a given church and engage in critical reflection to examine potential changes needed within that institution. Students will learn about theological reflection, explore skills needed to make changes within a community or church and engage in small group work. Students will also assess and critique themselves and each other.

AI 319  
UNDERSTANDING SOCIAL RELATIONSHIPS FROM AN AFRICAN-CENTERED PERSPECTIVE  
Undergraduate  
This course will utilize an African-centered framework to examine the nature of social interactions within the African-American community, with a focus on female-male relationships, parenting, and the place of elders in the family. Students will examine the role of culture and racism in the historical development of these social relationships while identifying possible solutions to alleviate tensions experienced within the examined relationships. Guest lecturers, readings, discussions and written assignments, a learning journal, and individual paper or project will comprise the learning experience.

AI 320  
NONFICTION WRITING: THE MEMOIR  
Undergraduate  
Your own memories and experiences can be the basis of the nonfiction memoir, but to be effective such writing must do more than just recite facts or label feelings. How do you create a vivid, exciting piece of writing from the events of your life? This class explores the nonfiction memoir, with special emphasis on the spiritual autobiography. Students will read selections from contemporary memoirs as well as a full-length book of their choosing; the final project is a short personal memoir.
AI 321
AMERICAN WRITERS AND TECHNOLOGY
Undergraduate
This course will examine American attitudes toward nature, industrialization, technology, our character as a people, and our national destiny, especially as reflected in recent films, science fiction, and classic literature like Walden and Leaves of Grass. In addition to the views of popular fiction writers (e.g. Twain and Vonnegut), students will also sample the responses of American poets and painters to a remarkable series of cultural innovations and technical breakthroughs - from the first railroad and telecommunications networks to the development of computers and nuclear arms.

AI 322
PROBLEMS AND ISSUES IN CONTEMPORARY ETHICS
Undergraduate
An introduction to moral philosophy with emphasis on the conflict between "moral relativism" (or "subjective" ethics) on the one hand and "moral realism" (or "objective" ethics) on the other. During the course you will be introduced to classic theories and leading figures in the history of ethics, from Plato and Aristotle to Kant and Nietzsche. Course content will focus on issues (e.g., poverty, drug use, capital punishment, sexual behavior, euthanasia, biomedical research, animal rights, political violence) at the center of contemporary ethical debate in the United States and throughout the world.

AI 323
ART AND PERSONAL TRANSFORMATION
Undergraduate
Adults often go through periods of profound transition. Many of us search for answers, models, or mentors to help us make sense of the changes. This course deals with ways in which art can be a means of personal transformation, a vehicle for helping us understand the deeper dimensions of our life journeys. Through exposure to artistic representations of significant turning points in human experience, and by studying perspectives on change drawn from various disciplines, we will explore ways in which art both mirrors and facilitates the process of transformation. Students will approach selected works of art (literature, music and visual art) to explore ways artists have represented themes of transformation. In addition to developing competence in art analysis, we will investigate whether our own personal values are reflected in the works studied, and what role art plays in our lives. Students will keep learning journals recording their impressions and reflections about class readings, discussion and multi-media presentations.

AI 324
CREATORS AND CREATIVITY
Undergraduate
Creative energy, application and results are prized and sought in our culture, yet are rarely understood clearly or analyzed systematically. In this course, students will explore various creativity concepts and models, including early instructional and educational, bio-psychological and socio/community-based theories. We will analyze creativity conditions in the expressive domains of art, architecture, music, literature, science, and invention. We will profile identifiable creators such as Picasso, Frank Lloyd Wright, Mozart, Virginia Woolf and Einstein, along with contemporary geniuses such as novelist Toni Morrison, activist Barry Commoner, sculptor Nina Holton, playwright Arthur Miller, and astrophysicist Subrahmanyan Chandrasekhar, and review their creativity over successive life stages. As a result, students will gain creative insight and develop strategies to incorporate creativity in their academic, occupational, and personal lives.

AI 325
"MAKE `EM LAUGH!": HOLLYWOOD FILM COMEDY
Undergraduate
This class delves deeply into the history of Hollywood comedy as well as theories of comedy, and is divided into two parts. Part one explores theories of comedy, both formal/aesthetic (the elements of artistic form) and socio-cultural (philosophical and psycho-social theories of comedy). The second part of the course explores historical developments in Hollywood comedy in terms of the development of artistic form (performance, verbal and visual gags, narrative structure, visual style), the film industry, and questions of socio-historical impact. Students can also opt to learn how to write a comedic screenplay. Films and artists to be discussed include the Marx Brothers, Mae West, Mel Brooks, Blazing Saddles, The Royal Tenenbaums, The Seven Year Itch, Charlie Chaplin, Buster Keaton, The Philadelphia Story, Hairspray, and There's Something About Mary.

AI 326
LIVING FROM THE INSIDE OUT
Undergraduate
In this course, students design practices to create space in their busy lives through leisure, spirituality, and creativity. It helps the adult growth and development that occurs as people change throughout adulthood. This course makes time to think in order to experience how our outer and inner worlds interact to help us make meaning for our lives. Students will use a combination of reading, practices, small group work, guided imagery, journaling, and reflection papers to articulate and demonstrate understanding of the competences.
AI 327
MYTHS, SIGNS AND SYMBOLS
Undergraduate
Students will be encouraged to understand their own relationship to myths, signs and symbols and to see how these have shaped their lives in the past and how they can be sources of empowerment for the future. Topics will include: archetypes and private symbols; language as symbolic action; myths of creation and fall; the hero's quest; myths of death and resurrection; myths and the process of individuation, that is, the integration of the self. Students will have assigned readings, keep a journal, and create a final project.

AI 328
THE PERSONAL JOURNAL
Undergraduate
This course will provide participants the opportunity to experience and explore journal writing as a creative activity that contributes to the quality of one's life. While the primary model of expression for most journals is writing, participants will be encouraged to experiment with sketches and other media. Participants will choose topics and readings consistent with their registered competencies. Key approaches to understanding adult growth and development will provide a framework for much of the writing done in the course. Participant journals will be laboratories for examining the creative process, the contribution of leisure to quality of life, and various theories of adult development. Through keeping a personal journal intensively through the course, participants will gain insights into their own creative processes and their understanding of leisure as they compose their individual lives.

AI 331
LEARNING TO LOOK THROUGH DRAWING AND DISCUSSION
Undergraduate
The purpose of the class is to connect the making of art with the study of art history, so that an understanding of the elements, concepts and vocabulary of art connect directly to the student's experience as he or she learns to draw. Students will learn basic skills of drawing and become familiar with a range of drawing media. They will gain an experiential understanding of the elements of line, form, value, color, and composition. Students will also examine drawings and paintings of artists working in France between 1800 and 1930, covering the art movements of Romanticism, Realism, Impressionism, Post Impressionism, and Fauvism. Each student will choose two artists to research, and will write a paper comparing biographical and historical issues of those artists' work.

AI 333
ARTISTIC ISSUES IN INSTANT IMAGE PHOTOGRAPHY
Undergraduate
The aesthetic, cultural, intellectual, historical, and technical issues that animate contemporary photography will be explored through the use of Polaroid pictures created by class members using their own Polaroid cameras. Photographic ideas will be presented, discussed, and addressed in classroom critiques of the images created. Personal artistic visions will be explored, encouraged and revealed. Students will learn a language for discussing these pictures and develop the necessary personal and intellectual distance from their own artistic creations in order to critically analyze them.

AI 334
WORLD ART AND CULTURE: A MUSEUM BASED EXPLORATION
Undergraduate
Most people who visit the art museum gravitate to those galleries where the art is familiar and in some ways comfortable, like the Impressionists or the Renaissance. Yet, the art museum can be a repository for so much more, if only we knew where to look and what to look for. This course is designed to introduce students to the art and cultures of societies outside of western civilization using the resources of such institutions as The Art Institute of Chicago, the Field Museum, the Mexican Fine Arts Center Museum and others. Students will be introduced to objects from China, Japan, Africa, India and the Middle East, as well as Native America. In a world which continues to grow increasingly smaller because of technology, one of the best ways to understand it people is to study their art and their culture. Student will demonstrate competence through reading and writing assignments and are required to attend field trips.
AI 335
MIDSUMMER RITUALS: SCIENCE AND MYTH
Undergraduate
Using the language of cultural anthropology, this course explores the diverse myths, rituals and festivals of the ancient world that begin with the tilling of soil in early spring and end with the great harvest in late fall. Of particular interest will be the lingering manifestations of these old rites as they have endured into contemporary life and the meaning they still hold in the modern psyche. We will be looking very closely at the long history of metaphorical, personified depictions of the life-force of planet Earth, including its most recent incarnation from scientist James Lovelock in the guise of "the Gaia Hypothesis". The class will address itself to the following questions: 1. In what ways does the natural world influence the narrative structure of meaning? 2. How does the scientific description of reality shift mythic metaphor? 3. How does scientific "meaning" differ from religious "meaning"? 4. What is the function of these seasonal celebrations the psychic maintenance and renewal of society? 5. What is the pedagogical and psychological function of these types of celebrations to the individual within society? 6. How has science impacted the ability of the community to sustain its mythic, religious and ethnic holiday traditions? Can only be taken for one competence.

AI 336
CONTEMPORARY MUSIC AND ART IN AMERICA
Undergraduate
The artist stands between the world in which she/he lives and the product of his/her work - while using a particular medium to grasp and communicate an image and vision of that world. This course will survey and compare seminal ideas and trends that have taken place in music and the visual arts during the past forty years. Emphasis will be on how these two art forms responded to the same set of social circumstances and how artists in different media realized both parallel and divergent concerns. Some of the artists that will be compared and John Cage and Robert Rauschenberg, Earle Brown and Alexander Calder, and Philip Glass and Donald Judd. Wherever possible illustrations will be drawn from film, literature, dance, and te other arts. Students will develop the tools and confidence to compare works in different media in order to gain insights into how artists, through similar formal concerns, arrive at results which are appropriate to their media. The course will try to develop the student's awareness of artist's social concerns primarily through their own perceptions and inferences and, secondarily, through reading artists' statements and writings.

AI 337
FROM REVERENCE TO RAPE: THE DEPICTION OF WOMEN IN AMERICAN FILM
Undergraduate
This film course will examine the portrayal of women in Hollywood films from early silent films to the present and will attempt to understand those roles against the norms of society at the time. It will begin with the virgins, vamps, and flappers of the silent era as played by Lilian Gish, Mary Pickford, Theda Bara, Gloria Swanson, Greta Garbo; transition to the strong roles of the 1930s and 1940s as played by Mae West, Bette Davis, Katherine Hepburn, Joan Crawford, and Barbara Stanwyck; continue with the 1950s and 60s contrast between sex kittens and external virgins; show the breakdown of the Production Code in the 1960s and 70s; and watch the resurgence of strong women in the 80s as exemplified by Sally Field, Jessica Lange, Jane Fonda, Meryl Streep. Close attention will be played to the conflict between box office and censorship and the struggle for women - actresses, writers, directors, and producers to gain control of the screen.

AI 338
RACE, RACE RELATIONS, RACISM: BREAKING BARRIERS AND BUILDING BRIDGES
Undergraduate
How do we as an ethnically and racially diverse country go about the business of understanding and healing the wounds of racism and building bridges that will allow the gift of diversity to flourish in the United States? Further, what are the connections among U.S. racism and other forms of racism such as ethnic cleansing and "pacification programs" aimed at indigenous people around the world? In this course, we will explore the historical, economic and political roots of racism globally and nationally. In addition, we will look at the changes brought about by the civil rights movement, and ongoing work in the nation and in Chicago aimed at bridging the gaps caused by racism. Through discussion, readings, films, debate, guest panels, and field excursions, students will study a variety of topics. Because the course will focus not only on analysis, but on building bridges, the instructors hope to enroll an ethnically and racially diverse class membership.

AI 339
A HISTORY OF PHOTOGRAPHY
Undergraduate
This course uses photography since its invention in 1839 to give form to the social and historical ideas that have shaped our time. By discussing large picture-making areas like portraiture, images of war, the natural or constructed landscapes, scientific documentation and personal expression, the class will examine those ideas and technologies that have shaped photography and, conversely, events shaped by their depiction as photographs. Students will study and actually enjoy the history of the medium via slide and textbook. The class, as a group, will visit gallery and/or museum exhibitions to enhance classroom work. The photographs will be linked to the social, political and intellectual currents of the time and place that surround the art to give that work added meaning and enhanced viewer understanding. Through the art seen in this course and the historical facts gained from the lecture and text, the student will refine and advance their understandings and interpretations of past and recent global history. No prior formal or academic knowledge of 19th or 20th century history, the history of photography or painting is necessary nor is a working knowledge of any art-making discipline assumed.
AI 340
FROM SOUNDS TO SCIENCE: CLASSICAL MUSIC THROUGH THE AGES
Undergraduate
The history of music is a history of changing values and patterns. What values societies foster are directly correlated to perceivable uses of melody, rhythm, and timbre. This course will survey and compare major periods of Euro-American music, beginning with Gregorian Chant and ending with John Cage. Historical documents and readings in aesthetics will supplement musical examples presented in class. Students will be presented with a listener's guide to major works of the most prominent composers, as well as a bibliography for further reading. Students will also be informed of relevant concerts in the Chicago area. Through listening, background reading, and discussion, students will learn to "read" music. Pattern perception is a skill in its own right. Statement, variation, and contrast are means of structuring the physical, verbal, and temporal world around us. Students will develop pattern perception in music in order to translate this skill into life's other media.

AMS 150
PERSPECTIVES ON AMERICA
Undergraduate
This course explores a variety of perspectives on what it means to be an American in the modern world, looking through polarities such as: urban and suburban life, localism and globalism, high culture and mass culture, corporate society and populism. Considerations of various media such as television, movies, and newspapers, as well as study of artifacts.

AMS 200
INTRODUCTION TO AMERICAN SOCIAL HISTORY AND CULTURE
Undergraduate
This course will provide an overview of American History designed to provide a one-quarter overview of American history and culture. It will provide an overview of the central themes of American History from the colonial period to the present with a focus on social, popular, and cultural history.

AMS 211
AMERICAN EXPERIENCE I: EARLY AMERICA TO 1860
Undergraduate
The first of the three-course sequence that forms the American Studies core. Like all the courses in the sequence, it focuses on how to do American Studies by using a variety of materials and projects that center on a particular historical period (in this case, early America before the Civil War). The course utilizes multiple methodologies, primary sources, a range of texts, and material and visual culture to examine the competing themes and diverse voices that form American experience during the era. Formerly AMS 201.

AMS 200 or HST 180 or HST 181 or HST 182 is a prerequisite for this class.

AMS 213
AMERICAN EXPERIENCE II: FROM 1860 TO 1941
Undergraduate
The second of the three-course sequence that forms the American Studies core. Like all the courses in the sequence, it focuses on how to do American Studies by using a variety of materials and projects that center on a particular historical period (in this case, from the Civil war to just before World War II). The course utilizes multiple methodologies, primary sources, a range of texts, and material and visual culture to examine the competing themes and diverse voices that form American experience during the era.

AMS 200 or HST 181 or HST 182 or HST 183 or permission of instructor is a prerequisite for this class.

AMS 215
AMERICAN EXPERIENCE III: FROM 1941 TO PRESENT
Undergraduate
The third of the three-course sequence that forms the American Studies core. Like all the courses in the sequence, it focuses on how to do American Studies by using a variety of materials and projects that center on a particular historical period (in this case, World War II to the Present). The course utilizes multiple methodologies, primary sources, a range of texts, and material and visual culture to examine the competing themes and diverse voices that form American experience during the era. Formerly AMS 202.

AMS 200 or HST 181 or HST 182 or HST 183 or permission of instructor is a prerequisite for this class.
AMS 220
AMERICAN BUDDHISMS: RACE AND RELIGIOUS DIVERSITY
Undergraduate
This course critically analyzes the origins of Buddhism in the United States in order to fully understand how and why Buddhism has flourished in Asian and White American communities, and to understand the conflict and controversy surrounding the racial dynamics of religious choice.

AMS 230
ASIAN AMERICAN HISTORIES
Undergraduate
This course introduces the pre-1965 comparative histories of people of Chinese, Japanese, Korean, Indian, Filipino, and Southeast Asian ancestry from their arrival in significant numbers in the United States beginning in the 19th century. Two questions orient this course: 1) whether there is an historical validity to the category of Asian American, and if so, the extent to which the category is relevant today in light of differences across gender, sexuality, class, ethnicity, and religion, among others; and 2) how the Asian Pacific American experience challenges and redefines American race relations to provide a more complex understanding of existing structures of power. Cross-listed with AAS 200.

AMS 250
IN THEIR OWN VOICES: AMERICAN AUTOBIOGRAPHY
Undergraduate
This course presents a range of American autobiographies, from different places and from times ranging from Colonial to modern. The selected authors represent varying backgrounds and races.

AMS 261
AMERICAN ETHNICITIES 1800-1945
Undergraduate
This course will be an exploration of the development of American ethnic communities and identities in the 19th and early 20th centuries. Students will examine the American experience through the lens of ethnic groups and racialized ethnic populations and consider how ethnicity has shaped and influenced American history. We will study the experiences of American ethnic groups based on historical, social, and political factors such as immigration and citizenship, slavery and racialization, gender and patriarchy, religion and family, and the relationships between and among ethnic groups.

AMS 265
PACIFIC WORLD: NORTH AMERICA AND THE PACIFIC, 1776 - 1945
Undergraduate
This course will examine the nature of American identity in the west. Hawai'i and California represent the extreme edge of the American frontier. The focus will be on the shifting meanings of “native” and “stranger:” How did the status of indigenous peoples foster a sense of identity and place for migrants? How did immigrants understand their role in the political economy? How did racial discourses on the frontier shape the shifting definitions of citizenship? How did race affect America’s ambivalent approach to imperialism?

AMS 275
HISTORY OF SEX IN AMERICA 1: COLONIAL TO LATE NINETEENTH CENTURY
Undergraduate
This course will provide an overview of the history of American sexuality from the colonial period to the late 19th century.

AMS 276
HISTORY OF SEX IN AMERICA 2: LATE VICTORIANS TO THE PRESENT
Undergraduate
This course will provide an overview of the history of American sexuality from the late nineteenth century to the present.

AMS 280
POLITICS AND HISTORY OF THE VIETNAM WAR
Undergraduate
This course examines both the history of American involvement in Vietnam and the lasting effect on American politics and culture.
AMS 290
AMERICAN VOICES I: TO 1860
Undergraduate
Part one of a two course sequence, this course provides an integrated, multidisciplinary view of American culture and ideas, addressing the questions: "What is America? What does it mean to be an American?" The courses are focused on primary sources, mostly first person narratives and fiction, developing methods for analyzing and interpreting these sources. Students write a series of papers on the narratives; students taking the two course sequence substitute a research paper for some of the narratives papers in the second course, American Voices II.

AMS 291
AMERICAN VOICES II: FROM 1860
Undergraduate
Part two of a two course sequence, this course continues the approach and method of American Voices I.

WRD 104 or HON 100 or HON 101 is a prerequisite for this class.

AMS 292
TOPICS IN AMERICAN STUDIES THEORIES AND METHODS
Undergraduate
Variable topics that will prepare you to integrate a range of disciplinary understandings and methods into your written and oral analyses of American culture. Consult course schedule for current listings.

AMS 293
TOPICS IN AMERICAN MATERIAL CULTURE AND THE BUILT ENVIRONMENT
Undergraduate
Variable topics. Consult course schedule for current listings.

AMS 294
TOPICS IN AMERICAN POLITICS, INSTITUTIONS, AND VALUES
Undergraduate
Variable topics. Consult course schedule for current listings.

AMS 295
SPECIAL TOPICS IN AMERICAN STUDIES
Undergraduate
Special Topics in American Studies. Consult schedule for topic.

AMS 296
TOPICS IN AMERICAN POPULAR CULTURE AND MEDIA
Undergraduate
Variable topics. Consult course schedule for current listings.

AMS 297
TOPICS IN AMERICAN RACE AND ETHNIC STUDIES
Undergraduate
Variable topics. Consult course schedule for current listings.

AMS 298
TOPICS IN AMERICAN SOCIAL AND LITERARY MOVEMENTS
Undergraduate
Variable topics. Consult course schedule for current listings.
AMS 301
SENIOR SEMINAR
Undergraduate
The Senior Seminar is an integrative course conducted primarily as a colloquium. Emphasis will be placed on discussion and independent research and writing.

AMS 211, AMS 213 and AMS 215 are prerequisites for this class.

AMS 340
AMERICAN POPULAR CULTURE
Undergraduate
This course will focus on the industrial developments, cultural significance and social effects of American Popular Culture institutions and products at the dawn of the 20th century, including the rise of corporate nationalism in live performances such as vaudeville and radio, as well as the development of mass media industries including sheet music, advertising, records, and film. Discussions will include attention to industrial practices, textual properties, and audience reception of these cultural products.

AMS 360
AMERICAN FILM
Undergraduate
Analyzes cultural and cinematic histories and film as a social practice circulating cultural values as well as critiquing ideologies. Students will gain understanding of major critical and theoretical approaches and engage in research, critical thinking, and writing on topic areas. Variable specific topics. e. g. assimilation narratives, war in film, sports in film, Asian American film.

AMS 370
THE MATERIAL CULTURE OF MODERN AMERICA
Undergraduate
AMS 370 combines historical archaeology and material culture studies to examine how material goods both shape and reflect American identity in the nineteenth and twentieth centuries.

AMS 371
MATERIAL CULTURE OF EARLY AMERICA
Undergraduate
Combines historical archaeology and material culture studies to examine how material goods both shape and reflect American identity in the colonial period and early nineteenth century.

AMS 380
TELEVISION AND AMERICAN IDENTITY
Undergraduate
This course is about how television represents Americans and how Americans have responded to these representations. The course engages in close textual analysis of several television texts, to familiarize students with television industry narrative structures and strategies, examines several specific representational struggles, and surveys and discusses the many ways in which television viewers and fans engage with the text.

AMS 392
INTERNSHIP
Undergraduate
Internship. Majors and minors only. Variable credit.

An American Studies major or minor is a prerequisite for this class.

AMS 395
TOPICS IN AMERICAN STUDIES
Undergraduate
Topics in American Studies.
AMS 396
AMERICAN STUDIES COLLOQUIUM
Undergraduate
These courses involve participation in events and/or conferences on selected topics related to American culture studies. Class participants attend and participate in events, keep a reflective journal connecting the events, do related readings, and write a reflective summary on the colloquium as a whole. Variable credit.

AMS 398
STUDY TOUR
Undergraduate
An on-site overview of the historical, political, social and economic connections between the United States and a foreign country. Credit variable.

AMS 399
INDEPENDENT STUDY
Undergraduate
Independent Study. Majors only. Variable credit.

An American Studies Major is a prerequisite for this class.

ANI 101
ANIMATION FOR NON-MAJORS
Undergraduate
Course introduces a variety of basic animation techniques for cinema and gaming, such as hand-drawn, cutout, stop-motion and (very basic) 3D, with an emphasis on the use of computer technology. Examples of diverse animation genres and styles (experimental, cartoon, anime, special effects, computer games) from different cultures will be screened and discussed. Students will explore the unique qualities of the medium through a series of hands-on projects that can be adapted to their own personal interests. They will learn about professional animation process (storyboard and animatic) during the production of a final project that encourages them to consider the role and potential of animation in our society.

ANI 105
INTRO TO VISUAL DESIGN
Undergraduate
This course introduces the basic concepts of design for time-based digital media. Students study the principles of composition and color theory, and how these are affected by movement, duration and display. Vector and bitmap manipulation tools are explored in relation to game design, video and Internet production.

ANI 150
AFTER EFFECTS WORKSHOP
Undergraduate
This class will introduce students to the fundamentals of After Effects, including key-framing, compositing and rendering. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects.

ANI 151
FLASH ANIMATION WORKSHOP
Undergraduate
This class will introduce students to the fundamentals of creating animation using Flash, including tweening and frame-by-frame drawn animation. This class does not cover Action Script programming. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects.
ANI 201
ANIMATION I
Undergraduate
This course is an introduction to the art and practice of animation. It is a studio-based class, which will emphasize learning through process, experimentation and creation. Students will explore the limitless possibilities of animated motion in the context of cinema, computer games and the Internet. All genres and styles are within the scope of this class, including Anime, cartoons, computer game art, experimental art and special effects. In addition to how, we will also explore and discuss why, as well as the role and potential of animation in our society and its place in other cultures. This course is designed for the student who wishes to pursue further study in the field, and provides intensive practice of the basic skills and methods through production. PREREQUISITE(S): ANI 105 or GPH 211 or ART 105 or GD 105

ANI 206
HISTORY OF ANIMATION
Undergraduate
This course is an introduction to the history and development of the field of animation. We will explore this subject from various perspectives: by chronology, from its prehistory before the invention of film to the present day; by form, including method and medium; by culture, comparing the US to Japan, Russia, Europe and others; by subject; and by personality, concentrating on the figures who have shaped the art form and continue to influence it through their example. Students are expected to bring an enthusiastic interest in the medium, and to devote serious effort to reading about, viewing, researching and discussing animation and the artists who have created it.

ANI 207
ANIME HISTORY
Undergraduate
This course is an introduction to the history, development and cultural significance of Japanese animation. We will explore how historical and cultural concepts of Japan have translated to the screen, as well as the influence of economic forces and changing technology. Students will gain an insight into anime's origins and cultural influences through an examination of the World War II, post-war, mid- and late-twentieth-century historical periods of Japan. This class will analyze particular examples of anime and anime artists in their historical context, emphasizing the use of primary sources.

ANI 220
STORYBOARDING AND NARRATIVE DEVELOPMENT
Undergraduate
This class will focus primarily on storyboarding and the aesthetic and practical uses of research, treatments, drawings, and found images as tools in the production of animations, films and game cinematics. Students will complete a series of assignments that will utilize different methods of finding inspiration to make a cohesive, narrative work. Various methods used in both commercial and independent productions will be presented as examples, and pre-production work from both live action and animated films will be viewed throughout the quarter. Students will create several storyboards for short films, write treatments, and research design options. PREREQUISITE(S): ANI 101, ANI 201 or DC 110

ANI 222
ILLUSTRATION FOUNDATIONS
Undergraduate
This course will focus on improving the basic skills needed for creating concept art and storyboards for animation and games. Areas of focus include practical perspective, technical rendering, observational drawing and color theory. These skills will be applied in basic prototyping projects. PREREQUISITE(S): GD 105 or ANI 105

ANI 225
MAKING COMICS
Undergraduate
This course introduces students to the components of graphic narrative, including superhero and alternative comics, comic strips, manga, and graphic novels. Students will learn fundamental materials and techniques, including penciling and inking, digital painting and coloring, and publishing, and create their own graphic narratives. The course will also provide an overview of the history of comics and graphic storytelling, and their relation and importance to the art of animation. PREREQUISITE(S): ART 106
ANI 230
3D DESIGN & MODELING
Undergraduate
Students will use computer modeling to explore the principles of 3-dimensional design. Projects involving object, character and architectural modeling will emphasize the aesthetic concepts of spatial proportion (scale, angle and position), silhouette, negative space, rhythm, balance, light/shadow and texture. Students will emerge with the ability to create well designed 3D models, and be familiar with the basics of polygonal modeling, texturing, lighting and rendering for animation, computer games and cinema. PREREQUISITE(S): None

ANI 231
3D ANIMATION
Undergraduate
In this course, students will be introduced to animation in 3D through the use of traditional animation principles. Topics will include: animation fundamentals, keyframing, splining, animated cameras, rendering, and an introduction to rigging basic characters. Emphasis will be placed on using the computer as a tool to create animation for film and games. PREREQUISITE(S): ANI 230

ANI 240
ANIMATION PRODUCTION I
Undergraduate
This course will concentrate on facilitating the student's production of animation projects. The topics of idea generation, experimentation, problem solving, planning and time management, and the process of critical analysis will be applied to the student's work, with the choice of animation technique, content and form left to the individual. Students will learn the importance of bringing projects to completion. PREREQUISITE(S): ANI 101 or ANI 201 AND sophomore standing

ANI 260
MOTION GRAPHICS
Undergraduate
This course will introduce the student to effective communication using motion graphics, including its application in the areas of film titles, broadcast and commercial design, interactive media, and gaming. The combination of music, visuals and typography will be explored following the basic theories of kinetic composition and aesthetics. Students will study the history of the field, including the work of pioneers such as Norman McLaren, Saul Bass and Len Lye. PREREQUISITE(S): Sophomore Standing and one of the following: ANI 105, ANI 101, GD 105, ART 105, GPH 211, DC 205

ANI 300
3D CHARACTER ANIMATION
Undergraduate
This course explores the art and techniques for character performance in 3D. Students will study and employ fundamental principles for character animation beginning with the essentials of blocking and inbetweening, and continuing with core mechanics including walk cycles, expressions, and lip sync. Students are required to animate weekly shots culminating in a final lip synced character performance. PREREQUISITE(S): ANI 231

ANI 301
ADVANCED 3D CHARACTER ANIMATION
Undergraduate
This course introduces advanced concepts in 3D character animation that are necessary for achieving professional quality results. Students will hone their skills through the study of advanced techniques for animating multiple characters, creating continuity, and building character through performance. An emphasis will be placed on the exploration of movement for developing personal style. PREREQUISITE(S): ANI 300

ANI 310
MOTION CAPTURE
Undergraduate
This course is a workshop focusing on realistic character motion obtained through motion capture. Students will learn the motion capture pipeline, including character skinning and mapping, planning and directing motion capture sessions, applying motion to a character and motion editing. PREREQUISITE(S): ANI 231 or GPH 338
ANI 315
AUDI O FOR ANI MATION
Undergraduate
This class will explore concepts and practical techniques students need in order to address many of the unique challenges associated with creating audio for animated films. Students will begin with an introduction to audio production before moving on to build practical skills for both field and studio recording. Lectures, readings, and hands on projects will give students a working knowledge of how to approach and create the immense range of styles of audio for animated films, from classic cartoon soundtracks to the live action style mixes of many of today's animated Hollywood blockbusters. Students will complete several audio projects including a multi-track mix for an animated short. PREREQUISITE(S): ANI 240

ANI 320
HAND-DRAWN ANI MATION
Undergraduate
This course is devoted to the complex aspects and techniques of classical drawn animation required to create convincing movement, frame to frame consistency, and character acting. Beginning with a review of the fundamentals and progressing to more complicated techniques, students will learn how to create unique and technically accomplished drawn animation as well as methods for its eventual clean-up, inking and coloring. Contemporary uses of digital technology to enhance production will be emphasized. PREREQUISITE(S): ANI 201 (or ANI 101) and ART 106

ANI 321
ANI MATION MECHANI CS
Undergraduate
Students in this course will rigorously investigate the foundational aspects of animation through traditional and digital methods. Basic principles, including timing, spacing and the abstraction of movement, will be analyzed and questioned through experimentation. Students will experience how the process of making work can be used to generate emergent ideas, and be challenged to push the art form beyond the accepted conventions. PREREQUISITE(S): None

ANI 322
ANI MATION STYLES & TECHNI QUES
Undergraduate
The history of animation is explored with a focus on inspiring the students' own work. Students will be involved in an intense study of animation throughout history and around the world, and are required to view a large amount of work outside of class. Animations will be grouped by time period, theme, and/or technique. Through writing and group discussions they will examine the significance of the technique and subject matter. They will put this study into practice by creating short animated films based on their reactions to the films. PREREQUISITE(S): ANI 240

ANI 324
STORY DEVELOPMENT
Undergraduate
Students will elaborate on the skills from ANI 220 to create sophisticated pre-production for their own films, game cinematics and animations. Emphasis is placed on advanced story development, professional artistry and pre-visualization techniques such as converting a script to visual story reels or animatics. Students will complete the course with a fully-developed animatic for the story of their choosing. PREREQUISITE(S): ANI 220

ANI 325
VISUAL STORYTELLING
Undergraduate
This class focuses on storyboarding and animatics as key pre-production tools for animation, film, and game development projects. Areas of focus include narrative development, drawing, performance, and editing. Students will apply these techniques to create an animatic: a comprehensive time-based draft for a short film. PREREQUISITE(S): ANI 240

ANI 326
VISUAL CONCEPT DEVELOPMENT
Undergraduate
This course focuses on visual development and style guides for animation, cinema and game projects. Coursework involves character design, environmental design, prop design, lighting, color, texture and layout. Students will practice visual research, drawing and an array of digital tools to build the skills necessary to create an immersive world with a cohesive look and feel. PREREQUISITE(S): ILL 200 and ANI 230
ANI 327
HAND-DRAWN CHARACTER ANIMATION
Undergraduate
In this course, students will be introduced to the traditional art of hand-drawn character performance. Topics covered will include acting, body mechanics, volume, weight, walk cycles, dialogue and facial expression. PREREQUISITE(S): ANI 321

ANI 330
3D CHARACTER MODELING
Undergraduate
This course will instruct students in the process of 3D polygonal based character modeling. Students will learn professional techniques for building quad-based polygon meshes with an extra emphasis on proper topology to help prepare their model for rigging. Students will learn complete UV unwrapping for the entire figure as well as effective techniques for advanced texturing. PREREQUISITE(S): ANI 230 or GPH 250

ANI 332
3D RIGGING
Undergraduate
Students will study the processes and techniques for creating professional quality character rigs. Following a professional production workflow, students will create character skeletons, learn aesthetic and technical considerations for skinning, learn techniques for optimal parameterization, and learn to construct character animation controls. PREREQUISITE(S): ANI 231

ANI 333
ADVANCED 3D RIGGING
Undergraduate
This course will teach students inorganic rigging of vehicles and machines as well as advanced techniques for characters such as blend shape facial expression setups and squash and stretch. Additional topics will include quadruped rigging and 3D scripting for creating user interfaces and automating complex processes. PREREQUISITE(S): ANI 230 and ANI 231

ANI 336
3D MODELING STUDIO
Undergraduate
Students in this course will broaden and improve their overall skill set by learning a range of modeling techniques. Students will complete several smaller projects that cover topics including speed modeling, efficient low-poly modeling, hard surface modeling, projection texturing, and advanced UV unwrapping techniques. The course will culminate in a final project in which the student will propose and complete an advanced model of their own design. PREREQUISITE(S): ANI 230 or GPH 250

ANI 337
ENVIRONMENT MODELING
Undergraduate
This course covers the planning, production and implementation of environment models for games. The term “environment model” includes landscape, exterior architecture, interior architecture, and both organic and man-made props. Topics include visual art direction, setting mood, developing narrative and cinematic lighting strategies. After creating assets in a modeling program, students will implement them in a game engine editor to learn about game engine requirements, limitations and pipeline. Prerequisite: ANI 230

ANI 338
3D ORGANIC MODELING
Undergraduate
In this course students will learn to create highly detailed creatures, characters, and props for both film and games. Students will learn a variety of techniques for working with high density polygon meshes and 3D painting in order to generate detailed texture and normal maps. This course will combine a traditional approach to sculpting and a foundation in human anatomy for quick generation of concepts for 3D models. An emphasis will be placed on developing efficient pipelines to streamline the entire process from modeling to rendering. PREREQUISITE(S): ANI 230
ANI 339
3D TEXTURING AND LIGHTING
Undergraduate
Students will study the processes and techniques for texturing and lighting in 3D. Procedures including preparing models for texturing, creating and manipulating shading networks, laying out UV's, and painting textures will be explored. Topics in lighting will be approached from the foundation of traditional cinematography with a focus on driving both mood and story. Students will utilize complimentary skills in lighting and texturing to create high quality renders for both still and moving images. PREREQUISITE(S): ANI 230 or GPH 250

ANI 340
ANIMATION PRODUCTION II
Undergraduate
Students will build on the skills learned in Animation II, and produce more ambitious projects. They will be expected to exhibit sophisticated technique, storytelling and content, and work to develop as creative artists through self-critique. The successful planning and completion of projects on time is essential. PREREQUISITE(S): ANI 220 and ANI 240 and junior standing

ANI 341
ANIMATION PRODUCTION III
Undergraduate
This course asks students to create a short animated film. Students are expected to demonstrate a high level of technical skill with animation and to exhibit maturity in concept development and storytelling. Successful planning and project management is critical. PREREQUISITE(S): ANI 340

ANI 344
VISUAL DESIGN FOR GAMES
Undergraduate
The stages of development in the visual direction of a video game will be identified and detailed, and students will participate in the creation of the visual art direction of a product, giving special attention to the design of 3D models and animation. Visual Design for Games topics include: creating visual direction, concepting, art bibles, art production, and post-production strategies. Students will create proposals, create concepts, iteratively create artwork, and analyze competitive products. PREREQUISITE(S): ANI 105, GD 105, GPH 211 or ART 105 (or equivalent 2D design experience)

ANI 345
CHARACTER DESIGN
Undergraduate
Students will be introduced to various methods of creating interesting and original character designs for animated films and games, and then put these approaches into practical use. Methods of creative concepting will include drawing, collage, sculpture and 3D mock-ups. Fundamental visual design and color principles will be stressed, along with the basics of caricature. Students will utilize their character designs in an animated short. PREREQUISITE(S): ANI 230

ANI 350
ANIMATION PRODUCTION STUDIO
Undergraduate
This course uses the animation studio model to create a group project from start to finish. Students learn about the division of labor needed to produce larger projects as they experience working with others on a team. PREREQUISITE(S): ANI 240

ANI 351
ADVANCED MOTION CAPTURE STUDIO
Undergraduate
This course will enable students with motion capture experience to advance their technical skills and gain experience with practical application in the motion capture studio. Emphasis will be placed on advanced skinning and mapping techniques as well as complex motion capture sessions involving sets, props, and multiple actors. Students will be required to plan, arrange, and direct their own sessions in the motion capture studio. PREREQUISITE(S): ANI 310 or ANI 450
This is an introductory course in scripting for a 3D production environment. Students will learn and apply basic programming concepts in order to improve the productivity of animators and modelers. Using script, we will automate repetitive tasks, customize the interface, and create new tools. Students will gain a fundamental understanding of how a 3D animation package functions behind the interface. PREREQUISITE(S): ANI 230 and ANI 231

In this course, artists and game designers will learn to use scripting to develop advanced tools and to automate complex processes for animation, modeling, and pipeline development. Through weekly projects students will learn to read, modify, and author scripts in order to bridge the artistic and technical features of a high end 3D software package. PREREQUISITE(S): ANI 352

The principles of stop motion character animation in real space are the emphasis of this intermediate level course. Students are introduced to basic armature building, lighting and scene composition, and the designing and fabrication of characters with a variety of materials. Contemporary uses of digital technology to enhance stop motion production will be explored. PREREQUISITE(S): ANI 201 (or ANI 101)

This course introduces strategies for an experimental approach to animation. Students will study how experimentation relates to both concept and technique, and examine the work of classic experimental animators. This is a production class that requires students to produce a series of short animations in a variety of processes and styles. PREREQUISITE(S): ANI 201 or ANI 101

This production course focuses on combining multiple animation techniques. Students will complete the assignments and final project using mixed media with the choice of animation techniques, content and form left to the individual or group. Topics include pixilation, rotoscoping, and creative use of green screen, among others. PREREQUISITE(S): ANI 201 or ANI 101

This course builds on motion graphics fundamentals covered in ANI260 Motion Graphics. In Advanced Motion Graphics, students will work to develop a better understanding of how to develop a distinct visual style in both personal work and in work for clients. The course also focuses on gaining familiarity with contemporary styles and trends in professional motion graphics, and an awareness of Chicago-based motion graphics production. PREREQUISITE(S): ANI260

This course explores concepts and techniques involved in creating movie titles, TV openings, and supporting graphics for video and animation. The use of alluring sound and imagery is essential to a successful and professional-looking film. A conceptual understanding of the role time and motion have in the presentation of visual content is explored through lectures and projects. Students will gain an appreciation and skill for producing time-based media that will add value, clarity, and sophistication to cinema and animation projects. Students are encouraged to enter the course with projects in need of titles and graphics. PREREQUISITE(S): ANI 101 or ANI 201 or VFX 200
ANI 364
ANIMATION RESEARCH SEMINAR
Undergraduate
This seminar introduces students to animation in the context of interdisciplinary thinking and creativity. Students will discuss their learning experiences across disciplines in the University, and practice making connections between this learning and their study of animation.
PREREQUISITE(S): None

ANI 365
CINEMA, ANIMATION, AND ART
Undergraduate
This seminar course focuses on animation and cinema from the standpoint of Modern and Contemporary art. Students study the major styles and themes of historical experimental film and video, and relate these topics to contemporary animation and independent cinema practices. Emphasis is placed on theory and criticism, and how it informs experimental work. Students are expected to discuss work and theory in a seminar setting, and to engage the class material in several research papers. PREREQUISITE(S): DC 233

ANI 366
3D MOVIE PRODUCTION
Undergraduate
This course provides an introduction to stereoscopy which is the creation of a 3D effect in still images and movies. The course covers the history of stereoscopy, the perceptual theories that make 3D images possible, and the technologies that can be used to create the effect of stereoscopic depth. Designed for both animators and live-action filmmakers, students taking this course will get hands-on experience producing stereoscopic images and movies using a variety of tools. PREREQUISITE(S): ANI 230 or DC 275

ANI 370
ACTING FOR ANIMATORS
Undergraduate
This is acting training designed specifically for the needs of animators, as opposed to stage actors. Utilizing lecture/discussion, examination/deconstruction of animated and live-action film clips, home assignments and a few simple in-class improvisations, this course provides the animator with the skills necessary to deliver dynamic animated character performance. Assessment measures include oral and written reflective analysis, short animated character sketches and class participation. PREREQUISITE(S): ANI 240

ANI 375
DEMO REEL AND PORTFOLIO WORKSHOP
Undergraduate
Students review previous course projects and prepare a final portfolio/demo reel and a resume in preparation for job interviews and/or graduate school. Students will also learn presentational techniques and methods for career development. PREREQUISITE(S): ANI 340 or DC 310 or GAM 392

ANI 376
POST-PRODUCTION WORKSHOP
Undergraduate
This 2 credit course guides students through the final stages of post-production and completes the Animation Capstone sequence. Students will work closely with faculty to meet the needs specific to their Capstone projects. This workshop will also focus on distribution for completed films, including film festivals, online forums, and gallery exhibition. PREREQUISITE(S): ANI 395

ANI 378
3D DYNAMICS
Undergraduate
This course will provide an introduction to dynamic simulation and effects in 3D animation. Topics to be covered include hair & fur, fluid dynamics, smoke & fire, particles and cloth. An emphasis will be placed on how these effects can enhance an idea or narrative, establish mood, or even be used as a basis for experimental animation. Students will use traditional animation and visual design principles as a basis for creating several small projects. PREREQUISITE(S): ANI 230 and ANI 231
ANI 379
3D COMPOSITING
Undergraduate
This course is designed to allow advanced compositors and animators to merge the 2D, 3D and/or live-action video worlds, drawing from a combination of techniques such as motion tracking, compositing, rotoscoping, hand-drawn, cut-out and 3D animation. The goals are to go beyond simply achieving technical proficiency, as we will also focus on learning principles of good animation in preparation for both artistic and commercial endeavors. PREREQUISITE(S): ANI 231

ANI 390
TOPICS IN ANIMATION
Undergraduate
Advanced study in animation focusing on a specific area each quarter. May be repeated for credit. PREREQUISITE(S): ANI 101 or ANI 201 or consent of the instructor.

ANI 393
TOPICS IN 3D ANIMATION
Undergraduate
Advanced study in 3D animation focusing on a specific area each quarter. May be repeated for credit. PREREQUISITE(S): ANI 230 or consent of the instructor.

ANI 394
ANIMATION PROJECT I
Undergraduate
This production-based course is the first half of a two-course sequence that provides the student with an Animation capstone experience. These courses connect the student's Animation coursework with their overall Liberal Studies coursework through three components: class lectures and discussions, independent analysis and reflection, and the creation of a significant animation project. Students will employ the knowledge they have learned and the skills they have acquired in all their Animation courses to date to produce a significant animation project. The course sequence is designed to be taken in two consecutive quarters. PREREQUISITE(S): ANI 340 and Senior standing

ANI 395
ANIMATION PROJECT II
Undergraduate
Continuation of ANI 394. This production-based course is the second half of a two-course sequence that provides the student with an Animation capstone experience. These courses connect the student's Animation coursework with their overall Liberal Studies coursework through three components: class lectures and discussions, independent analysis and reflection, and the creation of a significant animation project. Students will employ the knowledge they have learned and the skills they have acquired in all their Animation courses to date to produce a significant animation project. The course sequence is designed to be taken in two consecutive quarters. PREREQUISITE(S): ANI 394

ANI 399
INDEPENDENT STUDY
Undergraduate
Independent study form and consent of instructor required. PREREQUISITE(S): Consent of dean.

ANI 420
HAND-DRAWN ANIMATION
Graduate
This course is devoted to the complex aspects and techniques of classical drawn animation required to create convincing movement, frame to frame consistency, and character acting. Beginning with a review of the fundamentals and progressing to more complicated techniques, students will learn how to create unique and technically accomplished drawn animation as well as methods for its eventual clean-up, inking and coloring. Contemporary uses of digital technology to enhance production will be emphasized. PREREQUISITE(S): ANI 201 (or ANI 101)
ANI 421
ANIMATION MECHANICS
Graduate
Students in this course will rigorously investigate the foundational aspects of animation through traditional and digital methods. Basic principles, including timing, spacing and the abstraction of movement, will be analyzed and questioned through experimentation. Students will experience how the process of making work can be used to generate emergent ideas, and be challenged to push the art form beyond the accepted conventions. PREREQUISITE(S): None

ANI 422
ANIMATION STYLES & TECHNIQUES
Graduate
The history of animation is explored with a focus on inspiring the students' own work. Students will be involved in an intense study of animation throughout history and around the world, and are required to view a large amount of work outside of class. Animations will be grouped by time period, theme, and/or technique. Through writing and group discussions they will examine the significance of the technique and subject matter. They will put this study into practice by creating short animated films based on their reactions to the films. PREREQUISITE(S): ANI 421

ANI 423
3D ANIMATION SURVEY
Graduate
This course is intended as an intensive overview for graduate students with NO prior 3D experience. Topics include polygonal modeling tools, texturing, principles of 3D animation, basic rigging, camera, lighting and rendering. Animation graduate students with proof of previous 3D experience should consult their advisor to substitute any Major Elective for this course. PREREQUISITE(S): None

ANI 425
VISUAL STORYTELLING
Graduate
This class focuses on storyboarding and animatics as key pre-production tools for animation, film, and game development projects. Areas of focus include narrative development, drawing, performance, and editing. Students will apply these techniques to create an animatic: a comprehensive time-based draft for a short film. PREREQUISITE(S): None

ANI 427
HAND-DRAWN CHARACTER ANIMATION
Graduate
In this course, students will be introduced to the traditional art of hand-drawn character performance. Topics covered will include acting, body mechanics, volume, weight, walk cycles, dialogue and facial expression. PREREQUISITE(S): ANI 421

ANI 430
3D CHARACTER ANIMATION
Graduate
This course explores the art and techniques for character performance in 3D. Students will study and employ fundamental principles for character animation beginning with the essentials of blocking and inbetweening, and continuing with core mechanics including walk cycles, expressions, and lip sync. Students are required to animate weekly shots culminating in a final lip synced character performance. PREREQUISITE(S): ANI 423

ANI 431
ADVANCED 3D CHARACTER ANIMATION
Graduate
This course introduces advanced concepts in 3D character animation that are necessary for achieving professional quality results. Students will hone their skills through the study of advanced techniques for animating multiple characters, creating continuity, and building character through performance. An emphasis will be placed on the exploration of movement for developing personal style. PREREQUISITE(S): ANI 300 or ANI 430
ANI 432
3D RIGGING
Graduate
Students will study the processes and techniques for creating professional quality character rigs. Following a professional production workflow, students will create character skeletons, learn aesthetic and technical considerations for skinning, learn techniques for optimal parametrization, and learn to construct character animation controls. PREREQUISITE(S): ANI 231 or ANI 405

ANI 433
ADVANCED 3D RIGGING
Graduate
This course will teach students to rig organic and inorganic objects. Students will learn to rig a "stretchy spine" along with a more detailed facial set up for a character. Other topics will include inorganic object rigging, quadruped rigging and the use of 3D scripting in rigging. PREREQUISITE(S): ANI 230 and ANI 231

ANI 435
3D CHARACTER MODELING
Graduate
This course will instruct students in the process of 3D polygonal based character modeling. Students will learn professional techniques for building quad-based polygon meshes with an extra emphasis on proper topology to help prepare their model for rigging. Students will learn complete UV unwrapping for the entire figure as well as effective techniques for advanced texturing. PREREQUISITE(S): ANI 230 or ANI 405 or GPH 250

ANI 436
3D MODELING STUDIO
Graduate
Students in this course will broaden and improve their overall skill set by learning a range of modeling techniques. Students will complete several smaller projects that cover topics including speed modeling, efficient low-poly modeling, hard surface modeling, projection texturing, and advanced UV unwrapping techniques. The course will culminate in a final project in which the student will propose and complete an advanced model of their own design. PREREQUISITE(S): ANI 230 or ANI 405 or GPH 250

ANI 437
ENVIRONMENT MODELING
Graduate
This course covers the planning, production and implementation of environment models for games. The term "environment model" includes landscape, exterior architecture, interior architecture, and both organic and man-made props. Topics include visual art direction, setting mood, developing narrative and cinematic lighting strategies. After creating assets in a modeling program, students will implement them in a game engine editor to learn about game engine requirements, limitations and pipeline. Prerequisite: ANI 230 or ANI 405

ANI 438
3D ORGANIC MODELING
Graduate
In this course students learn a variety of modeling tools specially geared toward creating highly detailed and complex organic models for games or films. Various sculpting and texturing techniques available in organic modeling will be discussed as well as proper UV and polygon modeling methods. Students will also gain an understanding of how to build proper human anatomy structures. Students will learn how to create a proper art pipeline between modeling, sculpting, texturing and rendering software packages. PREREQUISITE(S): ANI 230 or ANI 405

ANI 439
3D TEXTURING AND LIGHTING
Graduate
Students will study the processes and techniques for creating shaders and lighting setups for both cinematic and gaming environments. Techniques in UV mapping and projection mapping will be explored for both environments and character creation. Lighting will be approached from the foundation of traditional cinematography. Additional topics, including negative lighting and global illumination, will also be covered. PREREQUISITE(S): ANI 230 or ANI 405 or GPH 250
ANI 440  
COLLABORATIVE SHORT ANIMATED FILM  
Graduate  
Students will work in small groups to produce short animated films from concept to completion using the media of their choice. Emphasis is placed on a collaborative environment for pitching ideas, visual development and creative problem-solving during production. Different studio methodologies and techniques will be discussed. Each team will face various technical and aesthetic challenges to complete a finished film. PREREQUISITE(S): ANI 421 or ANI 453

ANI 444  
VISUAL DESIGN FOR GAMES  
Graduate  
The stages of development in the visual direction of a video game will be identified and detailed, and students will participate in the creation of the visual art direction of a product, giving special attention to the design of 3D models and animation. Visual Design for Games topics include: creating visual direction, concepting, art bibles, art production, and post-production strategies. Students will create proposals, create concepts, iteratively create artwork, and analyze competitive products. PREREQUISITE(S): ANI 446, ANI 425, ANI 105, GD 105, GPH 211 or ART 105 (or equivalent 2D design experience)

ANI 445  
CHARACTER DESIGN  
Graduate  
Students will be introduced to various methods of creating interesting and original character designs for animated films and games, and then put these approaches into practical use. Methods of creative concepting will include drawing, collage, sculpture and 3D mock-ups. Fundamental visual design and color principles will be stressed, along with the basics of caricature. Students will utilize their character designs in an animated short. PREREQUISITE(S): ANI 230 or ANI 405

ANI 446  
GAME ART PIPELINE  
Graduate  
This course is an introduction to the game technical artist's job. Students learn how to design, engineer, and troubleshoot the game art production pipeline. They study good practices and successful strategies for streamlining at different stages of production process. Projects include analyzing problems and then spec'ing out solutions, creating a workflow for producing and exporting assets to several platforms/engines, and creating instructional documentation. PREREQUISITE(S): (ANI 230 or ANI 405) and (ANI 231 or ANI 405)

ANI 450  
MOTION CAPTURE  
Graduate  
This course is a workshop focusing on realistic character motion obtained through motion capture. Students will learn the motion capture pipeline, including character skinning and mapping, planning and directing motion capture sessions, applying motion to a character and motion editing. PREREQUISITE(S): ANI 231 or ANI 405 or GPH 438.

ANI 451  
ADVANCED MOTION CAPTURE STUDIO  
Graduate  
This course will enable students with motion capture experience to advance their technical skills and gain experience with practical application in the motion capture studio. Emphasis will be placed on advanced skinning and mapping techniques as well as complex motion capture sessions involving sets, props, and multiple actors. Students will be required to plan, arrange, and direct their own sessions in the motion capture studio. PREREQUISITE(S): ANI 310 or ANI 450

ANI 452  
3D SCRIPTING  
Graduate  
This is an introductory course in scripting for a 3D production environment. Students will learn and apply basic programming concepts in order to improve the productivity of animators and modelers. Using script, we will automate repetitive tasks, customize the interface, and create new tools. Students will gain a fundamental understanding of how a 3D animation package functions behind the interface. PREREQUISITE(S): (ANI 230 or ANI 405) and (ANI 231 or ANI 405)
ANI 453
ADVANCED 3D SCRIPTING
Graduate
This is an intermediate course in scripting for a 3D production environment. Students will go beyond the introductory course to learn more advanced scripting techniques and practices. Students will learn how to assess a problem/opportunity in the production pipeline, spec out tools, build an effective tool and produce simple interfaces. PREREQUISITE(S): ANI 452

ANI 455
STOP MOTION ANIMATION
Graduate
The principles of stop motion character animation in real space are the emphasis of this intermediate level course. Students are introduced to basic armature building, lighting and scene composition, and the designing and fabrication of characters with a variety of materials. Contemporary uses of digital technology to enhance stop motion production will be explored. PREREQUISITE(S): ANI 201 (or ANI 101)

ANI 456
EXPERIMENTAL ANIMATION
Graduate
This course introduces strategies for an experimental approach to animation. Students will study how experimentation relates to both concept and technique, and examine the work of classic experimental animators. This is a production class that requires students to produce a series of short animations in a variety of processes and styles. PREREQUISITE(S): ANI 201 or ANI 101

ANI 457
HYBRID ANIMATION
Graduate
This production course focuses on combining multiple animation techniques. Students will complete the assignments and final project using mixed media with the choice of animation techniques, content and form left to the individual or group. Topics include pixilation, rotoscoping, and creative use of green screen, among others. PREREQUISITE(S): ANI 421

ANI 460
ANIMATION GRADUATE SEMINAR
Graduate
This seminar will explore the animator's role in contemporary culture, including careers in entertainment, art, game development and education. A combination of guest speakers, critical readings, animation analysis and group discussion will help students lay a foundation for their graduate study in the field.

ANI 466
CINEMA, ANIMATION AND ART
Graduate
This seminar course focuses on animation and cinema from the standpoint of Modern and Contemporary art. Students study the major styles and themes of historical experimental film and video, and relate these topics to contemporary animation and independent cinema practices. Emphasis is placed on theory and criticism, and how it informs experimental work. Students are expected to discuss work and theory in a seminar setting, and to engage the class material in several research papers.

ANI 470
ACTING FOR ANIMATORS
Graduate
This is acting training designed specifically for the needs of animators, as opposed to stage actors. Utilizing lecture/discussion, examination/deconstruction of animated and live-action film clips, home assignments and a few simple in-class improvisations, this course provides the animator with the skills necessary to deliver dynamic animated character performance. Assessment measures include oral and written reflective analysis, short animated character sketches and class participation. PREREQUISITE(S): 421

ANI 478
3D DYNAMICS
Graduate
This course will provide an introduction to dynamic simulation and effects in 3D animation. Topics to be covered include hair and fur, fluid dynamics, smoke and fire, particles, and cloth. An emphasis will be placed on how these effects can enhance an idea or narrative, establish mood, or even be used as a basis for experimental animation. Students will use traditional animation and visual design principles as a basis for creating several small projects. PREREQUISITE(S): (ANI 230 or ANI 405) and (ANI 231 or ANI 405)
ANI 479
3D COMPOSING
Graduate
This course is designed to allow advanced compositors and animators to merge the 2D, 3D and/or live-action video worlds, drawing from a combination of techniques such as motion tracking, compositing, rotoscoping, hand-drawn, cut-out and 3D animation. The goals are to go beyond simply achieving technical proficiency, as we will also focus on learning principles of good animation in preparation for both artistic and commercial endeavors. PREREQUISITE(S): ANI 231 or ANI 405

ANI 480
ANIMATION PRODUCTION
Graduate
Students study the traditional processes used for the production of animation for cinema and games. Topics include pre-production, sound, planning and scheduling, the division of labor, and post-production. Students will apply these methods to their own projects, using the medium of their choice. PREREQUISITE(S): ANI 101 or ANI 201

ANI 481
AUDIO FOR ANIMATION
Graduate
This class will explore concepts and practical techniques students need in order to address many of the unique challenges associated with creating audio for animated films. Students will begin with an introduction to audio production before moving on to build practical skills for both field and studio recording. Lectures, readings, and hands on projects will give students a working knowledge of how to approach and create the immense range of styles of audio for animated films, from classic cartoon soundtracks to the live action style mixes of many of today's animated Hollywood blockbusters. Students will complete several audio projects including a multi-track mix for an animated short. PREREQUISITE: None

ANI 490
TOPICS IN ANIMATION
Graduate
Advanced study in animation focusing on a specific area each quarter. May be repeated for credit. PREREQUISITE(S): ANI 101 or ANI 201 or consent of the instructor.

ANI 493
TOPICS IN 3D ANIMATION
Graduate
Advanced study in 3D animation focusing on a specific area each quarter. May be repeated for credit. PREREQUISITE(S): ANI 230 or ANI 405 or consent of the instructor.

ANI 540
ANIMATED SHORT FILM PART I
Graduate
This course and its continuation, ANI 541, will concentrate on facilitating the graduate students' production of a short, independently animated project. The topics of idea generation, experimentation, problem solving, planning and time management, and the process of critical analysis will be applied to the students work, with the choice of animation technique, content and form left to the individual. We will have technical demonstrations on an as-needed basis, depending on the nature of your animations. This course must be taken consecutively with ANI 541 Animated Short Film Part II. PREREQUISITE(S): ANI 440

ANI 541
ANIMATED SHORT FILM PART II
Graduate
This course is a continuation of ANI 540 Animated Short Film Part I. Throughout the quarter students will continue working on their films, meeting with the instructor for advising, and other students for group critiques. Students will also learn effective post-production strategies as they near completion of their first film. This course must be taken consecutively with ANI 540. PREREQUISITE(S): ANI 540
ANI 560
GRADUATE TEACHING SEMINAR
Graduate
This seminar exposes students to effective methods and professional practices of teaching undergraduate and graduate students. A variety of approaches to course materials and projects will be introduced and discussed in detail. In addition to work in class, students will work closely with a faculty member in order to gain first-hand knowledge, including class observation, of practical aspects of creative and academic instruction. PREREQUISITE(S): none

ANI 599
INDEPENDENT STUDY
Graduate
Independent study form. PREREQUISITE(S): Consent of dean and consent of instructor required.

ANI 639
MFA PRE-THESIS
Graduate
In this course the MFA student will develop the concept and pre-production of their thesis animation through workshops, critiques and assignments. Students will create inspiration and concept art, write a treatment, create a storyboard and animatic as well as research design options to be used on their final film project in ANI 640 MFA Thesis Animation. PREREQUISITE(S): ANI 442

ANI 640
MFA THESIS ANIMATION
Graduate
This course is a three quarter class that will concentrate on the graduate students' production, post-production and completion of their final thesis project. Students will have regular critique sessions with their three Thesis Advisors from the animation faculty. The student's project will be presented to the committee upon completion. PREREQUISITE(S): ANI 639

ANT 102
CULTURAL ANTHROPOLOGY
Undergraduate
An introduction to current anthropological theories and methods for understanding human cultures from a comparative perspective; includes an analysis of human institutions such as religion, politics, and kinship, and the forces that change them in a variety of societies, small and large scale.

ANT 103
ARCHAEOLOGY
Undergraduate
An exploration of the science of archaeology, the study of past human behavior through material remains. Examines the ways archaeologists gather data and the methods used to analyze and interpret these data to learn about the past and how human societies evolved.

ANT 104
INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY
Undergraduate
This course will examine the biological history of the human species culminating with an exploration of human biological variation in the modern world. Principles of evolutionary theory and genetics will first be presented to provide a framework for the study of human evolutionary biology. The fossil evidence for human evolution will then be considered using comparative data from nonhuman primate ecology to help reconstruct prehistoric lives. Finally, features of biological modernity will be discussed. Particular attention will be given to how human populations utilized biological and behavioral mechanisms to adapt to their environments throughout evolutionary history. The course includes labs.

ANT 105
ANTHROPOLOGY THROUGH FILM
Undergraduate
This course is an introduction to cultural anthropology, the sub-discipline of anthropology concerned with contemporary human cultures, through film. The aim is to convey the anthropological perspective on behaviors and systems that people create. The course will emphasize fundamental concepts, methods, and theories used to study culture.
Definitions and features of language and communication, and their relationship to thought and culture. Topics include the classification of languages, language acquisition, linguistic variation, language communities, multilingualism, performance, and variability of language use.

ANT 107
CULTURAL DIMENSION OF BUSINESS
Undergraduate
The focus of the course revolves around this question: What difference does it make when people who participate in different systems of meaning-making buy and sell goods and services to each other? We do not have to juxtapose buyers and sellers from the ends of the earth to see the implications of this question. Even within our own society there are cultural boundaries between buyers and sellers that we can observe. Through the readings and discussions, this course will explore these grey areas of business in cross-cultural environments.

ANT 109
FOOD AND CULTURE
Undergraduate
Explores the concept of culture by focusing on people's knowledge of food; it examines the local sameness and global peculiarity of people's food preferences, considering tastes and environmental impacts, health implications, dietary restrictions, and other social impacts.

ANT 120
SCIENCE OF ARCHAEOLOGY
Undergraduate
Archaeology spans the academic worlds of the physical sciences and the social sciences. In this course, the physical science qualities of the discipline are introduced. Students explore the various ways archaeologists use model building, statistical inference, and evidence analysis to reconstruct past human experiences. The course includes two hour of lab and two hours of lecture/discussion per week.

ANT 201
ETHNOGRAPHIC RESEARCH METHODS
Undergraduate
This course focuses on practicing data collection techniques used by qualitative researchers in the social sciences. Under the supervision of the instructor, students will design and implement a collaborative research project. The techniques to be used may include (but are not limited to) observation, structured and semi-structured interviewing, network analysis, and focused group interviewing. The experience gained in this course prepares students for research activities in future course work, graduate school and professional life. In addition to the practical hands-on training, the course also addresses issues of the relationship of theory to method, ethical concerns in research with human subjects, reflexivity and inter-subjectivity in qualitative research.

ANT 202
ARCHAEOLOGICAL FIELD METHODS
Undergraduate
This course introduces students to the basic field and laboratory methods used in archaeological research through hands on experience. Students will receive intensive field training in archaeological field methods including excavation, survey, mapping, record keeping, and illustration. The course introduces basic laboratory techniques such as artifact processing, identification, and curation. The methodological training will be integrated through emphases on the place of data collection in the archaeological research process, and the relationship between archaeological data and questions of historical and anthropological importance. This course will provide students with the essential basic field training in archaeology required for both applied work in cultural resource management and continued education in archaeology.

ANT 203
PROFESSIONALISM AND ETHICS IN ANTHROPOLOGY
Undergraduate
This class explores the many dimensions of what it means to be a professional anthropologist in both applied and academic areas. Students will learn about specialized resources for anthropologists (web resources, library resources, funding resources, career resources), and become familiar with the professional structure of the discipline. A large portion of the course will be devoted to the debate/discussion/exploration of ethical issues that challenge anthropologists through the use of real cases that have confronted researchers in the field, and through an evaluation of the ethical codes of conduct adopted by the primary professional organizations in anthropology.
ANT 204
LINEAGES OF CULTURE THEORY
Undergraduate
This course provides the student with a history of the culture concept tracing the lineages of thought about culture from the nineteenth century to the present. Readings and seminar discussions will present an explicit discussion of how ideas and understanding about culture have changed over time and will introduce students to the main branches of cultural theory. Students will develop the skills and confidence to work with the abstractions and concepts that underlie anthropological research. The course is reading and writing intensive.

ANT 206
WORLD PREHISTORY
Undergraduate
Placing an emphasis on both theory and the latest archaeological and multidisciplinary approaches this overview of world prehistory will look at a series of interesting problems and case studies that provide a taste of the richness of human creativity. Topics include the evolution from foraging lifestyles, through the increased control of nature by early farmers, to the rise of states and empires: this is an examination of the deep and tangled roots of today's societies.

ANT 210
AFRICAN CULTURES
Undergraduate
Survey of the people and cultures of Africa. Analysis of beliefs, customs, and social organization of traditional African cultures, and the forces of sociocultural change that have affected traditional patterns of life and are necessary to understand contemporary African societies. Formerly SOC 300.

ANT 220
CULTURES OF EUROPE
Undergraduate
Explores the cultural features of the European experience using ethnographic sources. Focuses on European life at the local level, examines the implications of European Community integration on peoples' lives in various countries, and explores causes of conflict within and between national boundaries. (formerly SOC 300 Regional Ethnology: Peoples of Europe).

ANT 230
CULTURES OF THE PACIFIC
Undergraduate
Explores traditional and contemporary cultures of the Pacific. A survey of Oceanic cultures from Australia, Melanesia, Micronesia, and Polynesia; consideration of the geography and geology of Pacific islands; and analysis of the history of contact between Pacific island peoples with Westerners and the consequences for life in the contemporary Pacific. (formerly SOC 300 Regional Ethnology: The Pacific Islands).

ANT 240
CULTURES OF THE MIDDLE EAST
Undergraduate
Explores the cultures and societies of the contemporary Middle East. Focuses on everyday life and practices, such as religion, social organization, art and popular culture. Uses ethnographic sources to examine the historical influence of various civilizations and religions on contemporary Middle Eastern societies from North Africa to Iran.

ANT 250
MATERIAL CULTURE OF MODERN AMERICA
Undergraduate
This course combines historical archaeology and material culture studies to examine how material goods both shape and reflect American identity. The course will take an historical approach beginning in the 17th century when most Americans wore homespun clothing and produced their own food, and continue to the 21st century and a time when Americans wear the national colors of Tommy Hilfiger and eat fast food lunches. Often such changes in material culture are characterized as the process of "modernization," and as such, the course will be centered on the relationship between material culture, American identity and conceptions of modernity. Cross-listed with AMS 370.
ANT 252
MATERIAL CULTURE AND DOMESTIC LIFE
Undergraduate
This course explores the social, and economic dynamics of households through material culture. Specifically, this course looks at how material goods structure domestic life, reflect values surrounding family and kinship, and mediate the relationship between individual households and broader levels of social organization such as community, society, and culture.

ANT 254
HISTORICAL ARCHAEOLOGY OF CHICAGO
Undergraduate
Students will be participating in an archaeological research project focusing on Chicago's past. The course will include an introduction to the concept of an archaeological research design. Students will engage in historical research using primary documents and analyze archaeological data to address specific research questions about Chicago's recent past.

ANT 202 is a prerequisite for this course.

ANT 256
MATERIAL CULTURE OF THE OLD WORLD
Undergraduate
This course combines archaeology and material culture studies to examine how material goods both shape and reflect human experience in Asia, Africa and Europe. The course will be centered on the relationship between material culture, technology, subsistence patterns and societal complexity. The rise of cities and states in the old world will also be examined.

ANT 270
HUMAN EVOLUTION
Undergraduate
Principles of evolutionary theory and genetics will first be presented to provide a framework for the study of human evolutionary biology. Beginning with the earliest fossil evidence, the course will trace human evolution. Particular attention will be given to the forces of environment and sexual selection at work at various points in time. Data from nonhuman primate ecology will be used to help reconstruct prehistoric lives.

ANT 272
INTRODUCTION TO MEDICAL ANTHROPOLOGY
Undergraduate
This course explores the interrelationships between culture and human health for the purposes of understanding the biosocial origins of disease, systems of treatment, and the global inequalities that shape disease patterns and access to health care resources.

ANT 274
FORENSIC ANTHROPOLOGY
Undergraduate
This course separates fact from media fantasy in the application of anthropological knowledge to determining the cause of death. Specific case studies are presented that show the range of situations confronted by anthropologists who consult with law enforcement agencies.

ANT 280
ARCHAEOLOGICAL FIELDWORK
Undergraduate
This course introduces students to the basic field and laboratory methods used in archaeological research through hands on experience. Students will receive intensive field training in archaeological field methods including excavation, survey, mapping, record keeping, and illustration. The course introduces basic laboratory techniques such as artifact processing, identification, and curation. The methodological training will be integrated through emphases on the place of data collection in the archaeological research process, and the relationship between archaeological data and questions of historical and anthropological importance. This course will provide students with the essential basic field training in archaeology required for both applied work in cultural resource management and continued graduate education in anthropology.
ANT 290
SPECIAL TOPICS IN REGIONAL ETHNOLOGY
Undergraduate
Compares the patterns of sociocultural life in different societies within a particular geographic region in order to gain a general understanding of cultural themes, trends, and historical developments. Check current schedule of courses for specific topic. Course may be repeated for credit when title and content change.

ANT 314
ANTHROPOLOGY OF GENDER
Undergraduate
This course exposes students to a variety of topics that address gender cross-culturally and from an anthropological perspective. We shall explore the cultural processes that shape the lives of men, women and transgendered people across time and space.

ANT 317
LANGUAGE, POWER AND IDENTITY
Undergraduate
Explores how communication patterns vary cross-culturally. Examines how the language people speak shapes their worldview and their ways of interacting with each other. Students learn basic techniques of analyzing conversations.

ANT 320
HUMAN VARIATION
Undergraduate
Explores the interrelationships between culture, biology, and the environment in the shaping of social life, including human evolution, sexual differences, skin color, “race,” body shape, and other aspects of human variation.

ANT 322
COMMUNITY-BASED APPLIED PRACTICE
Undergraduate
This laboratory course in the applied anthropology sequence introduces students to the range of anthropological practice in the public and not-for-profit sector. Students will learn about the ways that anthropology has been and can be applied to initiate practical change in communities. In addition to learning the professional and ethical responsibilities of practicing anthropologists, students will also gain a practical experience working on an applied project. Human Subjects Research certification and an ethnographic methods is required for this class.

ANT 324
COLONIALISM TO GLOBAL SOCIETY
Undergraduate
This course examines long-term trends in the development of capitalist society in terms of both material and social organization from the 15th century to the present. Modeled on the core text, Europe and the People without History by Eric Wolfe, the course seeks to ground students in long-term processes of cultural development and change. These issues will be explored through a combination of archaeological and ethnographic perspectives and evidence.

ANT 326
TRANSNATIONAL CULTURES
Undergraduate
This course examines the emergence of transnational culture in the modern world. The focus is on relationships and processes that link communities, such as trade, migration, and tourism, and the local experience of these global processes. While classroom discussion will be structured around critical readings of texts, self reflection and value consciousness will be encouraged. To this end, assignments will combine critical readings and guided experiential activities. Students will be tutored in techniques for giving professional style presentations. The course may vary according to faculty interest. Possible foci include labor migration, media, tourism, and/or global consumption.

ANT 328
INTERNATIONAL APPLIED PRACTICE
Undergraduate
Examines various processes of sociocultural change, with emphasis on peoples undergoing or emerging from cultural, political, or economic oppression.
**ANT 330**  
**CLIENT-BASED APPLIED PRACTICE**  
**Undergraduate**  
This laboratory course introduces students to the use of anthropological methods and theories in the private, for-profit sector. Students will learn about the type of work anthropologists are performing in the corporate world such as design and marketing research, product usability studies, and cultural resource management. In addition to learning the professional and ethical responsibilities of practicing anthropologists, students will also gain a practical experience working on an applied project. Formerly ANT 316.

ANT 203 is a prerequisite for this course.

**ANT 346**  
**URBAN ANTHROPOLOGY**  
**Undergraduate**  
Theories and methods of contemporary anthropology and other fields are used to analyze cities and urban life. Cross-culturally explores the processes of urbanization, urbanism (urban culture, subcultures, and ethnic lifestyles), and the notion of images of cities. Recommended for sophomore level or above.

**ANT 356**  
**URBAN ETHNOGRAPHY**  
**Undergraduate**  
Examines the city as a type of human settlement, focusing on the different forms, functions, images, and ideological perceptions of cities over time and across a number of different cultures. Formerly SOC 356.

**ANT 358**  
**ARCHEOLOGY OF CITIES**  
**Undergraduate**  
This class provides a general overview of the archaeology of urban settlements. We will begin by asking the question "What is a city?" and look at the different theories that address the nature and origins of early urban settlements. To further examine this question we will focus on Cahokia, the largest prehistoric settlement in North America north of Mexico, and the city of Chicago, a well established urban, industrial center. The second portion of the class will take an even broader comparative approach towards the archeology of cities by applying the theories and insights gained in the first portion of the course to different world areas. Through these comparisons students will gain a deeper understanding of the diversity of urban forms across time and space, and consider the possibilities of cross-cultural similarities among prehistoric and early historic urban populations.

**ANT 360**  
**ISSUES IN GLOBAL HEALTH**  
**Undergraduate**  
This course focuses on a specific health issue or set of issues in our world. The interrelationships between culture and health in this issue are examined.

**ANT 374**  
**ANTHROPOLOGY AND MUSEUMS**  
**Undergraduate**  
The course examines the evolving relationships between anthropology and museums. From functional, historical, material and aesthetic perspectives, the relationships between the cultural contexts of objects and museums will be explored. Case studies, guest lectures and site visits (virtual and real) will be used to demonstrate evolving theory, practice, law and ethical implications of collecting objects. Many of the logistical aspects of the museum including the laws and mission statements will also be examined.

**ANT 380**  
**INTERNSHIP IN ANTHROPOLOGY**  
**Undergraduate**  
This course affords credit toward graduation for students involved in department approved internships.
ANT 384
ARCHAEOLOGICAL ANALYSIS
Undergraduate
The course is an introduction to the analysis of archaeological data, the interplay between the knowledge people have of the world and the
remains and traces of their actions in it. We review the relevant culture theory needed to draw distinctions between analytical stances. We
examine how the rhetoric of the research report changes as different analytical stances are selected.

ANT 386
CULTURAL ANALYSIS
Undergraduate
Introduction to cultural analysis, the interplay between the knowledge people have of the world and their actions in it; explores the rudiments
of culture theory needed to draw distinctions between analytical stances; examines how the rhetoric of the research report changes as different
analytical stances are selected. Cross-listed with INT 204.

ANT 388
PROFESSIONAL RESEARCH TUTORIAL
Undergraduate
This course helps anthropology majors prepare for professional presentations at conferences, research exposition, publications and theses. It
uses data collected in another class. The student focuses on developing the communication techniques necessary to meet a professional
standard. Honors program students complete the honors program in anthropology with this course. The course is registered using the
independent study procedure on Campus Connect. The course is taken normally for 2 credits. Students writing an honors program thesis can
take the course for 4 credits.

ANT 390
SPECIAL TOPICS IN ANTHROPOLOGY
Undergraduate
Variable topics in anthropology intended for advanced students. Explores special aspects or areas of anthropology based on particular interests
and expertise of the instructor; course content and title will vary with the instructor. Check current schedule of courses for specific topic.
Course may be repeated for credit when title and content change.

ANT 395
SEMINAR IN ANTHROPOLOGY
Undergraduate
In-depth examination of selected topics in sociocultural anthropology, based either on a geographic area or theoretical theme. Check current
schedule of courses for specific topic. Course may be repeated for credit when title and content change.

ANT 102 is a prerequisite for this course.

ANT 396
SENIOR CAPSTONE SEMINAR
Undergraduate
A course for senior anthropology majors, which satisfies the Senior Year Capstone requirement of the Liberal Studies Program. Objectives of
the course are: to afford students the opportunity to reflect on the influences in their lives (both in and outside of academics) that directed
them toward anthropology as a field of study; to formulate ideas regarding the affect anthropology has on their way of viewing themselves in
the world around them; and to pursue research on an anthropologist or anthropological topic.

ANT 397
TRAVEL/STUDY
Undergraduate
Foreign study tours with lectures and research by special arrangement with sponsoring programs. May be taken for multiple credit when
courses are not duplicated.

ANT 399
INDEPENDENT STUDY
Undergraduate
Independent Study.
This seminar explores the aims of graduate education with particular focus on the program of study leading to the Master of Arts in Applied Professional Studies?its purpose, scope, philosophy, key roles, and processes. Special emphasis is placed on developing a working draft of the Graduate Learning Plan for the individualized portion of the Program (i.e., Focus Area), attaining a fuller understanding of individual fields of professional study, and applying concepts, perspectives and skills of liberal learning in professional practice. In addition, the process is initiated for establishing each student?s guidance committee (“Academic Committee”) consisting of the Student, the Faculty Mentor, and a Professional Advisor (i.e., an established practitioner in the student’s Focus Area).

Status as a MAAPS student or departmental permission is a prerequisite for this class.

Through this review process, students finalize their Graduate Learning Plans, convene their Academic Committees (comprised of themselves, their Professional Advisors, and their Faculty Mentors) to review their Learning Plans, and eventually submit their Learning Plans to the Graduate Student Program Review Committee (GSPRC) for final approval.

Status as a MAAPS student or departmental permission is a prerequisite for this class.

This MAAPS/MSAT foundational course provides participants with skills in collecting, analyzing and synthesizing literature and resources in their respective area(s) of practice. Among these skills are: searching and accessing various sources; discerning credibility of sources; storing and retrieving information for oneself; constructing thematic literature reviews; and, citing sources using APA style.

Status as a MAAPS or MSAT student is a prerequisite for this class.

Through this competence area, students address knowledge and understanding of theories, models and/or theoretical frameworks?including implications for practice?relevant to their individualized areas of focus. In areas where theories are not well established (e.g., in emerging fields of study or in unique combinations of fields), this area includes exploration of theories in related fields.

Status as a MAAPS student or departmental permission is a prerequisite for this class.

Through this competence area, students address the systematic gathering of data and interpretation of findings as practiced within their areas of focus or related fields.

Status as a MAAPS student or departmental permission is a prerequisite for this class.

Scheduled at intervals across the MAAPS Program, Assessment and Integration Sessions provide opportunity for students to meet with their faculty mentors for purposes of ongoing assessment and integration regarding all aspects of the program.

Status as a MAAPS student or departmental permission is a prerequisite for this class.
AP 530
SPECIALIZED SKILLS
Graduate
Through this competence area, students identify, develop and demonstrate skills that are particular to their areas of focus and the context(s) in which these skills are applied.

Status as a MAAPS student or departmental permission is a prerequisite for this class.

AP 540
COMMUNICATION MODES
Graduate
Through this competence area, students identify, develop and demonstrate facility with communication modes relevant to their areas of focus.

Status as a MAAPS student or departmental permission is a prerequisite for this class.

AP 548
ASSESSMENT AND INTEGRATION SEMINAR II
Graduate
Scheduled at intervals across the MAAPS Program, Assessment and Integration Sessions provide opportunity for students to meet with their faculty mentors for purposes of ongoing assessment and integration regarding all aspects of the program.

Status as a MAAPS student or departmental permission is a prerequisite for this class.

AP 550
ORGANIZATIONAL AND/ OR INTERPERSONAL DYNAMICS
Graduate
Through this competence area, students address the human and structural issues relevant to professional practice in their areas of focus. This includes exploration regarding how professional practice per area of focus is affected by systems, technology, structure and other people.

Status as a MAAPS student or departmental permission is a prerequisite for this class.

AP 558
ASSESSMENT AND INTEGRATION SEMINAR III
Graduate
Scheduled at intervals across the MAAPS Program, Assessment and Integration Sessions provide opportunity for students to meet with their faculty mentors for purposes of ongoing assessment and integration regarding all aspects of the program.

Status as a MAAPS student or departmental permission is a prerequisite for this class.

AP 560
CHALLENGES FROM LARGER CONTEXTS
Graduate
Through this competence area, students address the ability to situate their areas of focus (including their issues and problems) within one of the following contexts: the temporal context (historical development and future direction of the area of focus); the social/cultural context (relationship of the area of focus to its societal context); or, the international context (the state of the area of focus globally).

Status as a MAAPS student or departmental permission is a prerequisite for this class.

AP 570
ETHICAL ISSUES
Graduate
Through this competence area, students address the relationship between beliefs and assumptions regarding humanity, good/evil, right/wrong, etc., and behavioral outcomes (including areas of conflict) relevant to their areas of focus.

Status as a MAAPS student or departmental permission is a prerequisite for this class.
AP 574
REFLECTION IN N/ON PRACTICE
Graduate
Through this competence area, students address the interplay between thinking, doing and reflecting in order to generate new ways of mentally organizing ideas and identifying new possibilities to inform future practice their areas of focus.

Status as a MAAPS student or departmental permission is a prerequisite for this class.

AP 578
ASSESSMENT AND INTEGRATION SEMINAR IV
Graduate
Scheduled at intervals across the MAAPS Program, Assessment and Integration Sessions provide opportunity for students to meet with their faculty mentors for purposes of ongoing assessment and integration regarding all aspects of the program.

Status as a MAAPS student or departmental permission is a prerequisite for this class.

AP 585
SUPPLEMENTAL COMPETENCE I
Graduate
Through this competence area, students identify an additional area from among Theories, Research Methods, Specialized Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues and Reflection in/on Practice regarding which to develop and demonstrate competence.

Status as a MAAPS student or departmental permission is a prerequisite for this class.

AP 586
SUPPLEMENTAL COMPETENCE II
Graduate
Through this competence area, students identify an additional area from among Theories, Research Methods, Specialized Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues and Reflection in/on Practice regarding which to develop and demonstrate competence. (AP-586, AP-587, AP-588 and AP-589 collectively serve as a culmination option for the MAAPS degree.)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

AP 587
SUPPLEMENTAL COMPETENCE III
Graduate
Through this competence area, students identify an additional area from among Theories, Research Methods, Specialized Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues and Reflection in/on Practice regarding which to develop and demonstrate competence. (AP-586, AP-587, AP-588 and AP-589 collectively serve as a culmination option for the MAAPS degree.)

Status as a MAAPS student or departmental permission is a prerequisite for this class.

AP 588
SUPPLEMENTAL COMPETENCE IV
Graduate
Through this competence area, students identify an additional area from among Theories, Research Methods, Specialized Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues and Reflection in/on Practice regarding which to develop and demonstrate competence. (AP-586, AP-587, AP-588 and AP-589 collectively serve as a culmination option for the MAAPS degree.)

Status as a MAAPS student or departmental permission is a prerequisite for this class.
AP 589
SUPPLEMENTAL COMPETENCE V
Graduate
Through this competence area, students identify an additional area from among Theories, Research Methods, Specialized Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues and Reflection in/on Practice regarding which to develop and demonstrate competence. (AP-586, AP-587, AP-588 and AP-589 collectively serve as a culmination option for the MAAPS degree.)
Status as a MAAPS student or departmental permission is a prerequisite for this class.

AP 590
PROF COMPETENCE: SPECIAL SUPPLEMENTAL
Graduate
As an option to the Integrating Project, student may elect to develop and demonstrate an additional four areas of professional competence from among Theories, Research, Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues, and Reflection on Practice.

AP 591
INTEGRATING PROJECT PROPOSAL
Graduate
Students develop and submit concise, well-honed documents proposing the nature and scope of their Final Integrating Projects. Topics being proposed are to be supported by relevant professional/scholarly literature and to include the use of appropriate method(s) of inquiry. (AP-591 and AP-592 serve as a culmination option for the MAAPS degree.)
Status as a MAAPS student or departmental permission is a prerequisite for this class.

AP 592
FINAL INTEGRATING PROJECT
Graduate
In fulfillment of the approved Integrating Project Proposal (AP-591), students develop and submit an original, independently-conducted project that provides a significant contribution to their areas of focus. Such projects incorporate elements of theory and practice and demonstrate integration of liberal learning and focus area competencies from across the MAAPS Program. (AP-591 and AP-592 serve as a culmination option for the MAAPS degree.)
Status as a MAAPS student or departmental permission is a prerequisite for this class.

APB 110
EUPHONIUM
Undergraduate
Advanced individual instruction in euphonium performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.
Status as an Undergraduate Music student is a prerequisite for this class.

APB 130
FRENCH HORN
Undergraduate
Advanced individual instruction in french horn performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.
Status as an Undergraduate Music student is a prerequisite for this class.

APB 165
TROMBONE
Undergraduate
Advanced individual instruction in trombone performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.
Status as an Undergraduate Music student is a prerequisite for this class.
APB 170
TRUMPET
Undergraduate

Advanced individual instruction in trumpet performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

APB 175
TUBA
Undergraduate

Advanced individual instruction in tuba performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

APB 410
EUPHONIUM
Graduate

Advanced individual instruction in euphonium performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.

Status as a Graduate Music student is a prerequisite for this class.

APB 430
FRENCH HORN
Graduate

Advanced individual instruction in french horn performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.

Status as a Graduate Music student is a prerequisite for this class.

APB 465
TROMBONE
Graduate

Advanced individual instruction in trombone performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.

Status as a Graduate Music student is a prerequisite for this class.

APB 470
TRUMPET
Graduate

Advanced individual instruction in trumpet performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.

Status as a Graduate Music student is a prerequisite for this class.

APB 475
TUBA
Graduate

Advanced individual instruction in tuba performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.

Status as a Graduate Music student is a prerequisite for this class.
APK 150
PIANO
Undergraduate
Advanced individual instruction in piano performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

APK 160
HARPSICHORD
Undergraduate
Advanced individual instruction in harpsichord performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

APK 450
PIANO
Graduate
Advanced individual instruction in piano performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.

Status as a Graduate Music student is a prerequisite for this class.

APK 460
HARPSICHORD
Graduate
Advanced individual instruction in harpsichord performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.

Status as a Graduate Music student is a prerequisite for this class.

APM 125
ITALIAN DICTION I
Undergraduate
Beginning level Italian and English diction for singers, and an introduction to the international phonetic alphabet.

APV 100 is a corequisite for this class.

APM 126
GERMAN DICTION I
Undergraduate
Beginning level German diction for singers.

APM 125 is a prerequisite and APV 100 is a co-requisite for this class.

APM 127
FRENCH DICTION I
Undergraduate
Beginning level French diction for singers.

APM 126 is a prerequisite and APV 100 is a co-requisite for this class.
APM 160
LATIN ACCESSORIES TECHNIQUES
Undergraduate
Class playing techniques for bongos, congas, and other Latin accessories.

Status as an Undergraduate Music student is a prerequisite for this class.

APM 170
PERCUSSION CONCERT ACCESSORIES TECHNIQUES CLASS
Undergraduate
Class playing technique for cymbals, triangle, tambourine, and other percussion accessories.

Status as an Undergraduate Music student is a prerequisite for this class.

APM 201
INTRODUCTION TO BRASS PLAYING
Undergraduate
This course is designed to introduce basic playing techniques for all brass instruments.

Status as an Undergraduate Music student is a prerequisite for this class.

APM 204
VOCAL COACHING I
Undergraduate
The musical and dramatic performance of select vocal repertoire with special regard to recital material, integrating stylistic considerations, ornamentation, and cadenzas.

An undergraduate vocal performance major and a completed petition to major is a prerequisite for this class.

APM 205
JUNIOR RECITAL
Undergraduate
A short, 30-60 minute, public recital performance of solo and/or chamber repertoire to be completed in the Junior year.

APB 110, APB 130, APB 165, APB 170, APB 175, APK 150, APK 160, APP 100, APS 127, APS 160, APS 180, APS 185, APS 190, APW 115, APW 120, APW 125, APW 135, or APV 100 is a corequisite for this class.

APM 225
ITALIAN D ICTION II
Undergraduate
Intermediate level Italian diction for singers.

APM 125 is a prerequisite for this class.

APM 226
GERMAN D ICTION II
Undergraduate
Intermediate level German diction for singers.

APM 126 is a prerequisite for this class.

APM 227
FRENCH D ICTION II
Undergraduate
Intermediate level French diction for singers.

APM 127 is a prerequisite for this class.
APM 242  
ACCOMPANYING CLASS I  
Undergraduate  
An introduction to the role of the piano accompanist in vocal repertoire, and development of basic vocal coaching skills. A year-long sequence of courses.

Status as an Undergraduate Keyboard student who has passed the petition to major is a prerequisite and APK 150 and APM 300 is a corequisite for this class.

APM 244  
ACCOMPANYING CLASS II  
Undergraduate  
An introduction to the role of the piano accompanist in wind instrumental repertoire, and development of basic vocal coaching skills. A year-long sequence of courses.

Status as an Undergraduate Keyboard student who has passed the petition to major is a prerequisite and APK 150 and APM 301 is a corequisite for this class.

APM 245  
ACCOMPANYING CLASS III  
Undergraduate  
An introduction to the role of the piano accompanist in string instrumental repertoire, and development of basic vocal coaching skills. A year-long sequence of courses.

Status as an Undergraduate Keyboard student who has passed the petition to major is a prerequisite and APK 150 and APM 302 is a corequisite for this class.

APM 253  
INTRODUCTION TO ACTING FOR SINGERS  
Undergraduate  
An introductory course in stage terminology and methods of preparation for stage performance. Class activities include reading assignments, discussions, and performances such as singing, spoken monologues and poems, and improvisation.

Status as an Undergraduate Music student is a prerequisite for this class.

APM 254  
INTRODUCTION TO ACTING FOR SINGERS II  
Undergraduate  
A course in stage terminology and methods of preparation for stage performance. Class activities include reading assignments, discussions, and performances such as singing, spoken monologues and poems, and improvisation.

Status as an Undergraduate Music student is a prerequisite for this class.

APM 300  
ACCOMPANYING PRACTICUM FOR PIANISTS I: VOICE  
Undergraduate  
An exploration of different styles of vocal repertoire, and the practice of accompanying vocalists in both studio and performance formats.

Status as an Undergraduate Keyboard student who has passed the petition to major is a prerequisite and APK 150 and APM 242 is a corequisite for this class.

APM 301  
ACCOMPANYING PRACTICUM FOR PIANISTS II: WINDS  
Undergraduate  
An exploration of different styles of wind repertoire, and the practice of accompanying wind players in both studio and performance formats.

Status as an Undergraduate Keyboard student who has passed the petition to major is a prerequisite and APK 150 and APM 244 is a corequisite for this class.
APM 302  
ACCOMPANYING PRACTICUM FOR PIANISTS III: STRINGS  
Undergraduate  
An exploration of different styles of string repertoire, and the practice of accompanying string players in both studio and performance formats.  

Status as an Undergraduate Keyboard student who has passed the petition to major is a prerequisite and APK 150 and APM 245 is a corequisite for this class.

APM 303  
MUSICAL COACHING FOR SINGERS  
Undergraduate  
Students meet in a masterclass format for musical and diction coaching in their current repertoire.  

APV 100 is a corequisite for this class. Students must have passed petition to major.

APM 304  
VOCAL COACHING II  
Undergraduate  
The musical and dramatic performance of select vocal repertoire with special regard to recital material, integrating stylistic considerations, ornamentation, and cadenzas.  

An undergraduate vocal performance major and a completed petition to major is a prerequisite for this class.

APM 305  
SENIOR RECITAL  
Undergraduate  
A full 60 minute, public recital performance of solo and/or chamber repertoire to be completed in the Senior year. This recital is required as partial fulfillment of the degree of Bachelor of Music in Performance.  

APB 110, APB 130, APB 165, APB 170, APB 175, APK 150, APK 160, APP 100, APS 127, APS 160, APS 180, APS 185, APS 190, APW 115, APW 120, APW 125, APW 135, or APV 100 is a corequisite for this class.

APM 306  
HARPSICHORD PERFORMANCE PRACTICE  
Undergraduate  
A practical introduction for pianists to the harpsichord, harpsichord repertoire from the late Renaissance to early Classical eras, and relevant performance practice and stylistic considerations.  

Status as an Undergraduate Music student is a prerequisite for this class.

APM 308  
BAROQUE PERFORMANCE PRACTICE-INSTRUMENTAL  
Undergraduate  
This course focuses on the interpretation and performance of music from the Baroque era, concentrating primarily on 18th century literature. Open to all instrumentalists, students will study Baroque performance practice based on the treatises and various writings of the time, as well as current scholarly research of early music specialists.  

Status as an Undergraduate Music student is a prerequisite for this class.
APM 309
MUSIC ENTREPRENEURSHIP
Undergraduate
Through opportunity creation, case study, discussion and peer evaluation, this course analyzes and simulates the professional performing arts marketplace, providing collaborative hands-on experience for performers and arts managers-in-training. In this course, performers will hone their musical point-of-view and create an original, self-produced performance opportunity in the DePaul community, with marketing materials and a business structure to support their project. Arts Management students will collaborate with performers on these projects, providing support to their colleagues in a way that models their future professional activities. Each student will also be responsible for analyzing a current successful model, identifying keys to success. This course is intended to bridge the transition from college to career, providing the artistic, career development and entrepreneurship training that have become essential in today’s professional environment. Crosslisted with PAM 309.

Status as an Undergraduate Music student is a prerequisite for this class.

APM 311
WOODWIND PEDAGOGY
Undergraduate
This course is designed to provide students with an overview of the important aspects of woodwind pedagogy. Students will gain the necessary knowledge and skills to teach woodwind students of all ages and ability levels.

Status as a Undergraduate Woodwind student who has passed the petition to major is a prerequisite for this class.

APM 315
THE BUSINESS OF MUSIC FROM THE PERFORMER’S PERSPECTIVE
Undergraduate
Explorations of the business aspects of the performing musician. Topics will include unions, networking, freelancing, audition preparation, taxes, and ethics.

Status as an Undergraduate Music student is a prerequisite for this class.

APM 328
ORCHESTRAL REPETOI RE FOR WOODWINDS I: LITERATURE PERFORMANCE
Undergraduate
Detailed study of significant woodwind orchestral literature, with special emphasis on improving ensemble skills. Each week will feature new repertoire to be rehearsed and performed during the class.

Status as a Undergraduate Woodwind student who has passed the petition to major is a prerequisite for this class.

APM 329
WOODWIND ORCHESTRAL REPETOI RE II: AUDITION PREPARATION
Undergraduate
An overview of orchestral woodwind audition repertoire with special emphasis on audition preparation and audition practice. Students will take several mock auditions over the course of the quarter to improve their understanding of the audition experience.

Status as a Undergraduate Woodwind student who has passed the petition to major is a prerequisite for this class.

APM 332
PIANO PEDAGOGY I
Undergraduate
Introduction to the field of piano teaching at the beginning through advanced elementary levels, with an emphasis on learning theories, instructional techniques, curriculum planning, studio organization and teaching materials. The first of a two course sequence.

Status as an Undergraduate Keyboard student who has passed the petition to major is a prerequisite for this class.
APM 333
PIANO PEDAGOGY II
Undergraduate
An exploration of all aspects of intermediate level piano study, with emphasis on long/short term goals for musical/technical development, instructional techniques, teaching of functional and musicianship skills, survey of intermediate level teaching materials, grading and repertoire selection. The second of a two course sequence.

Status as an Undergraduate Keyboard student who has passed the petition to major is a prerequisite for this class.

APM 336
VOICE PEDAGOGY
Undergraduate
An introduction to basic concepts of vocal pedagogy and the physiology of the singing voice. Through listening, evaluation, study, discussion, observation, and teaching, students will gain a better understanding of how to approach teaching beginning through advanced vocal students.

An undergraduate vocal performance major and a completed petition to major is a prerequisite for this class.

APM 337
ALEXANDER TECHNIQUE
Undergraduate
Introduction to the Alexander Technique as applied to musical performance.

Status as an Undergraduate Music student is a prerequisite for this class.

APM 340
ORCHESTRAL REPERTOIRE FOR STRINGS I
Undergraduate
Study of standard orchestral repertoire for string instruments. A year-long sequence of courses.

Status as a Undergraduate String Performance student who has passed the petition to major is a prerequisite for this class.

APM 341
ORCHESTRAL REPERTOIRE FOR STRINGS II
Undergraduate
Study of standard orchestral repertoire for string instruments. A year-long sequence of courses.

Status as an Undergraduate String Performance Major and APM 340 are a prerequisite for this class.

APM 342
ORCHESTRAL REPERTOIRE FOR STRINGS III
Undergraduate

Status as an Undergraduate String Performance Major and APM 341 are a prerequisite for this class.

APM 343
ORCHESTRAL REPERTOIRE FOR STRING BASS
Undergraduate
Study of standard orchestral repertoire for string basses.

Status as a String Bass student is a prerequisite for this class.
APM 346
PERCUSSION PEDAGOGY
Undergraduate
This course presents teaching techniques of all the major percussion instruments, for students of beginning through advanced levels of proficiency. The course includes an in-depth examination of pertinent published teaching materials, e.g. as method books and collections, as well as an exploration of techniques for motivating young students.

An Undergraduate Percussion Performance major and a completed petition to major is a prerequisite for this class.

APM 347
ORCHESTRAL REPERTOIRE FOR PERCUSSION
Undergraduate
Study of standard orchestral repertoire for percussion instruments.

An Undergraduate Percussion Performance major and a completed petition to major is a prerequisite for this class.

APM 350
INTERPRETATION OF VOCAL LITERATURE I
Undergraduate
Study and demonstration of performance practices (16th-century to present), with a focus on vocal literature in German.

An undergraduate vocal performance major and a completed petition to major is a prerequisite for this class.

APM 351
INTERPRETATION OF VOCAL LITERATURE II
Undergraduate
Study and demonstration of performance practices (16th-century to present), with a focus on vocal literature in French.

Status as an Undergraduate Vocal Performance major and APM 350 is a prerequisite for this class.

APM 352
INTERPRETATION OF VOCAL LITERATURE III
Undergraduate
Study and demonstration of performance practices (16th-century to present), with a focus on vocal literature in Italian and English.

Status as an Undergraduate Vocal Performance major and APM 351 are a prerequisite for this class.

APM 353
TECHNIQUES OF THE MUSIC STAGE I
Undergraduate
Study, coaching, rehearsal and performance of music drama and opera.

An undergraduate vocal performance major and a completed petition to major is a prerequisite for this class.

APM 354
TECHNIQUES OF THE MUSIC STAGE II
Undergraduate
Study, coaching, rehearsal and performance of music drama and opera.

APM 353 is a prerequisite for this class.

APM 356
OPERA WORKSHOP
Undergraduate
An advanced course in opera repertoire; scenes of operas will be presented for public performance.

APM 354 is a prerequisite for this class.
APM 357
A HISTORY OF SINGING THROUGH SOUND
Undergraduate
Using guided listening from the dawn of recording, this course will explore the history and evolution of vocal technique and performance practice. Diverse genres and periods of classical song, opera, and oratorio will be studied and a precise vocabulary for discussing and evaluating will be developed.

Status as an Undergraduate Music student is a prerequisite for this class.

APM 360
TOPICS IN PERFORMANCE
Undergraduate
Indepth investigation of a topic in performance studies.

Status as an Undergraduate Music student is a prerequisite for this class.

APM 361
PIANO LITERATURE I: RENAISSANCE, BAROQUE & CLASSICAL
Undergraduate
An in-depth study of the long-established tradition of pianists and pianism, from Liszt and his disciples in the 19th century through Rachmaninoff, Horowitz and the great pianists of the 20th century, and how the role of the pianist has evolved to the present day.

Status as a piano performance student who has passed the petition to major is a prerequisite for this class.

APM 362
PIANO LITERATURE II: ROMANTICISM
Undergraduate
The purpose of this course is to give piano majors an in-depth look at the role that the piano has played throughout history, not only as a solo instrument but also as a crucial element of any collaborative music making.

Status as a piano performance student who has passed the petition to major is a prerequisite for this class.

APM 363
PIANO LITERATURE III: LATE 19TH - 21ST CENTURY
Undergraduate
The purpose of this course is to give piano majors an in-depth look at the role that the piano has played throughout history, not only as a solo instrument but also as a crucial element of any collaborative music making.

Status as a piano performance student who has passed the petition to major is a prerequisite for this class.

APM 372
ORCHESTRAL REPERTOIRE FOR BRASS
Undergraduate
Study of standard orchestral repertoire for brass instruments.

An undergraduate brass performance major and a completed petition to major is a prerequisite for this class.

APM 373
BRASS CONCEPTS
Undergraduate
A study of brass literature, performance, and pedagogy. An introduction to professional career responsibilities and opportunities.

An undergraduate brass performance major and a completed petition to major is a prerequisite for this class.
APM 374
BRASS INSTRUMENT PERFORMANCE STYLE
Undergraduate
Survey of solo and orchestral performance styles through the principal composers of the 19th and 20th centuries. Analysis of new demands placed on performers in the 21st century. Study of stylistic concepts based on historical, technical, national, and aesthetic considerations.

A petition to major is a prerequisite for this class.

APM 377
GUITAR HISTORY AND LITERATURE I
Undergraduate
Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses.

Status as a Undergraduate Guitar Performance student who has passed the petition to major is a prerequisite for this class.

APM 378
GUITAR HISTORY AND LITERATURE II
Undergraduate
Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses.

Status as a Guitar Performance Major and APM 377 are prerequisites for this class.

APM 379
GUITAR HISTORY AND LITERATURE III
Undergraduate
Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses.

Status as a Guitar Performance Major and APM 378 are a prerequisite for this class.

APM 384
STRING PEDAGOGY I
Undergraduate
An introduction to the field of string teaching at the beginning through advanced levels, with an emphasis on traditional and Suzuki pedagogical approaches. A year-long sequence of courses.

Status as a String Performance, Guitar Performance, or Music Education Major is a prerequisite for this class.

APM 385
STRING PEDAGOGY II
Undergraduate
An introduction to the field of string teaching at the beginning through advanced levels, with an emphasis on traditional and Suzuki pedagogical approaches. A year-long sequence of courses.

Status as a String Performance, Guitar Performance, or Music Education major and APM 384 is a prerequisite for this class.

APM 386
STRING PEDAGOGY III
Undergraduate
An introduction to the field of string teaching at the beginning through advanced levels, with an emphasis on traditional and Suzuki pedagogical approaches. A year-long sequence of courses.

Status as a String Performance, Guitar or Music Education major and APM 385 is a prerequisite for this class.
APM 387  
STUDIO TEACHING AS A PROFESSION  
Undergraduate  
Strategies and techniques for the professional studio teacher.  

A petition to major is a prerequisite for this class.

APM 398  
INDEPENDENT STUDY  
Undergraduate  
An in-depth study of an applied music topic under the supervision of a faculty member. (Departmental permission required).

Status as a Music student is a prerequisite for this class.

APM 400  
OPERA WORKSHOP  
Graduate  
An advanced course in opera repertoire; scenes of operas will be presented for public performance.

Status as a Graduate Music student is a prerequisite for this class.

APM 403  
MUSICAL COACHING FOR SINGERS  
Graduate  
Students meet in a masterclass format for musical and diction coaching in their current repertoire.

APV 100 or APV 400 is a corequisite for this class.

APM 405  
GRADUATE RECITAL  
Graduate  
A full 60 minute, public recital performance of solo and/or chamber repertoire to be completed during the graduate residence. This recital is required as partial fulfillment of the degree of Master of Music in Performance and for the post-Masters Certificate in Performance.

APB 410, APB 430, APB 465, APB 470, APB 475, APK 450, APK 460, APP 400, APS 427, APS 460, APS 480, APS 485, APS 490, APW 415, APW 420, APW 425, APW 435, APW 455, or APV 400 is a co-requisite for this class.

APM 406  
HARPSICHORD PERFORMANCE PRACTICE  
Graduate  
A practical introduction for pianists to the harpsichord, harpsichord repertoire from the late Renaissance to early Classical eras, and relevant performance practice and stylistic considerations.

Status as a Graduate Music student is a prerequisite for this class.

APM 408  
BAROQUE PERFORMANCE PRACTICE - INSTRUMENTAL  
Graduate  
This course focuses on the interpretation and performance of music from the Baroque era, concentrating primarily on 18th century literature. Open to all instrumentalists, students will study Baroque performance practice based on the treatises and various writings of the time, as well as current scholarly research of early music specialists.

Status as a Graduate Music student is a prerequisite for this class.
APM 409
MUSIC ENTREPRENEURSHIP
Graduate
Through opportunity creation, case study, discussion and peer evaluation, this course analyzes and simulates the professional performing arts marketplace, providing collaborative hands-on experience for performers and arts managers-in-training. In this course, performers will hone their musical point-of-view and create an original, self-produced performance opportunity in the DePaul community, with marketing materials and a business structure to support their project. Arts Management students will collaborate with performers on these projects, providing support to their colleagues in a way that models their future professional activities. Each student will also be responsible for analyzing a current successful model, identifying keys to success. This course is intended to bridge the transition from college to career, providing the artistic, career development and entrepreneurship training that have become essential in today's professional environment.

Status as a Graduate Music student is a prerequisite for this class.

APM 411
WOODWIND PEDAGOGY
Graduate
This course is designed to provide students with an overview of the important aspects of woodwind pedagogy. Students will gain the necessary knowledge and skills to teach woodwind students of all ages and ability levels.

Status as a Graduate Music student is a prerequisite for this class.

APM 414
THE BUSINESS OF MUSIC FROM THE PERFORMER'S PERSPECTIVE
Graduate
Explorations of the business aspects of the performing musician. Topics will include unions, networking, freelancing, audition preparation, taxes, and ethics. Seminar format.

Status as a Graduate Music student is a prerequisite for this class.

APM 415
ITALIAN DICTION/LANGUAGE LAB
Graduate
This course is offered in conjunction with the first year of graduate vocal study, with an emphasis on the translation, pronunciation, grammatical understanding, and interpretation of Italian texts.

Status as a Graduate Voice Performance student is a prerequisite for this class.

APM 416
GERMAN DICTION/LANGUAGE LAB FOR GRADUATE STUDENTS
Graduate
This course is offered in conjunction with the first year of graduate vocal study, with an emphasis on the translation, pronunciation, grammatical understanding, and interpretation of German texts.

Status as a Graduate Voice Performance student is a prerequisite for this class.

APM 417
FRENCH DICTION/LANGUAGE LAB FOR GRADUATE STUDENTS
Graduate
This course is offered in conjunction with the first year of graduate vocal study, with an emphasis on the translation, pronunciation, grammatical understanding, and interpretation of French texts.

Status as a Graduate Voice Performance student is a prerequisite for this class.

APM 428
ORCHESTRAL REPERTOIRE FOR WOODWINDS I: LITERATURE PERFORMANCE
Graduate
Detailed study of significant woodwind orchestral literature, with special emphasis on improving ensemble skills. Each week will feature new repertoire to be rehearsed and performed during the class.

Status as a Woodwinds Performance student is a prerequisite for this class.
APM 429
ORCHESTRAL REPERTOIRE FOR STRINGS
Graduate
Study of standard orchestral repertoire for string instruments.
Status as a Graduate String Performance student is a prerequisite for this class.

APM 432
ORCHESTRAL REPERTOIRE FOR STRING BASS
Graduate
Study of standard orchestral repertoire for string instruments.
Status as a Graduate String Bass Performance student or Music Performance certificate student is a prerequisite for this class.

APM 433
WOODWIND ORCHESTRAL REPERTOIRE II: AUDITION PREPARATION
Graduate
An overview of orchestral woodwind audition repertoire with special emphasis on audition preparation and audition practice. Students will take several mock auditions over the course of the quarter to improve their understanding of the audition experience.
Status as a Woodwinds Performance student is a prerequisite for this class.

APM 437
ALEXANDER TECHNIQUE
Graduate
Introduction to the Alexander Technique as applied to musical performance.
Status as a Graduate Music student is a prerequisite for this class.

APM 441
ACCOMPANYING PRACTICUM
Graduate
A practical examination of different styles of instrumental repertoire, and the art of accompanying vocalists (Fall Quarter) and instrumentalists (Winter and Spring Quarters) in both studio and performance formats.
Status as a Graduate Piano student or Music Performance certificate student is a prerequisite for this class.

APM 442
ACCOMPANYING CLASS
Graduate
An in-depth study of the development of the specific skills necessary to effectively accompany vocal (Fall Quarter) and instrumental repertoire (Winter and Spring Quarters).
Status as a Graduate Piano student or Music Performance certificate student is a prerequisite for this class.

APM 446
PERCUSSION PEDAGOGY
Graduate
This course presents teaching techniques of all the major percussion instruments, for students of beginning through advanced levels of proficiency. The course includes an in-depth examination of pertinent published teaching materials, e.g. as method books and collections, as well as an exploration of techniques for motivating young students.
Status as a Graduate Music student is a prerequisite for this class.
APM 447
ORCHESTRAL REPERTOIRE: PERCUSSION
Graduate
Study of standard orchestral repertoire.
Status as a Graduate Percussion student is a prerequisite for this class.

APM 453
ADVANCED TECHNIQUES OF THE MUSIC STAGE
Graduate
Study, coaching, rehearsal, and performance of music and opera.
Status as a Graduate Voice Performance student is a prerequisite for this class.

APM 457
A HISTORY OF SINGING THROUGH SOUND
Graduate
Using guided listening from the dawn of recording, this course will explore the history and evolution of vocal technique and performance practice. Diverse genres and periods of classical song, opera, and oratorio will be studied and a precise vocabulary for discussing and evaluating will be developed.
Status as a Graduate Music student is a prerequisite for this class.

APM 460
TOPICS IN PERFORMANCE
Graduate
An in depth investigation of a topic in performance studies.
Status as a Graduate Music student is a prerequisite for this class.

APM 461
PIANO LITERATURE
Graduate
An in-depth study of the long-established tradition of pianists and pianism, from Liszt and his disciples in the 19th century through Rachmaninoff, Horowitz and the great pianists of the 20th century, and how the role of the pianist has evolved to the present day.
Status as a Graduate Piano student or Music Performance certificate student is a prerequisite for this class.

APM 471
BRASS CONCEPTS
Graduate
A study of brass literature, performance, and pedagogy. An introduction to professional career responsibilities and opportunities.
Status as a Graduate Brass student is a prerequisite for this class.

APM 472
ORCHESTRAL REPERTOIRE FOR BRASS
Graduate
Study of standard orchestral repertoire for brass instruments.
Status as a Graduate Brass student is a prerequisite for this class.

APM 474
BRASS INSTRUMENT PERFORMANCE STYLE
Graduate
Survey of solo and orchestral performance styles through the principal composers of the 19th and 20th centuries. Analysis of new demands placed on performers in the 21st century. Study of stylistic concepts based on historical, technical, national, and aesthetic considerations.
Status as a Graduate Music student is a prerequisite for this class.
APM 477
GUITAR HISTORY AND LITERATURE I
Graduate
Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses.

APM 478
GUITAR HISTORY AND LITERATURE II
Graduate
Guitar History and Literature II. Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses.

APM 479 or permission of instructor is a prerequisite for this class.

APM 479
GUITAR HISTORY AND LITERATURE III
Graduate
Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses.

APM 478 or permission of instructor is a prerequisite for this class.

APM 486
STRING PEDAGOGY
Graduate
A study of the concepts and philosophies of teaching string instruments for beginners through advanced levels. In addition, approaches to coaching chamber music will be reviewed.

Status as a Graduate String or Graduate Guitar student is a prerequisite for this class.

APM 488
STUDIO TEACHING AS A PROFESSION
Graduate
Strategies and techniques for the professional studio teacher.

Status as a Graduate Music student is a prerequisite for this class.

APM 496
VOICE PEDAGOGY
Graduate
An introduction to basic concepts of vocal pedagogy and the physiology of the singing voice. Through listening, evaluation, study, discussion, observation, and teaching, students will gain a better understanding of how to approach teaching beginning through advanced vocal students.

Status as a Voice graduate student is a prerequisite for this class.

APM 498
INDEPENDENT STUDY
Graduate
An in-depth study of an applied music topic under the supervision of a faculty member.

Status as a Graduate Music student is a prerequisite for this class.
APP 100
PERCUSSION
Undergraduate
Advanced individual instruction in percussion performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

APP 400
PERCUSSION
Graduate
Advanced individual instruction in percussion performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.

Status as a Graduate Music student is a prerequisite for this class.

APS 127
GUITAR
Undergraduate
Advanced individual instruction in guitar performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

APS 160
STRING BASS
Undergraduate
Advanced individual instruction in string bass performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

APS 180
VIOLA
Undergraduate
Advanced individual instruction in viola performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

APS 185
VIOLIN
Undergraduate
Advanced individual instruction in violin performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

APS 190
VIOLONCELLO
Undergraduate
Advanced individual instruction in violoncello performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.
APS 427
GUITAR
Graduate
Advanced individual instruction in guitar performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.
Status as a Graduate Music student is a prerequisite for this class.

APS 460
STRING BASS
Graduate
Advanced individual instruction in string bass performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.
Status as a Graduate Music student is a prerequisite for this class.

APS 480
VIOLA
Graduate
Advanced individual instruction in viola performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.
Status as a Graduate Music student is a prerequisite for this class.

APS 485
VIOLIN
Graduate
Advanced individual instruction in violin performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.
Status as a Graduate Music student is a prerequisite for this class.

APS 490
VIOLONCELLO
Graduate
Advanced individual instruction in violoncello performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.
Status as a Graduate Music student is a prerequisite for this class.

APV 100
VOICE-STUDIO
Undergraduate
Advanced individual instruction in voice performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.
Status as an Undergraduate Music student is a prerequisite for this class.

APV 400
VOICE-STUDIO
Graduate
Advanced individual instruction in voice performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.
Status as a Graduate Music student is a prerequisite for this class.
Advanced individual instruction in bassoon performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

Advanced individual instruction in clarinet performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

Advanced individual instruction in flute performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

Advanced individual instruction in oboe performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

Advanced individual instruction in saxophone performance at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

Advanced individual instruction in bassoon performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.

Status as a Graduate Music student is a prerequisite for this class.

Advanced individual instruction in clarinet performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.

Status as a Graduate Music student is a prerequisite for this class.
APW 425  
FLUTE  
Graduate
Advanced individual instruction in flute performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.

Status as a Graduate Music student is a prerequisite for this class.

APW 435  
OBOE  
Graduate
Advanced individual instruction in oboe performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.

Status as a Graduate Music student is a prerequisite for this class.

APW 455  
SAXOPHONE  
Graduate
Advanced individual instruction in saxophone performance at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.

Status as a Graduate Music student is a prerequisite for this class.

ARB 101  
BASIC ARABIC I  
Undergraduate
Arabic 101 is the first in a series of Arabic courses taught at DePaul. Students will be taught the basic skills needed to communicate in Arabic including comprehension, speaking, reading, and writing. Basic grammar will be introduced to facilitate communication. Students will be exposed to authentic Arabic materials from different Arab countries according to the students’ language skills and interests.

ARB 102  
BASIC ARABIC II  
Undergraduate
Arabic 102 is the second in a series of Arabic courses taught at DePaul. Students learn the basic skills needed to communicate in Arabic including comprehension, speaking, reading, and writing. Instruction will build on skills taught in Arabic 101. The main focus of the course will continue to be communicative skills, and grammar will be introduced to facilitate communication. The course will be taught mainly in Arabic using Modern Standard Arabic.

ARB 103  
BASIC ARABIC III  
Undergraduate
Arabic 103 is the third in a series of Arabic courses taught at DePaul. Students learn the basic skills needed to communicate in Arabic including comprehension, speaking, reading, and writing. Instruction will build on skills taught in Arabic 101 & 102. The main focus of the course will continue to be communicative skills, and grammar will be introduced to facilitate communication. The course will be taught mainly in Arabic using Modern Standard Arabic.

ARB 104  
INTERMEDIATE ARABIC I  
Undergraduate
Intermediate Arabic I is the first course of three intermediate Arabic courses that focus on taking students to the advanced level of proficiency by expanding students knowledge of Arab culture, building their vocabulary, and developing their grammar skills. Intermediate Arabic will focus on broadening students’ knowledge of the Arabic language beyond the daily life topics. Students will be introduced to examples of authentic materials of Arabic Literature that include topics of general and professional interests, in order to increase students’ comprehension skills and prepare them to understand the literary and cultural context of the Arabic language. In addition, this course will emphasize two main points: (1) how mastering grammar concepts is crucial for understanding Arabic texts as well as for communicating clearly in speech and writing; and (2) how the derivation system is key for developing vocabulary. ARB 103 or equivalent, including placement test or permission of instructor, is recommended.
ARB 105
INTERMEDIATE ARABIC II
Undergraduate
Intermediate Arabic II is the second course of three intermediate Arabic courses that focus on taking students to the advanced level of proficiency by expanding students' knowledge of Arab culture, building their vocabulary, and developing their grammar skills. Intermediate Arabic will focus on broadening students' knowledge of the Arabic language beyond the daily life topics. Students will be introduced to examples of authentic materials of Arabic Literature that include topics of general and professional interests, in order to increase students' comprehension skills and prepare them to understand the literary and cultural context of the Arabic language. In addition, this course will emphasize two main points: (1) how mastering grammar concepts is crucial for understanding Arabic texts as well as for communicating clearly in speech and writing; and (2) how the derivation system is key for developing vocabulary. ARB 104 or equivalent, including placement test or permission of instructor, is recommended.

ARB 106
INTERMEDIATE ARABIC III
Undergraduate
Intermediate Arabic III is the third course of three intermediate Arabic courses. The course will focus on using the skills the students developed to effectively communicate in Modern Standard Arabic orally and in writing. Students will be introduced to authentic Arabic text and audio material from different Arab countries. The instruction will be provided mainly in Arabic using Modern Standard Arabic as the means of instruction. Students are expected to speak and respond to questions in Arabic. This is an effective approach to language learning that emphasizes communicative abilities and helps to successfully transition students into upper level Arabic courses. ARB 105 or equivalent, including placement test or permission of instructor, is recommended.

ARB 197
SPECIAL TOPICS IN ARABIC
Undergraduate
See schedule for current offerings.

ARB 198
STUDY ABROAD
Undergraduate
Variable credit.

ARB 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

ARB 201
ADVANCED ARABIC I
Undergraduate
Advanced reading and comprehension, with emphasis on recognizing and understanding the perspectives and patterns of Arabic culture. ARB 106 or equivalent, including placement test or permission of instructor, is recommended.

ARB 202
ADVANCED ARABIC II
Undergraduate
Advanced practice in writing and composition, with emphasis on grammatical accuracy, text development skills, and vocabulary expansion. ARB 106 or equivalent, including placement test or permission of instructor, is recommended.

ARB 203
ADVANCED ARABIC III
Undergraduate
Advanced practice of oral skills in both formal and informal usage, with emphasis on correct pronunciation, sentence structure, appropriate vocabulary, and cultural context. ARB 106 or equivalent, including placement test or permission of instructor, is recommended.
ARB 297
SPECIAL TOPICS IN ARABIC
Undergraduate
See schedule for current offerings.

ARB 298
STUDY ABROAD
Undergraduate
Variable credit.

ARB 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

ARB 300
ARABIC GRAMMAR
Undergraduate
A comprehensive review of Arabic grammar with focus on its application to the development of communicative competence. ARB 106 or equivalent, including placement test or permission of instructor, is recommended.

ARB 301
ARAB BROADCAST MEDIA
Undergraduate
This course improves students’ competence in listening, reading comprehension, writing, and presentation skills in the content of Arab media. The main language of instruction will be Modern Standard Arabic (MSA), the language of Arab news. Both instructor and students will be using MSA as the main language for communication. Classroom instruction will assist students in acquiring and using Arabic vocabulary needed for understanding and analyzing authentic Arabic media material. The course will focus on five main topics: (1) Meetings and Conferences, (2) Demonstrations, (3) Elections, (4) Courts and Trails, and (5) Finance and Business. In addition to topics and vocabulary covered in the required textbooks, students will listen and discuss authentic news items. They will also be exposed to Egyptian dialect. ARB 106 or the equivalent, including placement test or permission of instructor, is recommended.

ARB 302
ARABIC PRINT MEDIA
Undergraduate
The course consists of intensive exposure to vocabulary and expressions characteristic of language used in Arab media. The course will rely on newspaper articles and authentic material in addition to the Media Arabic textbook. The focus of the course will be on enforcing vocabulary learned in ARB 301 that will assist students in understanding the content of Arab print Media and translating text into English. Presentations and discussions will be used to enforce meaning and increase vocabulary retention and proper use. ARB 106 or the equivalent, including placement test or permission of instructor, is recommended.

ARB 311
ARABIC SHORT STORIES
Undergraduate
A survey of the history and development of short stories in Arabic literature from various Arab countries with focus on language, content analysis, forms, and cultural content relevant to major elements of Arab culture. ARB 106 or the equivalent, including placement test or permission of instructor, is recommended.

ARB 313
ARABIC FILM
Undergraduate
Survey of the development of Arabic films in the Arab world with examination of sample works from various periods that allow reflection on Arab culture and the social, political, and religious issues that define that culture. ARB 106 or the equivalent, including placement test or permission of instructor, is recommended.
ARB 320
BUSINESS ARABIC
Undergraduate
Content-based instruction with focus on business vocabulary, syntax, and basic linguistic skills necessary for functioning in an Arab business context. ARB 106 or the equivalent, including placement test or permission of instructor, is recommended.

ARB 330
ARABIC TRANSLATION
Undergraduate
Focuses on the thorough introduction to translation (including theory) and the latest technologies available to translators: web-based dictionaries, thesauruses, etc. Introduces students to various translation techniques and emphasizes the need for technical knowledge as required by specific fields. ARB 106 or the equivalent, including placement test or permission of instructor, is recommended.

ARB 350
ARABIC LITERATURE
Undergraduate
This course introduces the students to Modern Arabic Literature in form, language, and content. It provides a survey of modern Arabic literature and will focus on various genres including poetry, drama, the novel, and short stories. Works by major Arab writers and poets representing various regions and content will be examined and analyzed to develop an appreciation for Arab literature and a deeper understanding of their portrayal of Arab culture. ARB 106 or the equivalent, including placement test or permission of instructor, is recommended.

ARB 395
FOREIGN LANGUAGES ACROSS THE CURRICULUM
Undergraduate
The two credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in Arabic. Students must have the equivalent of 106 or higher ability in Arabic to take this two credit component. Please contact the Department of Modern Languages if you have questions about this courses or about language placement.

ARB 397
SPECIAL TOPICS IN ARABIC
Undergraduate
See schedule for current offerings.

ARB 398
STUDY ABROAD
Undergraduate
Variable credit.

ARB 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

ARB 400
ARABIC GRAMMAR
Graduate
A comprehensive review of Arabic grammar with focus on its application to the development of communicative competence. Cross-listed with ARB 300.
ARB 401
ARAB BROADCAST MEDIA
Graduate
This course improves students' competence in listening, reading comprehension, writing, and presentation skills in the content of Arab media. The main language of instruction will be Modern Standard Arabic (MSA), the language of Arab news. Both instructor and students will be using MSA as the main language for communication. Classroom instruction will assist students in acquiring and using Arabic vocabulary needed for understanding and analyzing authentic Arabic media material. The course will focus on five main topics: (1) Meetings and Conferences, (2) Demonstrations, (3) Elections, (4) Courts and Trails, and (5) Finance and Business. In addition to topics and vocabulary covered in the required textbooks, students will listen and discuss authentic news items. They will also be exposed to Egyptian dialect.

ARB 402
ARABIC PRINT MEDIA
Graduate
The course consists of intensive exposure to vocabulary and expressions characteristic of language used in Arab media. The course will rely on newspaper articles and authentic material in addition to the Media Arabic textbook. The focus of the course will be on enforcing vocabulary learned in ARB 301 that will assist students in understanding the content of Arab print Media and translating text into English. Presentations and discussions will be used to enforce meaning and increase vocabulary retention and proper use. Cross-listed with ARB 302.

ARB 411
ARABIC SHORT STORIES
Graduate
A survey of the history and development of short stories in Arabic literature from various Arab countries with focus on language, content analysis, forms, and cultural content relevant to major elements of Arab culture. Cross-listed with ARB 311.

ARB 413
ARABIC FILM
Graduate
Survey of the development of Arabic films in the Arab world with examination of sample works from various periods that allow reflection on Arab culture and the social, political, and religious issues that define that culture. Cross-listed with ARB 313.

ARB 420
BUSINESS ARABIC
Graduate
Content-based instruction with focus on business vocabulary, syntax, and basic linguistic skills necessary for functioning in an Arab business context. Cross-listed with ARB 320.

ARB 430
ARABIC TRANSLATION
Graduate
Focuses on the thorough introduction to translation (including theory) and the latest technologies available to translators: web-based dictionaries, thesauruses, etc. Introduces students to various translation techniques and emphasizes the need for technical knowledge as required by specific fields. Cross-listed with ARB 330.

ARB 450
ARABIC LITERATURE
Graduate
This course introduces the students to Modern Arabic Literature in form, language, and content. It provides a survey of modern Arabic literature and will focus on various genres including poetry, drama, the novel, and short stories. Work by major Arab writers and poets representing various regions and content will be examined and analyzed to develop an appreciation for Arab literature and a deeper understanding of their portrayal of Arab culture. Cross-listed with ARB 350.

ARB 496
PRACTICUM IN ARABIC INSTRUCTION
Graduate
Supervised practice in language instruction, paired with a mentor instructor in a beginning or intermediate language course. Students observe a class, teach a lesson or lessons, assist in assessment and lesson planning, and complete individualized assignments to develop their skills as classroom language instructors. Repeatable.
ARB 497
SPECIAL TOPICS IN ARABIC
Graduate
See schedule for current offerings.

ARB 498
STUDY ABROAD
Graduate
Variable credit.

ARB 499
INDEPENDENT STUDY
Graduate
Variable credit.

ART 101
DIGITAL TOOLS FOR VISUAL THINKERS
Undergraduate
As digital media become a requisite aspect of the artist and designer’s professional preparation, this foundation level course focuses on building basic skills in the most common digital imaging tools. The course will cover two applications, one pixel-based imaging (Photoshop), and one vector-based imaging (Illustrator). It is designed to give students an introduction to how these applications can be used as ideational tools for exploring visual problems, possibilities and solutions, how they can be used to create digital images for output and how they can be integrated with traditional analog media and tools.

ART 104
CREATING ART
Undergraduate
A studio course that uses visual problems and critical discussions to develop creative and perceptual abilities; relates these abilities to the principles of art in cultural and historic contexts (non-art majors).

ART 105
TWO-DIMENSIONAL FOUNDATIONS
Undergraduate
Development of perceptual ability through the analysis of two dimensional concepts of line, shape, value, texture, color, space and organization.

ART 106
BEGINNING DRAWING
Undergraduate
Introduction to composition, line and rendering in black and white drawing media. Basic techniques for descriptive and expressive use of drawing media.

ART 107
THEATRE DRAWING I
Undergraduate
The first in a three quarter sequence of general drawing courses exclusively for students enrolled in the Theater School.

ART 108
THEATRE DRAWING II
Undergraduate
ART 107 and a student in the Theatre School or consent of instructor is a prerequisite for this course.
THEATRE DRAWING III
Undergraduate
ART 110
BEGINNING PAINTING
Undergraduate
An introduction to basic organizational and technical concepts in painting. The preparation and proper use of materials is also stressed. ART 105 or consent of instructor is a prerequisite for this class.

ART 113
THREE DIMENSIONAL FOUNDATIONS
Undergraduate
Development of perceptual ability through the analysis of three-dimensional concepts of line, shape, material, light, movement, and organization.

ART 114
FOUR DIMENSIONAL FOUNDATIONS
Undergraduate
This course will introduce students to the fundamentals of three major time-based art forms: performance art, video art and interactive art. Each of these unique art forms incorporates the presence and manipulation of time as an essential element. Students will produce one finalized studio assignment for each of the three art forms covered, and learn the basic production techniques, project planning, and theories integral to time-based media. Each assignment will incorporate lectures, reading, writing, critique and discussion to promote the understanding of the process, form, history and content that are specific to these particular art forms.

ART 115
BEGINNING SCULPTURE
Undergraduate
An introduction to traditional and contemporary approaches to sculpture with an emphasis on clay modeling, plaster casting and carving. Studio core course.

ART 118
THINKING PHOTOGRAPHY
Undergraduate
This is a required course for Media Arts majors taking a critical and historical look at "the arts of mechanical reproduction" and lens-based image making. As a lecture class, it may include some very basic shooting exercises assigned that could easily be carried out by "snapshot" or disposable cameras - either film or digital.

ART 200
ART & ARTISTS IN CONTEMPORARY CULTURE
Undergraduate
This course will use a mixed lecture/discussion format and thematic approach to consider works on art and design produced in the last 30 years as a means of contextualizing recent works of art. The primary approach to this material will be from the perspective of the artmaker (artist or designer), for whom art theory, criticism and history are crucial tools for developing effective and meaningful work. For that reason, this class will be taught by studio faculty. The class will make extensive use of the city's contemporary museums, galleries, exhibitions and works of public art to emphasize the social, economic and political context from which works of art and design emerge as indicators or signposts of contemporary cultural concerns. Students cannot receive credit for both ART 200 and ART 222.

ART 204
VISUAL COMMUNICATION
Undergraduate
A studio course applying visual principles of communication to written presentations using the most common PC graphics programs, mainly Photoshop and Illustrator.
ART 205
COLOR THEORY AND APPLICATION
Undergraduate
Explorations into the use of color in both paint and computer applications.

ART 105 or ANI 105 or GD 105 or permission of instructor is a prerequisite for this class.

ART 206
INTERMEDIATE DRAWING
Undergraduate
Continued development and exploration into the rendering of space with an introduction to a wider range of drawing media and contemporary art applications in drawing.

ART 106 or consent of instructor is a prerequisite for this class.

ART 210
INTERMEDIATE PAINTING I
Undergraduate
A development of skills and concepts beyond the basic level. Problems that stress advanced concepts of theme, color and spatial design are studied.

ART 105 and 110 or consent of instructor are a prerequisite for this class.

ART 211
INTERMEDIATE PAINTING II
Undergraduate
Intermediate Painting II.

ART 105, ART 106 and ART 110 or consent of instructor is a prerequisite for this class.

ART 212
WATERCOLOR PAINTING
Undergraduate
The investigation of aqueous medium in thin transparent washes, using a variety of subjects. Spontaneity of medium is stressed in order to capture the nuance of color and light.

ART 105 or ART 106 or instructor permission is a prerequisite for this course.

ART 213
SPACE DESIGN
Undergraduate
Application of three-dimensional principles to basic issues of space and object design. Introduction to professional presentation techniques.

ART 113 and ART 115 or consent of instructor is a prerequisite for this class.

ART 214
CERAMIC SCULPTURE
Undergraduate
An exploration of ceramic techniques for constructing and firing expressive sculptural forms.

ART 113 or consent of instructor is a prerequisite for this class.

ART 215
INTERMEDIATE SCULPTURE
Undergraduate
Introduction to basic wood and metal working techniques for producing constructed sculpture. Focuses on modern and contemporary issues in sculpture.

ART 115 or consent of instructor is a prerequisite for this class.
ART 217
ADVANCED THREE-DIMENSIONAL DESIGN
Undergraduate
Advanced investigation of three dimensional design concepts. Course is a sequel to ART 213.

ART 113, ART 115 and ART 213 or consent of instructor is a prerequisite for this class.

ART 218
FIGURE DRAWING
Undergraduate
A study of the human figure through an exploration of anatomy combined with various drawing processes.

ART 106 or consent of instructor is a prerequisite for this class.

ART 219
BEGINNING FIGURE SCULPTURE
Undergraduate
This course provides opportunities for learning how to represent the dynamic human figure in three dimensions and welcomes students with no experience in figure studies as a first introduction to the figure. All class work will be done from a nude model. Home assignments will consist of figure drawings either from departmental Open Studio Figure Drawing sessions or from assigned figure drawings of great masters. Students will be taught basic technical and eye/hand coordination skills necessary to depict the human figure three dimensionally as well as basic understanding of the proportions of the human figure and ability to implement them. This course will also introduce to students the concept of the human figure as a dynamic three dimensional entity. Students will have an opportunity to work from a nude model for nine weeks, examining human anatomy, body proportions and different gesture poses.

ART 106 or ART 115 or instructor permission is a prerequisite for this course.

ART 223
LIGHT, COLOR, AND PHOTOGRAPHY
Undergraduate
Principles of image making with lenses, mirrors and photographic processes. Discusses the physical properties of light and color including those used in laser and holography.

LSP 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

ART 224
BEGINNING DIGITAL PHOTOGRAPHY
Undergraduate
This course introduces students to the digital camera (DSLR) and editing platforms as tools for creative and expressive use of the photographic medium. Proper use of camera functions and file management will be learned in tandem with editing strategies using adobe software. Lighting strategies and inkjet printing will be introduced in a fully equipped Mac lab. This course emphasizes the concepts, theory, and history of the photographic medium within the context of contemporary art. Students will produce their own photographs by digital means and engage in discussion and critical analysis of images and image aesthetics. Suggested prior course: Art 101: Digital Tools for Visual Thinkers.

ART 225
BEGINNING PHOTOGRAPHY
Undergraduate
This course is an introduction to the aesthetics, processes, and theory of black & white film photography. Techniques of chemical-based film development, darkroom printing, and image editing will be introduced. Strategies of exposure, framing and lighting will be explored as means for developing a meaningful photographic language. Emphasis will be given to understanding and using the camera as a tool for personal inquiry and experimentation. Additionally, this course will focus on the role and impact of the photographic image in both historical and contemporary contexts. Suggested prior course: Art 105: 2D Foundations.
ART 226
VIDEO ART
Undergraduate
An introductory level course designed to familiarize students with the uses of video in a variety of artistic practices. These encompass non-narrative treatments in a multiple forms including single and multi-use of monitors and projection, installation, and performance. Students will learn to use PremiereCS6, an industry-standard video editing program, in this class. The department provides video and audio equipment.

ART 227
DIGITAL ART
Undergraduate
Students will develop dexterity and finesse for digital imaging within the context of contemporary art. The primary focus will be on analytic problem solving and developing students' abilities to create complex images, illustrations and icons that effectively convey content and create context. Coursework will utilize Adobe Photoshop and Adobe Illustrator to support and enhance a student's artistic vision; this course encourages a variety of artistic production.

ART 229
BEGINNING PRINTMAKING
Undergraduate
Training in the artistic possibilities of a variety of techniques, including wood-cut, intaglio and mono-print, used in the production of limited edition prints.

ART 230
ISSUES IN ENVIRONMENTAL DESIGN
Undergraduate
Issues in Environmental Design is an introductory course that will examine concepts, theories and practices across multiple scales of design, including graphic, product, architecture, landscape architecture and urban design. We will explore the history and practice of eco-design as well as sustainable design in modern cultures. The environmental impact of design will be examined in relation to everyday products, as well as the consumer culture that feeds their mass production. Examples of excellence will be explored through the examination of case studies; local demonstrations will illustrate the theme of restorative design; and artists' projects that address environmental issues will also be studied. The underlying theme is the connection between culture and nature, and how we must reduce our negative impact on systems that support all life while building positive systems that support all life.

ART 231
SCREEN PRINTING
Undergraduate
A beginning level course designed to teach students the essential equipment, materials, and processes, for screen printing artworks. Printing methods utilize hand-cut stencils, screen filler, and photo-emulsion techniques. ART 101 or ART 105 recommended.
ART 245
PAINTING: MIXOLOGY
Undergraduate

This is an intermediate course utilizing varied 2D media and processes including digital imaging. This will allow students to explore contemporary means and sensibilities through media that reflect a broader range of visual, material and conceptual interests. This will give students a larger repertoire to choose from when making images. Building on the knowledge of oil painting materials and techniques that students gain in the ART 110 Beginning Painting course, ART 245 will also utilize water-based painting materials such as watercolor, gouache, acrylic polymers and gel media. Students will explore techniques such as collage, frottage, stamping, stenciling, relief printing, found image transfer and digital print output in combination with painting and drawing media.

ART 105, ART 106 and ART 110 or consent of instructor is a prerequisite for this class.

ART 260
INTERMEDIA STUDIO
Undergraduate

This course introduces the practices of Intermedia in a social and historical context. Students will learn to articulate concepts through the production of artworks that span a variety of media. The goals are to explore formal structures and research methods with emphasis on the role of analysis, historical and conceptual thinking as essential skills of a multi-media or Intermedia artist. The course includes basic time-based software instruction.

(ART 101 and ART 105) or ANI 105 or consent of instructor is a prerequisite for this class.

ART 264
TEXT IN THE VISUAL ARTS
Undergraduate

Students are introduced to the fundamentals of text including layout, hierarchy and the basic characteristics of letter-forms and type families; in addition to conceptually driven experimentation with typographic form in relation to the fine and media arts, including painting, drawing, photography (digital and analog), photomontage as well as video and time-based arts. Projects employ both handwork and computer technology and address the two-dimensional surface as well as type in three-dimensional space and time-based art.

(ART 101 and ART 105) or ANI 105 or consent of instructor is a prerequisite for this class.

ART 289
EXPERIMENTAL VIDEO ART
Undergraduate

This course is designed to investigate avant-garde film and video theory, and studio practices. Class will be devoted to the viewing and study of film and video work from Europe, Asia, and the US. Students will learn to use PremiereCS6, an industry-standard video editing program, in this class. The department provides video and audio equipment.

ART 290
STUDIO WORKSHOP
Undergraduate

Off campus training in specific studio processes by noted Chicago artists in ceramics or wood working. May be repeated up to 8 hours credit.

ART 291
MURAL PAINTING
Undergraduate

This class has a central focus on the art of mural making. Students will have hands on experience as they design and execute a mural at a predetermined site. The mural will be executed as a small scale illustration board piece in the classroom during the last part of the quarter and installed at a real venue. The students will also learn the strategy and design factors of planning a mural piece of their own. The class functions as a studio class as it meets for 6 hours weekly. A minimum of 25 service hours is required. Drawing or painting experience at the collegiate level is highly recommended for this class. This class is certified for cbSL and JYEL credit.
ART 292
COMMUNITY VIDEO PRODUCTION
Undergraduate
The heavy emphasis on experiential learning of this course will combine classroom instruction on documentary video production with student fieldwork. Over the course of the term, students will plan, produce and substantially complete a videotape project for a community client. Through the production of a video project specifically designed for a community organization, students will be able to practice production techniques that they learn in the classroom while gaining insight about how video can bring attention to community needs and thus make an impact on communities (outside the classroom). Our goal for this course is to bring students to the point of understanding and mastering the technical elements of video production and understanding these processes within an experiential and service learning context, such that through working on documentary projects, students will come to a point of understanding the history and contemporary needs of a particular community group and how the creation of a finished video can address some of those needs. Students will work to produce projects that are thoughtful, important and technically polished. This class is certified for cbSL and JYEL credit.

ART 293
CHINA IN TRANSITION: SOCIAL PERSPECTIVES IN FILM & PHOTOGRAPHY IN CONTEMPORARY CHINA
Undergraduate
The course content will engage a wide range of issues such as the tension and history of the women's rights movement, the reconstruction of values in gender and sexuality, and the ever-changing urban infrastructures in the economically driven culture. Film and photography are the rising new media for documenting and responding to social issues by scholars, filmmakers and artists expressing the Chinese experience. The methodology of this class will deconstruct and decode three common cultural stereotypes: American representations of China, Chinese official representations of itself, and universal representations of one's experiences as a traveler. Through dialogue and cross-reading materials, we compare films, photography, sites/field trips, interviews and journalistic materials to search for the reality and social issues beneath the visual representation. This course emphasizes the aesthetic, the theory and the hands-on experience of using video and photography during the trip (including a brief lecture on composition, framing and digital photography and/or possible video shooting techniques). We will share finished assignments in group critiques and reading discussions - in both cases, they will be the primary means of evaluation in class. In a critique, students will present their work for response and analysis in relation to the given assignment through a class discussion. This dialogue is intended to be evaluative, to provide constructive criticism and to develop critical thinking skills.

ART 294
GENIUS LOCI: ROMAN ARCHETYPES OF PLACE IN VISUAL CULTURE
Undergraduate
This is a semester long study trip to Rome that offers a thematic studio/art history experience concerned with the role that Rome has played in shaping our understanding of place as expressed in visual culture. This course will include such topics as: the influence of Roman approaches to urban organization and development; the influence of national academies in Rome on Western developments in art and architecture; Piranesi and the articulation of utopic and dystopic models derived from Roman culture; the spatial collage of Roman architectural enveloping and fragmentation; illusion and perspective as perceptual puzzle and ideological signifier; and Pasquino and the expression of vox populi in public space. The unique circumstance of urban Rome, where 2500 years of building activity are embedded in the fabric of contemporary life, offers an opportunity to involve students in an interdisciplinary examination of how human needs and desires shape our built environment and are shaped by it.

ART 302
TOPICS IN THE HISTORY OF CINEMA
Undergraduate
Courses on the history of cinema that explore the form, content and historical significance of the media. Taught in the College of Communication with cross-list in Art.

ART 304
THE PHOTOGRAPHIC BOOK
Undergraduate
Since the inception of the photographic process in the early 19th century, one of the primary ways photographers have disseminated their work is through the book form. In this course we will consider the history, examples and practice of the photobook. Students will be expected to photograph a major subject over the course of the term, edit and sequence your photographs and layout and produce a finished, bound photobook through blurb.com, the online publisher. In addition to the history of the photobook, processes of organization and editing will be explored through basic shooting and sequencing exercises. Both film and digital cameras may be used for the course.

ART 224 or ART 225 or permission of instructor is a prerequisite for this class.
ART 306
ADVANCED DRAWING
Undergraduate
An advanced course in historical and contemporary approaches to issues and techniques of drawing.
ART 206 or ART 218 or instructor consent is a prerequisite for this class.

ART 309
DIGITAL SCULPTURE
Undergraduate
Creating computer models of sculpture and their execution using digital cutters.
ART 113 and ART 115 or consent of instructor is a prerequisite for this class.

ART 310
ADVANCED PAINTING I
Undergraduate
Development of advanced skills in painting with work in a more independent approach to concepts and techniques.
ART 105, ART 106, ART 110 and ART 210 or consent of instructor is a prerequisite for this class.

ART 311
ADVANCED PAINTING II
Undergraduate
Advanced Painting II.
ART 105, ART 106, ART 110, ART 210 and ART 310 or consent of instructor is a prerequisite for this class.

ART 312
FIGURE PAINTING
Undergraduate
An introduction to the study of the painted figure in environmental settings. Light, color and spatial illusion are stressed.
ART 105 and ART 106 or consent of instructor is a prerequisite for this class.

ART 313
PERFORMANCE/INSTALLATION ART
Undergraduate
In this upper level course students will utilize their previously acquired skills and background from their respective areas of specialty (painting, drawing, sculpture, photo, video, sound, web and computer application etc) in a new conceptual and spatial context by creating specific environments (installation) and using their bodies in those environments (performance). These hybrid art projects will be presented in a real space and live performance format. Additionally using video and photo documentation as sources, students will create another project in digital format. Students will have the option to concentrate on only one aspect of the course; either installation or performance using either digital or non digital (or combined) formats for their projects.
One 200-level studio course or instructor permission is a prerequisite for this course.

ART 315
ADVANCED SCULPTURE
Undergraduate
Exploration of advanced sculptural themes and techniques determined by the student in consultation with the instructor.
ART 106, ART 115 and ART 215 or consent of instructor is a prerequisite for this class.
ART 316
ADVANCED SCULPTURE II
Undergraduate
Sequel course to ART 315 to allow the completion of extensive projects.
ART 106, ART 113, ART 115, ART 215 and ART 315 or consent of instructor is a prerequisite for this class.

ART 317
ADVANCED FIGURE SCULPTURE
Undergraduate
This course will provide an expansion and enrichment of skills in modeling the human figure for students with a basic background in the figure. All class work will be done from a nude model. Home assignments will consist of figure drawings either from departmental Open Studio Figure Drawing sessions or from assigned figure drawings of great masters. Students in this course will further develop their technical and eye/hand coordination skills necessary to depict the human figure three dimensionally in a more professional manner as well as full understanding of the proportions of the human figure and the ability to implement them freely in a dynamic human figure. Course will also point towards the potential possibility of the exploration, conceptualization and interpretation of the human figure within the contemporary art context or other applications related to the students’ interests.
ART 215 or ART 218 or ART 219 or instructor permission is a prerequisite for this course.

ART 318
ADVANCED FIGURE DRAWING
Undergraduate
Encourages the application of perceptual and media skills gained in figure drawing to more advanced and personal works on paper.
ART 106 and ART 218 or consent of instructor is a prerequisite for this class.

ART 321
INTERMEDIATE DIGITAL PHOTOGRAPHY
Undergraduate
This course builds on Art 224, further emphasizing the aesthetic and conceptual possibilities of digital photography. Through project-based experimentation, students deepen their critical engagement with photographic tools while producing conceptually driven bodies of work. Refined use of the DSLR camera and editing tools takes place through hands-on image production and process-oriented critique. Additionally, this course explores historically established uses of the photographic medium and their relation in the digital context.
ART 224 or instructor permission is a prerequisite for this course.

ART 323
INTERMEDIATE PHOTOGRAPHY
Undergraduate
This course continues the aesthetic development and processes of film-based, black & white photography through a refinement of techniques and conceptual practices. Large and medium-format cameras are introduced along with fiber-based printing, additional lighting and exposure strategies, and darkroom print finishing techniques. Emphasis is on developing and enhancing critical approaches to subject matter through project-based, hands-on experimentation and critical discussion.
ART 225 or consent of instructor is a prerequisite for this class.

ART 324
INTERMEDIATE PRINTMAKING I
Undergraduate
An advanced course designed for students who have had previous technical experience with the various printmaking media. The goal of this course is to enable students to investigate personal concerns and objectives through an ambitious and concentrated body of work. An emphasis is placed on the development of personal imagery and aesthetic goals.
ART 229 or instructor permission is a prerequisite for this course.
ART 325
ADVANCED PHOTOGRAPHY PROJECTS
Undergraduate
Advanced Photography Projects is a course emphasizing individual artistic practice through project-driven approaches to photography. Students will generate conceptually challenging and visually refined photographs using analog and/or digital means. Coursework incorporates student presentations of their artwork, critical discussion and analysis, and the creation of a refined, edited and complete body of work or portfolio. Additional forms such as the photographic book, large-scale printing, and hybrid film/digital approaches may be explored.

Two photography courses, at least one of which at the 300 level or instructor permission are prerequisites for this course.

ART 326
SPECIAL TOPICS IN EXPERIMENTAL VIDEO ART
Undergraduate
Advanced explorations of video as a form of artistic expression. Each course will have a unique focus, such as installation art, video and performance, experimental narrative or experimental documentary. This course may be repeated for credit assuming a change in topic. HD Digital cameras will be provided by the art department. Hands-on skills will be developed and projects will be edited in Final Cut Express.

ART 226 or instructor permission is a prerequisite for this course.

ART 327
ADVANCED COMPUTER GRAPHICS
Undergraduate
Builds on skills learned in ART 227. Explores specific areas of graphics and design; exposes students to advanced software including Director 5, Painter 4, Illustrator 6.0, Morph 2.5, and Claris Home Page.

ART 227 is a prerequisite for this class.

ART 328
DOCUMENTARY PHOTOGRAPHY
Undergraduate
Exploration of photographic concepts and techniques used in artistic, journalistic and sociological documentation.

ART 225 or consent of instructor is a prerequisite for this class.

ART 329
ADVANCED DIGITAL PHOTOGRAPHY
Undergraduate
Advanced Digital Photography focuses on artistic practice through inventive use of the photographic medium and refined engagement with digital tools. Students will focus on self-directed, in depth projects culminating in a high quality portfolio. Additionally, students will be engaging in large-scale inkjet printing and advanced digital workflow. This course also encourages experimentation with unconventional approaches to the photographic object. Students in this course should be prepared to work with their chosen topic independently, create thesis projects for presentations, and participate in group discussions and critiques.

ART 224 and ART 321 or instructor consent are prerequisites for this class.

ART 330
INTERMEDIATE PRINTMAKING II
Undergraduate
An introduction to the various methods and techniques in the century old process of etching, with an emphasis on both traditional and modern approaches.

ART 105 and ART 106 or consent of instructor is a prerequisite for this class.

ART 331
INTERMEDIATE PRINTMAKING III
Undergraduate
A beginning level course designed to teach the student the basic screen printing techniques, materials and equipment and their proper usage.

ART 105 and ART 106 or consent of instructor is a prerequisite for this class.
ART 332
TOPICS IN PHOTOGRAPHIC PRACTICE
Undergraduate
Focused investigations of specific aesthetic, technical or conceptual issues in the practice of photography.

ART 224 or ART 225 or consent of instructor is a prerequisite for this class.

ART 333
COMPUTER APPLICATIONS FOR DESIGN: PRE-PRESS
Undergraduate
Builds on skills learned in ART 228. Explores specific areas of graphics and design focusing on pre-press, and exposes students to advanced software. It is highly recommended students take ART 358 before taking this class.

ART 227, ART 228, ART 260, and ART 264 or consent of instructor is a prerequisite for this class.

ART 334
PORTFOLIO
Undergraduate
In this course students review previous course projects and prepare a final portfolio of their own artistic identity and presentation in preparation for artistic practice, graduate study, and related career opportunities. Visiting professionals will present their work to the class and share their experiences in the field. Students will also learn presentational techniques and methods for career development.

ART 227, ART 228, ART 260, ART 264, and ART 358 or consent of instructor is a prerequisite for this class.

ART 345
ADVANCED MIXED MEDIA
Undergraduate
This course is the sequel to ART 245 Mixed Media Painting and as such is a content driven course with emphasis on understanding medium and material as symbol and idea. The course will offer students a more in-depth understanding of materials and techniques studied in ART 245 as well as prepare them for more conceptually advanced work in painting.

ART 105, ART 106, ART 110 and ART 245 or consent of instructor is a prerequisite for this class.

ART 348
GRAPHIC ART IN THE PUBLIC REALM
Undergraduate
This course enables students to research varied communities, complex information systems, processes, tools, and materials involved in visual communications. Students establish working relationships as individuals and in teams that utilize their skills to effectively communicate to an audience beyond the classroom. Objectives of the course include: creating awareness of current local community social issues, supporting students' development of independent and collaborative work habits, examining issues of social responsibility of the artist, integrating research-based learning and production skills, and assessing the social impact of a completed project. This is a JYEL accredited course.

ART 227, ART 260, ART 264, and ART 358 or consent of instructor is a prerequisite for this class.

ART 358
GRAPHIC ART
Undergraduate
This course explores word and image within the realm of visual art, including analysis of meaning and structure, layout and composition, and format and production. Students are introduced to theory, history and analysis of graphic art through studio projects, readings, writing and critiques.

ART 101 or ART 105 or ART 224 or consent of instructor is a prerequisite for this class.
ART 359  
PRINT MEDIA  
Undergraduate  
Students are introduced to concepts of layout, composition, printing and production of multi-page documents including magazines, artists’ books, posters and various other forms of printed matter. Emphasis is placed on research methodology, critical thinking and visual communication.  
ART 227, ART 228, ART 260, and ART 264 are a prerequisite for this class.

ART 360  
ILLUSTRATION  
Undergraduate  
Investigation of black-and-white and color media and introduction to the techniques, imagery, and functions of illustration in graphic design.  
ART 101, ART 105, ART 106 and ART 227 are prerequisites for this class.

ART 361  
PACKAGE DESIGN  
Undergraduate  
Focuses on current design trends with projects utilizing properties of materials such as paper, plastics, and glass.  
PREREQUISITE: ART 101, ART 105, ART 227, ART 260, ART 261 and ART 264

ART 363  
ADVERTISING DESIGN  
Undergraduate  
Explores the function and practice of design in advertising in both social and art historical contexts. It is highly recommended students take ART 358 before taking this class.  
ART 227, ART 260 and ART 264 or consent of instructor is a prerequisite for this class.

ART 364  
COMPUTER APPLICATIONS IN ART  
Undergraduate  
Use of Photoshop and Illustrator in the design and execution of paintings, drawings, and prints.  
ART 101, ART 105, ART 106 and ART 110 or consent of instructor is a prerequisite for this class.

ART 369  
TYPOGRAPHY II  
Undergraduate  
Advanced investigation into typography and text for verbal and visual expression.  
ART 227, ART 260, ART 264 and ART 358 or consent of instructor is a prerequisite for this class.

ART 377  
PHOTOJOURNALISM  
Undergraduate  
Introduction to the theoretical and technical foundations of photography with exploration of the medium's aesthetic, documentary and narrative purposes within the context of photojournalism. Cross-listed as JOUR 276.
ART 382
STUDENTS TEACHING ART IN THE ELEMENTARY CLASSROOM
Undergraduate
This course brings DePaul students into a Chicago grade school to incorporate art into the curriculum. It is a hybrid course that involves some Independent Study in which the students organize their schedule in conjunction with a grade school classroom teacher, and some required classes that they must attend on campus at a prescribed time and day. Students are off campus for approximately 10 class sessions. At the start of the quarter, students are given a theoretical background in community-based art education, ethical issues, and social engagement. Working in teams, students will observe in the classrooms to gain a sense of the grade school community and the existing curriculum. DePaul students will then develop and teach a specific lesson plan in collaboration with the classroom teacher. The objective will be to produce a creative learning experience that co-mingles art and a core subject such as science or social studies. Teaching this art integrated lesson will be an essential aspect of the learning experience. Students will meet back at the DePaul classroom at designated intervals for information, reflection, and the analysis of their experience and their impact on the grade school community, in relation to the theoretical examples from the beginning of the course. These reflections take varied forms: discussion, role-playing exercises, presentations, and papers. Approved for JYEL and cbSL credit. Formerly ART 283.

ART 383
SERVICE LEARNING IN THE ARTS INTERNSHIP
Undergraduate
Each student will be matched with a not-for-profit art-related organization, based on the student's interests and abilities in the visual arts as well as the organization's needs, which will provide the student with a practical and career-centered experience. An interview with the instructor at least one week prior to the beginning of the quarter is required (email the instructor).

ART 384
ART-RELATED INTERNSHIPS WITH FOR-PROFIT ORGANIZATIONS
Undergraduate
This is a four credit hour supervision class for any Art major or minor that has arranged for an internship with a For-Profit organization to do art-related activity. The class would be viewed as Independent Study, and the students do many of the same activities as in Art 383. This class can be taken for JYEL credit.

ART 385
WEB ART & DESIGN I
Undergraduate
This course is an introduction to web-based art through a series of studio projects utilizing Adobe Dreamweaver. Students learn the basic skills and processes needed to develop functional multimedia web pages that combine image, time, motion and sound to produce conceptual and experimental works of art that can only exist online.
ART 114 or ART 224 or consent of instructor is a prerequisite for this class.

ART 386
WEB ART & DESIGN II
Undergraduate
Students will analyze and produce web art projects with an emphasis on the psychological, social and cultural framework of a web based environment. Students will develop focused and independent research methods and technical skills specific to their web art practice that will expand on the fundamental principals of user interaction and an integration of image, time, motion and sound.
ART 227, ART 228, ART 264 and ART 385 or consent of instructor is a prerequisite for this class.

ART 387
MULTIMEDIA DESIGN
Undergraduate
The course introduces students to a grounding in the design and execution of intensive multimedia project using Macromedia Director. Students will learn to combine text, images, and sound within a 4D environment.
ART 101, ART 105, ART 227, ART 228 and ART 264 are prerequisites for this class.
ART 390
ADVANCED STUDIO PROBLEMS
Undergraduate
Intensive studio experience for students who have completed the requirements in their media specialty.

Junior or Senior standing and status as an Art, Media and Design major or Art minor or consent of instructor is a prerequisite for this class.

ART 392
SENIOR STUDIO SEMINAR
Undergraduate
An intensive capstone seminar of contemporary art theory and studio practice in the student's area of concentration. Required for graduation in Studio Art and in Media Arts.

Senior standing and status as an Art, Media and Design major or Art Minor are a prerequisite for this class. Juniors may attend with instructor's consent.

ART 393
SENIOR DESIGN SEMINAR
Undergraduate
The goals of this capstone class are to research, discuss and critique contemporary design issues as the culmination of the liberal studies coursework with an emphasis on the concentration of art and design. Design methodology and analysis will be surveyed by examining key texts in the field. A different central question and/or project will organize the class each time it is offered. Each question and/or project will be geared towards grappling with communication to diverse audiences, contemporary historical and cultural trends that affect communication, and the use of digital technologies to communicate. This course aims to ensure a familiarity with the ethical, pragmatic, philosophical, theoretical, and aesthetic issues and culture that face designers as they enter the workforce, to aid in their responsible participation in the field.

ART 394
PROFESSIONAL PRACTICE IN THE STUDIO
Undergraduate
An intensive capstone experience in the professional, business, and legal skills needed to manage a career in Studio Art or Media Arts. Required for graduation with a Studio Art or a Media Arts concentration.

Senior standing and status as an Art, Media and Design major or Art Minor are a prerequisite for this class. Juniors may attend with instructor's consent.

ART 395
SPECIAL TOPICS IN STUDIO PRACTICE
Undergraduate
Focuses on studio specialties and techniques not encompassed by the general art curriculum.

ART 396
INTERNSHIP
Undergraduate
Arranges fieldwork or employment in the student's field of study. Utilizes the extensive professional studios and art institutions of Chicago and other international art facilities as well. Up to 12 hours of credit.

Junior or Senior standing and status as an Art, Media and Design major or Art minor or consent of instructor is a prerequisite for this class.

ART 399
INDEPENDENT STUDY
Undergraduate
Independent work in the student's field of study under faculty supervision. Available only to upper-level students with demonstrated capacity for self-motivated study.
ART 405
ADVANCED ART STUDIO
Graduate
Advanced projects in Studio Art, Media Art, and Graphic Art.

ART 105 or consent of instructor is a prerequisite for this class.

ART 427
DIGITAL ART
Graduate
Digital art applications in Studio Art and Media Arts

ART 101 and ART 105 or consent of instructor is a prerequisite for this class.

ART 460
WEB ART AND DESIGN
Graduate
Web Art and Design study and explorations.

ART 101 and ART 105 or consent of instructor is a prerequisite for this class.

ART 461
PHOTOGRAPHY AND MEDIA ART
Graduate
Selected Topics in Art and Photography.

ART 489
VIDEO ART
Graduate
An advanced level course designed to introduce students to the uses of video within a variety of artistic practices including installation, projection and performance as well as linear, single-channel non-narrative, non-documentary pieces. This course will take a "theory/practice" approach. Instruction will combine a study of the historical uses of video in the art world as well as the theoretical and critical perspectives on the practices of a wide range of artists who use video. Hands-on application of these concepts will be applied to the students' own work, culminating in a finished project by the end of the term which will be edited in the computer applications Dreamweaver, Flash and Fireworks. Basic literacy with Macintosh platform is required.

ART 490
ADVANCED TOPICS IN ART, MEDIA AND DESIGN
Graduate
Intensive studio art experience in the student's media of choice. May be taken for variable credit.

ART 209
DRAWING SPECIAL TOPICS
Undergraduate
This course focuses on specialties and techniques in drawing not encompassed by the general art curriculum.

ART 206 or ART 218 or permission of instructor is a prerequisite for this class.

ASL 101
AMERICAN SIGN LANGUAGE I
Undergraduate
This course is a basic introduction to American Sign Language (ASL), the language used by Deaf people in the United States and most of Canada. This course will help students develop their expressive and receptive ASL skills. Students will also learn about Deaf culture since a language cannot be separated from its culture.
ASL 102
AMERICAN SIGN LANGUAGE II
Undergraduate
This is the second of Basic American Sign Language courses in a series of ASL courses. Students will develop expressive and receptive ASL skills through discussions of topics such as living situations, family and occupations, and daily routines or activities. In addition, students will develop storytelling skills. Throughout the session, readings about Deaf culture will also be incorporated since a language cannot be separated from its culture.

ASL 103
AMERICAN SIGN LANGUAGE III
Undergraduate
This is the third of Basic American Sign Language courses in a series of ASL courses. Students will develop expressive and receptive ASL skills through discussions of such topics as giving directions, describing others, making requests, talking about family and occupations, attributing qualities to others, and talking about routines. Students will also learn about Deaf culture, since a language cannot be separated from its culture.

ASL 104
INTERMEDIATE AMERICAN SIGN LANGUAGE I
Undergraduate
Intensive practice in the use of American Sign Language, expanding from beginners' skills acquired in Basic American Sign Language (ASL) courses. It involves intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. ASL 103 or equivalent, including placement test or permission of instructor, is recommended.

ASL 105
INTERMEDIATE AMERICAN SIGN LANGUAGE II
Undergraduate
This course is a continuation of American Sign Language (ASL), Level Two. It includes vocabulary-building and mastery of grammar through rigorous receptive and expressive language activities. Topics discussed in ASL include exchanges of personal information or life events, description of abstract objects, and continued enhancement of the cultural awareness intrinsic to those skills. ASL 104 or equivalent, including placement test or permission of instructor, is recommended.

ASL 106
INTERMEDIATE SIGN LANGUAGE III
Undergraduate
Intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. Continuation of ASL 105. ASL 105 or equivalent, including placement test or permission of instructor, is recommended.

ASL 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

ASL 201
ADVANCED COMMUNICATION I
Undergraduate
Advanced level intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.

ASL 202
ADVANCED COMMUNICATION II
Undergraduate
Advanced level intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. Continuation of ASL 201. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.
ASL 203
ADVANCED COMMUNICATION III
Undergraduate
Advanced level intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. Continuation of ASL 202. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.

ASL 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

ASL 305
AMERICAN SIGN LANGUAGE LITERATURE
Undergraduate
This course will focus on selected ASL videotapes and films ranging from the early 1900's to the present. It shares similar elements and functions with any literature in any language. Students will study the historical background of deaf actors and actresses in silent films, analyze the content of stories, discuss grammatical features in ASL or ASL expressions signed by deaf people, and discuss the various signing registers and styles revealed in these contents. ASL 106 or the equivalent, including placement test or permission of instructor, is recommended.

ASL 306
ARTS IN THE DEAF COMMUNITY
Undergraduate
A study of arts in the deaf community including the history and movement of De'VIA. Students will develop awareness and recognition of Deaf professional artists and the respective meaning behind their work. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.

ASL 310
DEAF CULTURE
Undergraduate
This course is an introduction to concepts and issues in Deaf culture and the Deaf community. Emphasizes the Deaf community as a linguistic and American cultural minority, the importance of language and education of the deaf people, as well as values, traditions, political activism and diversity in this group. ASL 106 or the equivalent, including placement test or permission of instructor, is recommended.

ASL 311
DEAF-BLIND COMMUNITY
Undergraduate
An introduction to various aspects of the deaf-blind community including cultural norms and modes of communication used with deaf-blind communities. Students will develop an understanding of the role of Support Service Provider (SSP) or sighted guide. Opportunities for hands-on experience and interaction with the deaf-blind community will be provided. This course will be open to students who may or may not have had prior experiences with the deaf-blind community. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.

ASL 321
ART OF TRANSLATION
Undergraduate
This course focuses on development of written English translations from ASL and verbal translation from ASL into English. This course will train students to focus on the meaning expressed in ASL concepts and provide proper translations. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.

ASL 352
ASL LINGUISTICS
Undergraduate
This course will help students understand the basic concepts of linguistics as they think critically about ASL structure, including the fundamental areas of phonology, morphology, syntax, semantics, and language in use. Also, it will help students compare and contrast ASL and English structures. Additionally, it will provide students with the ability to understand how people can communicate through different kinds of systems, including languages which have several features. ASL 106 or the equivalent, including placement test or permission of instructor, is recommended.
ASL 353  
FINGERSPELLING  
Undergraduate  
This course will teach the theory behind fingerspelling and will train students on how to process serial information. Students will be able to identify invisible allophones and improve their receptive fingerspelling skills. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.

ASL 354  
SOCIOLINGUISTICS FOR THE DEAF COMMUNITY  
Undergraduate  
This course focuses on issues affecting the Deaf community and studies the use of ASL in society, along with policies created for and attitudes towards the Deaf community. Students will broaden their understanding of the Deaf community by engaging in discourse analysis as well as interacting with the different populations in the Deaf community. ASL 106 or equivalent, including placement test or permission of instructor, is recommended.

ASL 395  
FOREIGN LANGUAGES ACROSS CURRICULUM  
Undergraduate  
The two credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, and signing activities in ASL. Students must have the equivalent of 106 or higher ability in ASL to take this two credit component. Please contact the Department of Modern Languages if you have questions about this course or about language placement.

ASL 399  
INDEPENDENT STUDY  
Undergraduate  
Variable credit.

ASL 499  
INDEPENDENT STUDY  
Graduate  
Variable credit.

AT 580  
INTRODUCTION TO APPLIED TECHNOLOGY  
Graduate  
Through various learning processes (individual research and study, interactive sessions, individualized meetings with faculty, etc.), this seminar explores the aims of graduate education within the program of study leading to the Master of Science in Applied Technology?its purpose, scope, philosophy, key roles and processes. Special emphasis is placed on developing a baseline context for graduate study including a literature-based initial exploration into one?s specialized MSAT track.

Status as an MSAT student or departmental permission is a prerequisite for this class.

AT 585  
PROSEMINAR II: APPLYING INDEPENDENT LEARNING IN PROFESSIONAL PRACTICE  
Graduate  
Through small group meetings and/or individualized tutorials, this seminar outlines the purpose and process of moving graduate learning into self-initiated, self-designed and self-managed application beyond the classroom. Students are guided in identifying independent projects associated with work-based problems/issues related to their specialized tracks as well as learning opportunities related to their reflective practices. Special emphasis is placed on developing (and seeking approval for) project proposals for the culmination phase of the MSAT Program including implementation plans for translating proposals into execution strategies and eventual deliverables.

Status as an MSAT student or departmental permission is a prerequisite for this class.
AT 587
INDEPENDENT WORK-BASED PROJECT I
Graduate
In fulfillment of the approved project proposal, this project enables students to enhance and demonstrate their ability to investigate and contribute to (and/or problem-solve regarding) a work-based challenge applicable to their professional practice and MSAT track. In so doing, students deepen their self-managed inquiry, resourcefulness, initiative-taking and disciplined follow-through as advanced professionals.

Status as an MSAT student or departmental permission is a prerequisite for this class.

AT 588
INDEPENDENT WORK-BASED PROJECT II
Graduate
In fulfillment of the approved project proposal, this project enables students to enhance and demonstrate their ability to investigate and contribute to (and/or problem-solve regarding) a work-based challenge applicable to their professional practice and MSAT track. In so doing, students deepen their self-managed inquiry, resourcefulness, initiative-taking and disciplined follow-through as advanced professionals.

Status as an MSAT student or departmental permission is a prerequisite for this class.

AT 589
REFLECTIVE PRACTICE PROJECT
Graduate
In fulfillment of the approved project proposal, this project enables students to engage and expand their professional practice as reflective practitioners. Students enhance their ability to describe and analyze a particular method or process of reflection and apply it or they describe and analyze a particular aspect of their professional practice and demonstrate improved functioning through focused/applied reflection. In so doing, students deepen their self-managed inquiry, resourcefulness, initiative-taking and disciplined follow-through as advanced professionals.

Status as an MSAT student or departmental permission is a prerequisite for this class.

AT 598
CURRENT TOPICS IN APPLIED TECHNOLOGY
Graduate
Current Topics in Applied Technology

Status as an MSAT student or departmental permission is a prerequisite for this class.

BBE 96
100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED
Undergraduate
(non-credit) Required of all Bilingual Bicultural students. Observations and participatory experience with children and youth in a school or agency. The observation hours are a prerequisite for student teaching and related professional courses.

BBE 97
100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED
Graduate
(non-credit) Required of all Bilingual Bicultural students. Observations and participatory experience with children and youth in a school or agency. The observation hours are a prerequisite for student teaching and related professional courses.
BBE 301
**TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM**
*Undergraduate*
This course provides educators across disciplinary content areas foundational knowledge for teaching and assessing adolescent English language learners (ELLs) and speakers of non-dominant varieties of English. Special focus is placed on identifying and augmenting students' various (oral and written) proficiencies and inter- and intra-linguistic varieties of English toward increased academic English proficiency. This course also engages educators in realizing in curriculum and instruction the multifaceted aspects of fostering academic proficiency among adolescent ELLs and speakers of non-dominant varieties of English, such as theories of first, second, and heritage language sociolinguistics; language policy and planning; cross-disciplinary collaboration; parental/family language practices; family and community participation and involvement; informed decision making and advocacy; school/community discourses; learner accommodations; WIDA and Common Core standards; and culturally and linguistically appropriate assessment.

SEC 364 and Advanced Teacher Candidate Standing are prerequisites for this class.

BBE 302
**BILINGUAL-BICULTURAL PROGRAM DESIGN AND CURRICULUM DEVELOPMENT**
*Undergraduate*
Reviews theory and application of curriculum development to bilingual instructional programs, such as design, organizational patterns, materials and media, teacher training, parent and community involvement, and evaluation. Principal bilingual education program models are examined and analyzed. Includes a review of multiethnic literature and literacy that advocates for students' self-concept, acceptance, and sense of identity (includes 15 clinical hour requirement).

BBE 304
**LANGUAGE, LITERACY AND CULTURE**
*Undergraduate*
This course examines the linguistic, cultural, and social contexts in which culturally and linguistically diverse communities operate and their relation to educational practices. The class addresses sociolinguistic and multicultural perspectives on language and cultural diversity within and outside the U.S. Case studies examined in class readings provide the conceptual framework for multicultural education in the context of language and literacy development. This course is designed to assist future and current teachers in attaining an expanded understanding on the linguistic, cultural, and sociocultural theoretical frameworks that are at the core of educational transformation and social justice in the U.S. The course also aims to examine educators' roles in creating culturally and linguistically responsive curricula for diverse students. Topics include language and ethnicity, language and identity, language and social class, literacy practices, language standardization, language discrimination, dialects, language loss, and heritage languages.

BBE 305
**THEORETICAL FOUNDATIONS IN BILINGUAL EARLY CHILDHOOD DEVELOPMENT**
*Undergraduate*
This course is designed to equip bilingual childhood teachers with the knowledge and philosophy to work effectively in the education of early childhood language minority students in the context of bilingual/ESL programs. The course will explore the historical, socio-political and legal foundations of bilingual education programs in the United States. It will examine different models of language education programs: immersion, ESL pullout, transitional bilingual education, maintenance bilingual, enrichment or dual language. It will also address psycholinguistic and sociolinguistic principles upon which they are based.

BBE 306
**FOUNDATIONS OF ENGLISH AS SECOND LANGUAGE INSTRUCTION IN EARLY CHILDHOOD EDUCATION**
*Undergraduate*
Candidates explore English as a Second Language (ESL), theory and practice as it applies to young children and their families. Candidates also study the sociocultural, pedagogical, linguistic, and political issues underlying current models of education for non-English speaking children, as well as models for ESL instruction in early childhood settings. Critical emphasis is placed upon theories that support young learners in second language acquisition.

BBE 307
**EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS**
*Undergraduate*
Examines assessment procedures, including standardized and performance-based, as well as ethical standards and practices used in the assessment of culturally and linguistically diverse students. Equity and legal issues related to assessment practices, research, first and second language acquisition, bilingualism, cultural and sociopolitical issues related to assessment are discussed. Emphasizes existing biases in assessment and non-discriminatory assessment practices and policies. National, state, and local assessment policies are examined (includes 15 clinical hour requirement).
BBE 310  
SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE  
Undergraduate  
This course is designed to explore a specific area of study in the field of linguistics, such as sociolinguistics, psycholinguistics, applied linguistics, language planning and policy, and cognitive bilingualism, among other related topics. The particular focus of study will vary and change as the course is offered.

BBE 311  
FUNDAMENTALS OF ENGLISH LANGUAGE LEARNER EDUCATION  
Undergraduate  
This introductory course offers candidates a foundation in the critical elements in the education of ELLs: second language acquisition, consequences of additive and subtractive bilingualism, culture and diversity, policies and law, ELL family involvement, language development standards, advocacy, and assessment. The course analyzes factors that influence the acquisition of the first and second language. Teaching practices, curriculum development, selection of instructional materials, use of appropriate language and content assessments are examined. This course covers the Illinois Professional Teaching Standards related to addressing the academic, linguistic, and socio-emotional needs of ELLs.

BBE 316  
SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION  
Undergraduate  
Presents theoretical constructs of bilingual schooling in the U.S. and other multilingual societies from historical, theoretical and sociocultural perspectives. Emphasizes issues in bilingual education related to the sociocultural and legal aspects of language policy and bilingual education in the U.S. The historical trajectory of language policy and bilingual education in the U.S. is discussed in reference to Native American languages and early European settlers' language schooling practices. The focus shifts to 20th and 21st century bilingual education and immigration policies that have influenced both the advocacy for and opposition to bilingual education as well as the movement to make English the official language in the U.S.

BBE 320  
ANALYZING RESEARCH ON IDENTITY, CULTURE & LANGUAGE EDUCATION  
Undergraduate  
Introduces students to, and engages them in reading, research design within the context of bilingual-bicultural education and second language learning and instruction. Students will consider important linguistic and sociocultural issues in language education as examined with various research methods, including quantitative, qualitative, and mixed methods. Students will conduct and present a mini-action research project about their own learning and development, and will write a cogent review of literature about a personally meaningful topic, problem, or issue related to language and culture education. (Includes 15 clinical hour requirement.)

BBE 310 and at least 4 BBE courses (or equivalent) is a prerequisite for this class.

BBE 324  
METHODS OF TEACHING ESL  
Undergraduate  
Course examines the relationship of reading and writing development to second language acquisition in ESL contexts. Discusses various learning and teaching approaches that effectively extend English language learners' literacy and language skills. Explores the literacy progress of native and non-native speakers of English by examining the theoretical perspectives of language and literacy development (includes 15 clinical hour requirement).

BBE 325  
BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL  
Undergraduate  
Analyzes and evaluates methods and materials used in bilingual education and ESL programs. Stresses effective instructional strategies and best practices in first and second language literacy development and content learning. Reviews language teaching approaches and cooperative models of learning relating to development of reading and writing in the first and second language. Presents the acquiring language through content learning versus learning language programs. Investigates appropriate first language usage in bilingual classrooms, focusing on the different content areas, appropriate terminology for native language instruction, and the study of language distribution issues (includes 15 clinical hour requirement).
BBE 326
THEORETICAL FOUNDATIONS OF ESL AND WLE
Undergraduate
Presents an introduction to the field of second and world language, with attention to basic concepts of second language acquisition in various language learning contexts. Discusses interdisciplinary perspectives of second and world language acquisition and their application to classroom practices. Topics include interlanguage, communicative competence, discourse, investment/motivation, sociocultural approaches to language learning, universal grammar, etc. The different factors influencing the acquisition of ESL and WLE are examined as well as current research in applied linguistics and different approaches to language teaching.

BBE 330
LATINOS AND EDUCATION
Undergraduate
This course examines historical and current issues related to the education of Latinos in the US that includes PK-12 and higher education. The course explores the sociolinguistic, theoretical, historical, sociocultural, legal, and political contexts that shape the educational experience of Latinos in the US. Demographic trends and data are examined in light of the various characteristics that make up the diverse Latino population. The course also analyses the theoretical, historical, and political constructs of bilingual schooling and the underlying assumptions and implications for Latino students. Current research conducted by prominent scholars in the field is presented and examined. The course considers factors that influence, positively or negatively, the educational attainment of Latino students. The readings and class discussions emphasize how power relations in the wider society influence patterns in Latino education outcomes and policy-making. The course also examines arguments, assumptions, and interpretations of current and past legislation in regards to the education of Latinos in the US.

BBE 350
ENGLISH LANGUAGE LEARNERS IN THE MIDDLE GRADES
Undergraduate
Presents an introduction to the field of English as a second language, with attention to fundamental concepts of second language acquisition in various language learning contexts. The course analyzes possible factors that influence the acquisition of the first and second language, including linguistic, cognitive, social, and affective dimensions. Emphasis is given not only to the linguistic process in individuals' acquisition of two languages, but also the social, cultural, political, and educational context in which both languages are developed alongside academic attainment. Discusses interdisciplinary perspectives of second language acquisition and their application to classroom practices. This introductory course is designed for mainstream educators and covers the Illinois Professional Teaching Standards related to addressing the academic, linguistic, and socio-emotional needs of ELLs. ***This course counts toward ESL endorsement. Co-requisites for this course are MGE 301 and MGE 311. In this course, students will: 1. Describe language, language acquisition, language development, and second language learning. 2. Recognize the value of students' native languages and cultures as the foundation for developing academic language proficiency. 3. Relate language to the core curriculum content areas such as language arts, mathematics, science, and social studies in the middle grades context. 4. Explain the importance of culture and the diversity of learners, cultural groups, and cultural identity as it influences learners in the middle school classroom. 5. Consider the social and intercultural aspects of language development. 6. Design and deliver appropriate instruction for standards-based English-language teaching that addresses language and content learning for second-language learners and an effective learning environment. 7. Access a variety of valuable resources and tools for instructional support, materials design, and overall creation and maintenance of a nurturing, effective classroom. 8. Summarize the issues of assessing and evaluating language learners in the middle school classroom. 9. Access a wide range of instruments and methods used to test for language-level proficiency and content-area progress.

BBE 355
HOW ENGLISH WORKS: ENGLISH SYNTAX FOR ESL AND BILINGUAL EDUCATION TEACHERS
Undergraduate
This course examines the structure of English from a descriptive linguistic framework. It addresses the inner workings of the English language through objective investigation of the lexical, phrasal, and clausal structures of the language to provide ESL and bilingual education teachers the syntactic foundation of the language they will teach. Topics include parts of speech, constituency, phrase structure, clause types, complements versus adjuncts, question formation, tense, negation, and the grammar of dialects. Additionally, this course will provide special emphasis on how these areas of English grammar interface with Common Core and WIDA standards for ELLs.

BBE 360
SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
Undergraduate
This course is an introduction to the theoretical study of second, world and heritage language acquisition (SLA) from a generative and psycholinguistic perspective at the K-12 levels. The content of the class is founded on the major concepts and issues of language acquisition, including UG-access, L1-transfer, age effects, and the acquisition of form vs. meaning. The course pays particular attention to empirical second and world language studies at the syntax/semantics interface. Course readings and discussion examine the complexities of the processes involved in acquiring a world language that includes the relation between first and SLA; contrastive and error analysis; interlanguage; the social and cultural influences on SLA; learner variability; learning strategies; and classroom interaction analysis. Issues surrounding second and world language acquisition are discussed and deliberated through university classroom experiences as well as required field experiences (20/15 hours; level 2).
BBE 366
FIRST AND SECOND LANGUAGE ACQUISITION
Undergraduate
This course examines principles, processes, theories, and research in first and second language acquisition and bilingualism with implications for language teaching. The course provides an introduction to the fields of first and second language acquisition (SLA) that include universal, individual, and social features and dimensions of the second language learning process that determine the nature and path of acquisition. These features include age and critical periods; cross-linguistic influences; role of the environment; cognitive contributions; interlanguage variability; linguistic features; motivation; and affect. Socio-cultural and sociopolitical aspects of second language acquisition and bilingualism are also discussed. Includes clinical hour requirement.

BBE 370
SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
Undergraduate
This course examines the interdisciplinary study of first, second and world languages and multiple L1 and L2 literacies in their cultural, social, and political contexts, with emphasis on issues of ethnicity, identity, social class, gender, power, and other related topics relative to ideologies of reading and writing the world through reading and writing the word. Special focus is placed on these topics as they pertain to the extant research on language, literacy, and culture represented in the WLE certification language communities, as well as in the literature, art, music, and popular culture of those communities as a means of advocating students' sense of identity as global citizens (20/15 hours; level 1).

BBE 402
BILINGUAL-BICULTURAL PROGRAM DESIGN AND CURRICULUM DEVELOPMENT
Graduate
Reviews theory and application of curriculum development to bilingual instructional programs, such as design, organizational patterns, materials and media, teacher training, parent and community involvement, and evaluation. Principal bilingual education program models are examined and analyzed. Includes a review of multiethnic literature and literacy that advocates for students' self-concept, acceptance, and sense of identity. Includes clinical hour requirement.

BBE 404
LANGUAGE, LITERACY AND CULTURE
Graduate
This course examines the linguistic, cultural, and social contexts in which culturally and linguistically diverse communities operate and their relation to educational practices. The class addresses sociolinguistic and multicultural perspectives on language and cultural diversity within and outside the U.S. Case studies examined in class readings provide the conceptual framework for multicultural education in the context of language and literacy development. This course is designed to assist future and current teachers in attaining an expanded understanding on the linguistic, cultural, and sociocultural theoretical frameworks that are at the core of educational transformation and social justice in the US. The course also aims to examine educators' roles in creating culturally and linguistically responsive curricula for diverse students. Topics include language and ethnicity, language and identity, language and social class, literacy practices, language standardization, language discrimination, dialects, language loss, and heritage languages.

BBE 406
SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
Graduate
Presents theoretical constructs of bilingual schooling in the U.S. and other multilingual societies from historical, theoretical and sociocultural perspectives. Emphasizes issues in bilingual education related to the sociocultural and legal aspects of language policy and bilingual education in the U.S. The historical trajectory of language policy and bilingual education in the U.S. is discussed in reference to Native American languages and early European settlers' language schooling practices. The focus shifts to 20th and 21st century bilingual education and immigration policies that have influenced both the advocacy for and opposition to bilingual education as well as the movement to make English the official language in the U.S.

BBE 407
EQUITY ISSUES IN ASSESSMENT OF LANGUAGE LEARNERS
Graduate
Examines assessment procedures, including standardized and performance-based, as well as ethical standards and practices used in the assessment of culturally and linguistically diverse students. Equity and legal issues related to assessment practices, research, first and second language acquisition, bilingualism, and cultural and sociopolitical issues related to assessment are discussed. Emphasizes existing biases in assessment and non-discriminatory assessment practices and policies. National, state, and local assessment policies are examined. Includes clinical hour requirement.
BBE 408  
ENGLISH LANGUAGE LEARNERS IN THE MIDDLE GRADES  
Graduate  
This course is designed to equip bilingual and second language teachers with the knowledge and philosophy to work effectively in the education of early childhood language minority students in the context of bilingual/ESL programs. The course will explore the historical, political and legal foundations of bilingual education programs in the United States. It will examine different models of bilingual programs and the psycholinguistic and sociolinguistic principles upon which they are based.

BBE 409  
ENGLISH AS A SECOND LANGUAGE INSTRUCTIONAL FOUNDATIONS IN EARLY CHILDHOOD SETTINGS  
Graduate  
Candidates explore English as a Second Language (ESL), theory, and practice as it applies to young children and their families. Candidates also study the socio-cultural, pedagogical, linguistic, and political issues underlying current models of education for non-English speaking children, as well as models for ESL instruction in early childhood settings. Critical emphasis is placed upon theories that support young learners in second language acquisition.

BBE 411  
FUNDAMENTALS OF ENGLISH LANGUAGE LEARNER EDUCATION  
Graduate  
This introductory course offers candidates a foundation in the critical elements in the education of English Language Learners (ELL): second language acquisition, consequences of additive and subtractive bilingualism, culture and diversity, policies and law, ELL family involvement, language development standards, advocacy, and assessment. The course analyzes factors that influence the acquisition of the first and second language. Emphasis is given to the linguistic process in an individual's acquisition of two languages and the context in which both languages are developed alongside academic attainment. Multicultural perspectives and approaches are examined in relation to culturally and linguistically diverse students. Background and experiences. Teaching practices, curriculum development, selection of instructional materials, use of appropriate language and content assessments are examined. Family/community relations and partnerships, as well as engagement of advocacy are also explored. Current federal and state policies related to ELLs are also addressed. This course covers the Illinois Professional Teaching Standards related to addressing the academic, linguistic, and socio-emotional needs of ELLs.

Status as a Graduate Education student is a prerequisite for this class.

BBE 425  
BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL  
Graduate  
Analyzes and evaluates methods and materials used in bilingual education and ESL programs. Stresses effective instructional strategies and best practices in first and second language literacy development and content learning. Reviews language teaching approaches and cooperative models of learning relating to development of reading and writing in the first and second language. Presents the acquiring language through content learning versus learning language programs. Investigates appropriate first language usage in bilingual classrooms, focusing on the different content areas, appropriate terminology for native language instruction, and the study of language distribution issues. Includes clinical hour requirement.

BBE 450  
ENGLISH LANGUAGE LEARNERS IN THE MIDDLE GRADES  
Graduate  
Presents an introduction to the field of English as a second language, with attention to fundamental concepts of second language acquisition in various language learning contexts. The course analyzes possible factors that influence the acquisition of the first and second language, including linguistic, cognitive, social, and affective dimensions. Emphasis is given not only to the linguistic process in individuals' acquisition of two languages, but also the social, cultural, political, and educational context in which both languages are developed alongside academic attainment. Discusses interdisciplinary perspectives of second language acquisition and their application to classroom practices. This introductory course is designed for mainstream educators and covers the Illinois Professional Teaching Standards related to addressing the academic, linguistic, and socio-emotional needs of ELLs. This course counts toward ESL endorsement. Co-requisites for this course are MGE 401 and MGE 411. In this course, students will: 1. Describe language, language acquisition, language development, and second language learning. 2. Recognize the value of students' native languages and cultures as the foundation for developing academic language proficiency. 3. Relate language to the core curriculum content areas such as language arts, mathematics, science, and social studies in the middle grades context. 4. Explain the importance of culture and the diversity of learners, cultural groups, and cultural identity as it influences learners in the middle school classroom. 5. Consider the social and intercultural aspects of language development. 6. Design and deliver appropriate instruction for standards-based English-language teaching that addresses language and content learning for second-language learners and an effective learning environment. 7. Access a variety of valuable resources and tools for instructional support, materials design, and overall creation and maintenance of a nurturing, effective classroom. 8. Summarize the issues of assessing and evaluating language learners in the middle school classroom. 9. Access a wide range of instruments and methods used to test for language-level proficiency and content-area progress.
BBE 466
FIRST AND SECOND LANGUAGE ACQUISITION
Graduate
This course examines principles, processes, theories, and research in first and second language acquisition and bilingualism with implications for language teaching. The course provides an introduction to the fields of first and second language acquisition (SLA) that include universal, individual, and social features and dimensions of the second language learning process that determine the nature and path of acquisition. These features include age and critical periods; cross-linguistic influences; role of the environment; cognitive contributions; interlanguage variability; linguistic features; motivation; and affect. Socio-cultural and sociopolitical aspects of second language acquisition and bilingualism are also discussed. Includes clinical hour requirement.

BBE 474
READING AND ELLS
Graduate
This course examines current theories of second language acquisition, literacy teaching and learning for English language learners (ELLs), and explores the relationships between the first and second language as it relates to the approach to teaching for transfer with ELLs. This course links theory and practice by examining pedagogical approaches that most effectively promote ELLs reading and writing development. Multicultural and multilingual characteristics of ELLs are also discussed as they relate to their literacy development. Other factors that impact the academic achievement of ELLs in relation to literacy include sociocultural, sociolinguistic, and sociopolitical dimensions of teaching ELLs. This course is designed to assist teachers with a specialization in reading to develop expanded understandings of theoretical and pedagogical perspectives related to the literacy and language processes of students learning English as a new language. In addition, literacy assessment in the first and second language represented by standardized testing as well as authentic performance-based evaluations are also presented.

BBE 476
BILITERACY PRACTICES: SECONDARY/ADULT
Graduate
Analyzes and evaluates current research and pedagogical approaches used in second language programs in relation to literacy instruction in the secondary and adult classroom settings. The course focuses on effective instructional strategies and best practices in first and second language literacy development. Special attention is given to content area learning in relation to acquiring literacy skills in a second language for secondary students. The course reviews language and literacy instructional approaches and cooperative models of learning related to the development of reading and writing in the first and second language. Discussions center on issues of acquiring language and literacy skills through content instruction as well as authentic and performance-based assessment. Investigates appropriate first and second language development in bilingual, ESL and foreign language classrooms, focusing on the different aspects of literacy and subject matter learning (includes 15 clinical hour requirement).

BBE 490
MULTICULTURAL AND MULTILINGUAL CHILDREN'S LITERATURE
Graduate
This course will use multicultural and multilingual children's books to survey pluralism and linguistic diversity. Students will analyze folk and modern literature, including application of literary and culturally responsive criteria to these selections. Students will explore means of teaching using multicultural literature to encourage diverse learners and learning styles. Students will evaluate literature for its literary value as well as cultural acceptability. Students will read a broad variety of current multicultural literature for children and young adults. Students interested in specializing in one specific age group or grade level may focus their literature selections on literature appropriate for specific ages. Genres of children's and young adult literature will be examined and criteria for selection and renewing collections for school and public libraries will be discussed. Notable authors, poets, and illustrators of children's and young adult literature will be studied with an emphasis on those who contribute to bilingual, multilingual, and multicultural, and multiethnic collections. The use of children's and young adult literature to develop literacy, particularly for ELLs will be studied and the use of children's and young adult literature in meeting national, state, and district standards will be discussed. Children's and young adult literature will be examined from diverse perspectives in particular literature reflecting African American, Asian, Latino, and Native American cultures. However, students will read literature from all cultural groups including traditional children's and young adult literature.
BBE 501
TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM
Graduate
This course provides educators across disciplinary content areas foundational knowledge for teaching and assessing adolescent English language learners (ELLs) and speakers of non-dominant varieties of English. Especial focus is placed on identifying and augmenting students' various (oral and written) proficiencies and inter- and intra-linguistic varieties of English toward increased academic English proficiency. This course also engages educators in realizing in curriculum and instruction the multifaceted aspects of fostering academic proficiency among adolescent ELLs and speakers of non-dominant varieties of English, such as theories of first, second, and heritage language sociolinguistics; language policy and planning; cross-disciplinary collaboration; parental/family language practices; family and community participation and involvement; informed decision making and advocacy; school/community discourses; learner accommodations; WIDA and Common Core standards; and culturally and linguistically appropriate assessment.

T&L 425 and Advanced Teacher Candidate Standing or status as a TEACH student are prerequisites for this class.

BBE 510
SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE
Graduate
This course is designed to explore a specific area of study in the field of linguistics, such as sociolinguistics, psycholinguistics, applied linguistics, language planning and policy, and cognitive bilingualism, among other related topics. The particular focus of study will vary and change as the course is offered. Includes clinical hour requirement.

BBE 520
ANALYZING RESEARCH ON IDENTITY, CULTURE & LANGUAGE EDUCATION
Graduate
Introduces students to, and engages them in reading, research designed within the context of bilingual-bicultural education and second language learning and instruction. Students will consider important linguistic and sociocultural issues in language education as examined with various research methods, including quantitative, qualitative, and mixed methods. Students will conduct and present a mini-action research project about their own learning and development, and will write a cogent review of literature about a personally meaningful topic, problem, or issue related to language and culture education. For many students, this paper forms the beginning stages of their BBE Masters thesis or M.Ed. paper. (Includes 15 clinical hour requirement.)

SCG 410 or SCG 610 and at least 5 BBE courses (or equivalent) is a prerequisite for this class.

BBE 524
METHODS OF TEACHING ESL
Graduate
Course examines the relationship of reading and writing development to second language acquisition in ESL contexts. Discusses various learning and teaching approaches that effectively extend English language learners' literacy and language skills. Explores the literacy progress of native and non-native speakers of English by examining the theoretical perspectives of language and literacy development. Includes clinical hour requirement.

BBE 526
THEORETICAL FOUNDATIONS OF ESL AND WLE
Graduate
Presents an introduction to the field of second and world language, with attention to basic concepts of second language acquisition in various language learning contexts. Discusses interdisciplinary perspectives of second and world language acquisition and their application to classroom practices. Topics include interlanguage, communicative competence, D/discourses, investment/motivation, sociocultural approaches to language learning, universal grammar, etc. The different factors influencing the acquisition of ESL and WLE are examined as well as current research in applied linguistics and different approaches to language teaching.

BBE 530
LATINOS AND EDUCATION
Graduate
This course examines historical and current issues related to the education of Latinos in the US that includes PK-12 and higher education. The course explores the sociolinguistic, theoretical, historical, sociocultural, legal, and political contexts that shape the educational experience of Latinos in the US. Demographic trends and data are examined in light of the various characteristics that make up the diverse Latino population. The course also analyses the theoretical, historical, and political constructs of bilingual schooling and the underlying assumptions and implications for Latino students. Current research conducted by prominent scholars in the field are presented and examined. The course considers factors that influence, positively or negatively, the educational attainment of Latino students. The readings and class discussions emphasize how power relations in the wider society influence patterns in Latino education outcomes and policy-making. The course also examines arguments, assumptions, and interpretations of current and past legislation in regards to the education of Latinos in the US.
BBE 554  
**METHODS OF TEACHING ESL: ELEMENTARY**  
Graduate  
The course provides an in-depth study of instructional approaches and curricular designs for the second language elementary classroom setting. Presents reviews and critiques specific methods and strategies for teaching second language learners, as well as comparative methods of learning the first and second language. Emphasizes methods for implementing constructivist strategies such as cooperative learning, thematic approach, flexible grouping, and sheltered instruction. The course provides guidelines for planning effective lessons using both thematic units and content-based subject matter. A critical focus of this course is on teaching and learning ESL through the content areas for elementary students (includes 15 clinical hour requirement).

BBE 555  
**HOW ENGLISH WORKS: ENGLISH SYNTAX FOR ESL AND BILINGUAL EDUCATION TEACHERS**  
Graduate  
This course examines the structure of English from a descriptive linguistic framework. It addresses the inner workings of the English language through objective investigation of the lexical, phrasal, and clausal structures of the language to provide ESL and bilingual education teachers the syntactic foundation of the language they will teach. Topics include parts of speech, constituency, phrase structure, clause types, complements versus adjuncts, question formation, tense, negation, and the grammar of dialects. Additionally, this course will provide special emphasis on how these areas of English grammar interface with Common Core and WIDA standards for ELLs.

BBE 556  
**METHODS OF TEACHING ESL: SECONDARY/ADULT**  
Graduate  
The course explores the theoretical underpinnings and the applications of second-language theories and cultural knowledge to ESL teaching methodology and curriculum design in secondary and adult classroom settings. In addition, various approaches to second language teaching and learning as well as methods for modifying lessons to suit the needs of second-language learners to enhance their acquisition and use of English are presented. Concentrates on assisting educators in the development of appropriate strategies for teaching speaking, listening, reading, writing, and grammar in ESL environments. A major focus of this course is on teaching and learning ESL within the content areas through effective lesson planning using both thematic units and content-based subject matter. The course explores constructivist approaches such as sheltered language instruction (includes 15 clinical hour requirement).

BBE 560  
**SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12**  
Graduate  
This course is an introduction to the theoretical study of second, world and heritage language acquisition (SLA) from a generative and psycholinguistic perspective at the K-12 levels. The content of the class is founded on the major concepts and issues of language acquisition, including UG-access, L1-transfer, age effects, and the acquisition of form vs. meaning. The course pays particular attention to empirical second and world language studies at the syntax/semantics interface. Course readings and discussion examine the complexities of the processes involved in acquiring a world language that includes the relation between first and SLA; contrastive and error analysis; interlanguage; the social and cultural influences on SLA; learner variability, learning strategies; and classroom interaction analysis. Issues surrounding second and world language acquisition are discussed and deliberated through university classroom experiences as well as required field experiences (20/15 hours; level 2).

BBE 570  
**SECOND & WORLD LANGUAGE LITERACIES AND CULTURES**  
Graduate  
This course examines the interdisciplinary study of first, second and world languages and multiple L1 and L2 literacies in their cultural, social, and political contexts, with emphasis on issues of ethnicity, identity, social class, gender, power, and other related topics relative to ideologies of reading and writing the world through reading and writing the word. Special focus is placed on these topics as they pertain to the extant research on language, literacy, and culture represented in the WLE certification language communities, as well as in the literature, art, music, and popular culture of those communities as a means of advocating students' sense of identity as global citizens (20/15 hours; level 1).

BBE 588  
**INDEPENDENT STUDY IN BILINGUAL BI CULTURAL EDUCATION**  
Graduate  
Permission required.
BBE 589
THESIS RESEARCH IN BILINGUAL-BICULTURAL EDUCATION
Graduate
A student writing a thesis registers for this course for four quarter hours of credit. When the thesis research and writing of the thesis are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

BBE 599
SCHOOLWIDE APPROACHES TO EDUCATING ELL
Graduate
The course is designed for educators who currently are or will be serving in a leadership capacity involving linguistically and culturally diverse learners. The purpose of this course is to develop foundational knowledge of the theories, research, policies, and practices related to the education of English language learners. The aim is to support current and future education leaders in constructing a well-informed basis of the critical elements of ELL education that include: second language acquisition, culture and diversity, policies and law, ELL family involvement, language development standards, advocacy, and assessment. The course examines various pedagogical and assessment constructs related to teaching ELLs, including state mandated standards and assessments such as ACCESS and WIDA standards.

BBE 600
REGISTERED STUDENT IN GOOD STANDING
Graduate
Registration in this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

BBE 608
CAPSTONE IN BILINGUAL-BICULTURAL EDUCATION
Graduate
Culminating experience(s) that help(s) students acquire the qualities of professionalism and leadership needed to play a significant role in one's professional education community. Students are expected to situate and understand educational issues in a larger context; keep current in and be able to organize and present a body of research on an education-related question; connect research with practical, professional activity; demonstrate mastery of a sub-field of a discipline; write in a format that meets accepted scholarly criteria and participate in an ongoing professional conversation. A final product such as master's paper(s), comprehensive exam, or collection of professional work products is required.

BBE 625
CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING)
Graduate
Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required. Registration limited to three terms.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

BIO 104
EVOLUTION AND SOCIETY
Undergraduate
In this course you will learn to identify questions that can or cannot be answered by science, the assumptions made by science, how evidence is connected to predictions, and evaluate the role of communication and peer-review to promote scientific progress. It also includes current and foundational issues in evolution starting with Darwin's voyage of the Beagle, the Darwinian Natural Selection Theory, and the impact of evolution on disease and society.

BIO 115
INTRODUCTION TO BIOLOGY
Undergraduate
Deals with the scientific method, biological chemistry, structure, function, and heredity of cells and organisms, evolution and ecology. Cannot receive credit for both BIO 115 and BIO 155. No credit for Biology majors or minors.
BIO 118
MARINE BIOLOGY
Undergraduate
Study of marine diversity, marine ecosystems, and connections between oceans and humans. Student cannot receive credit for both BIO 118 and 160, No credit for Biology majors or minors.

LSP 120 is a prerequisite for this class.

BIO 120
THE SCIENCE AND ART OF VISION
Undergraduate
Course Description: This Science as a Way of Knowing course will survey how our understanding of visual system function and our perception of the visual arts has developed through scientific inquiry. We will examine hypotheses about the evolution of human vision and the nature of visual anomalies, and will discuss creative efforts to evaluate these hypotheses. We will review questions that remain unresolved, and identify related technical and/or ethical constraints. Basic knowledge of visual processing will be applied to explore how artists employ techniques that interface with the visual system to create specific impressions.

BIO 121
INFECTIOUS DISEASES AND IMMUNITY
Undergraduate
This course is designed to introduce students to the world of microorganisms, especially those which cause infectious diseases and to explain how the immune system protects the body against these organisms. Cannot receive credit for both BIO 121 and BIO 161, No credit for Biology majors or minors.

BIO 122
INTRODUCTION TO PALEOBIOLOGY
Undergraduate
This course focuses on the concepts and practices of paleobiology, the scientific study of the biology of extinct organisms preserved as fossils. No credit for Biology majors or minors

BIO 123
INHERITANCE IN HUMANS
Undergraduate
An examination of genetics in the human species, including the inheritance of ordinary traits, genetic diseases, and those complex attributes to which inheritance contributes, such as behavior and intelligence. Formerly BIO 203. No credit for Biology majors or minors

BIO 124
VERTEBRATES: DIVERSITY AND EVOLUTION
Undergraduate
Examines vertebrate diversity and the interrelationships among vertebrate groups including humans. The quantitative component will include several data processing exercises that address: 1) how vertebrates are related and how those relationships are determined using phylogenetic trees, 2) species descriptions and analyzing morphological differences among species and 3) graphical interpretations. Formerly BIO 204.

BIO 126
BRAIN AND BEHAVIOR
Undergraduate
Examines basic concepts in neurobiology. Specifically how the brain is organized, how it sends messages throughout the body, and how these messages turn into daily activities such as seeing, eating, and walking. How these behaviors are altered due to disease or injury of the brain is also discussed. Cannot receive credit for both BIO 126 and BIO 162. Formerly BIO 206. No credit for Biology majors or minors

BIO 128
STRESS, HORMONES AND THE NERVOUS SYSTEM
Undergraduate
A study and discussion of the basic concepts of stress and stressors, and their effects on the functioning of the Nervous System, the Endocrine System and the Immune System; the feedback influence of hormones and neurochemicals on cerebral processing, and the relation of these phenomena to health and behavioral medicine. Formerly BIO 208. No credit for Biology majors or minors
BIO 132
MEDICAL TESTS AND TRIALS
Undergraduate
Is fiber good for you? Are cell phones bad? Participants in this course will learn how to analyze popular health claims and medical studies using a computer spreadsheet (Excel). Topics include: design of health studies, data collection, statistical analysis, common biases and errors, and sources of health data on the World Wide Web. Formerly BIO 212. No credit for Biology majors or minors

LSP 120 is a prerequisite for this class.

BIO 134
HOW THE HUMAN BODY WORKS
Undergraduate
Fundamentals of human body functions through an examination of organs and organ systems. The quantitative component of this course will explore the concepts of scientific discovery through structured out-of-class projects. Cannot receive credit for both BIO 202 and BIO 134. Formerly BIO 224. No credit for Biology majors or minors

BIO 155
INTRODUCTION TO BIOLOGY WITH LABORATORY
Undergraduate
This lecture-laboratory course deals with the scientific method, biological chemistry, structure and function of cells, organs, and organ systems, heredity, evolution and ecology. Course includes a laboratory experience involving biological concepts discussed in class. Cannot receive credit for both BIO 115 and BIO 155. No credit for Biology majors or minors

BIO 156
FOOD, FUEL FOR LIFE
Undergraduate
Food from a biological perspective: defined at the chemical and biochemical level and as it fuels life through metabolism and nutrition. Other topics include improving foods by traditional breeding and new genetic engineering technology, food production, sustainable agriculture; food safety issues, and feeding world populations. No credit for Biology majors or minors

BIO 160
MARINE BIOLOGY WITH LAB
Undergraduate
Study of marine diversity; marine ecosystems; and connections between oceans, the atmosphere, and humans. Lecture-Laboratory. Cannot receive credit for both BIO 118 and BIO 160. No credit for Biology majors or minors

LSP 120 is a prerequisite for this class.

BIO 161
INFECTIOUS DISEASES AND IMMUNITY WITH LABORATORY
Undergraduate
This course is designed to introduce students to the world of microorganisms with particular emphasis on how microorganisms cause disease and the actions of the human body in fighting disease. This course includes a laboratory experience to reinforce concepts and introduce students to practical aspects of disease causing microorganisms. Cannot receive credit for both BIO 121 and BIO 161. No credit for Biology majors or minors

BIO 162
THE BRAIN: BIOLOGY AND BEHAVIOR
Undergraduate
Explores basic concepts in neurobiology, including the organization and evolution of the vertebrate system, how the nervous system sends messages through the body and how these messages are translated into the variety of human behaviors. Alterations in behavior due to brain disease or injury is also discussed. The laboratory elaborates on lecture material and provides insight into how scientific reasoning and testing can help to discover how the brain works. Cannot receive credit for both BIO 126 and BIO 162. Formerly BIO 239. No credit for Biology majors or minors.
BIO 163
PRINCIPLES OF BIOLOGY
Undergraduate
The course is designed to introduce the student to several important principles of Biology, including aspects of cell biology, genetics, ecology, development, and evolution. The course will involve labs on each of these topics as they are addressed, requiring the student to accumulate and analyze data and to be involved in summarizing and presenting this data to the class. Formerly BIO 256. No credit for Biology majors or minors.

BIO 164
AVIAN BIOLOGY
Undergraduate
A foundation in the study, knowledge, and appreciation of birds. Use of field techniques to monitor and measure free-ranging bird populations in an experiential learning situation. Contributes to understanding of interaction and interdependency of nature through study of avian life. No credit for Biology majors or minors.

Junior or Senior standing is a prerequisite for this class.

BIO 166
INTRODUCTION TO PLANT BIOLOGY WITH LAB
Undergraduate
This course deals with the characteristic features of higher plants, plant products that are beneficial to humans, structure, physiology and ecology of cultivated plants, and modern horticultural and genetic approaches to the improvement of plants and plant productivity. No credit for Biology majors or minors

BIO 191
GENERAL BIOLOGY I FOR SCIENCE MAJORS
Undergraduate
Focuses on the unity of life: its biochemical and cellular makeup and functions, the acquisition and utilization of energy, and the storage and utilization of genetic information. Lecture-laboratory. CHE 130 and CHE 131 are recommended as corequisites.

MAT 130 is a prerequisite for this class.

BIO 192
GENERAL BIOLOGY II FOR SCIENCE MAJORS
Undergraduate
Introduction to evolution, ecology, organismal development and diversity. Lecture-laboratory.

MAT 130 and BIO 191 are a prerequisite for this class.

BIO 193
GENERAL BIOLOGY III FOR SCIENCE MAJORS
Undergraduate
Deals primarily with diversity and development within the plant and animal kingdoms including basic principles of physiology. Lecture-laboratory.

MAT 130 and BIO 192 are a prerequisite for this class.

BIO 201
HUMAN ANATOMY
Undergraduate
Structure of the human body with an emphasis on gross anatomy. Lecture-laboratory. Lecture covers human anatomy; laboratory emphasis on feline dissection.

At least Sophomore Standing is a prerequisite for this course.
BIO 202
HUMAN PHYSIOLOGY
Undergraduate
Introduction to concepts and mechanisms of human organ system function including respiratory, cardiovascular, renal, muscular, nervous, endocrine and digestive systems. Lecture-laboratory. Primarily for Health Science majors. No credit for Biology majors or minors. Cannot receive credit for both BIO 202 and BIO 134.

At least Sophomore Standing is a prerequisite for this course.

BIO 206
BIOSTATISTICS
Undergraduate
A survey of a variety of statistical methods used to analyze biological data.

BIO 193 or instructor consent is a prerequisite for this class.

BIO 209
PLANT BIOLOGY
Undergraduate
A study of plant evolution, diversity, reproduction, developmental plant anatomy, regulation of plant growth and development, and plant physiology.

BIO 193 is a prerequisite for this class.

BIO 210
MICROBIOLOGY
Undergraduate
Biology of microorganisms with emphasis on viruses, bacteria, fungi, and protozoa. Lecture-laboratory.

BIO 191 and MAT 130 are a prerequisite for this class.

BIO 215
ECOLOGY
Undergraduate
Study of organismal interactions; responses of individuals, populations and natural communities to their external environment. Lecture-laboratory.

BIO 193 is a prerequisite for this class.

BIO 220
PRINCIPLES OF BIOTECHNOLOGY
Undergraduate
This course will address aspects of the research and methodologies used in Modern Biotechnology, and place the field in the context of current societal and ethical concerns. Lecture-laboratory.

BIO 210 and BIO 250 or consent of instructor are a prerequisite for this class.

BIO 230
EPIDEMIOLOGY
Undergraduate
This course will involve the study of the frequency and distribution of human disease. Students will learn how the health of a population is measured, and how medical interventions are quantitatively evaluated. Students will analyze data from historical and modern health studies, including population surveys, case-control studies, cohort studies, and clinical trials for prevention and treatment.

BIO 206 is a prerequisite for this class.
BIO 235
EVOLUTION
Undergraduate
This lecture/laboratory course will examine basic selection, population genetics, development, speciation, extinction, systematics, and the history of evolution. In the lab, students will learn some of the modern research methods used in the study of evolution.

BIO 193 is a prerequisite for this class.

BIO 250
CELL BIOLOGY
Undergraduate
Fundamentals of cell form and function studied at the molecular and organelle level, including basic cellular biochemistry, ultrastructure and physiology. Lecture-laboratory.

BIO 193 and (CHE 134 or CHE 138) are a prerequisite for this class.

BIO 260
GENETICS
Undergraduate
Transmission of heritable traits, nature of genetic material, manner of its expression, its mutability, and its significance with respect to organismal and species variation. Lecture-laboratory.

BIO 191 and BIO 193 are a prerequisite for this class.

BIO 270
COMPARATIVE VERTEBRATE ANATOMY
Undergraduate
This lecture-laboratory course explores the diversity, anatomy, and evolution of vertebrates. The laboratory portion includes dissection and observation of various vertebrates.

BIO 192 and BIO 193 are a prerequisite for this class.

BIO 290
TOPICS IN BIOLOGY
Undergraduate
Occasional courses offered at intermediate levels. See the schedule of classes for current offerings. 2 or 4 quarter hours.

Sophomore standing is a prerequisite for this class.

BIO 301
ANIMAL BEHAVIOR
Undergraduate
An exploration of the types of animal behavior and modifiers of behavior as based on neuroendocrine function, with special emphasis on Felids. Lecture - Field Studies. Laboratory required.

BIO 191, BIO 192, BIO 193, BIO 206 and (BIO 215 or BIO 235) are a prerequisite for this class.

BIO 302
STUDENT LABORATORY INSTRUCTION
Undergraduate
Student Laboratory Instruction. Completion of course requires student to serve as teaching assistant for biology laboratory course in the following quarter.

BIO 303
INTRODUCTION TO SCIENTIFIC RESEARCH
Undergraduate
Introduction to Scientific Research. Course requires that student has had (or currently having) experience in scientific research.
The course will focus on the methods needed to initiate and undertake observations on Midwest ecosystems. Students will learn methods and put into practice the tools required to begin a site inventory and to assess population characteristics. The data gathered by the class will be archived and used as a starting point for subsequent studies. Each student will have an original research project involving extensive field work in nature.

Junior Standing or above is a prerequisite for this class.

A study of the functional and developmental aspects of flowering plants. Lecture-laboratory.

BIO 250 or instructor consent is a prerequisite for this class.

Functions and regulatory mechanisms of vertebrate cells, organs and organ systems with special emphasis on mammals. Lecture-Laboratory.

BIO 250 or instructor consent is a prerequisite for this class.

A Lecture/Laboratory course covering the microscopic structure of the tissues that make up animal organs. The development of these tissues as well as their relationship to the principles of gross anatomy, physiology, cell biology and molecular biology is stressed.

BIO 250 is a prerequisite for this class.

This course provides an introduction to exercise physiology to enable exploration of current research topics in the field. Weekly discussion and presentation of articles from peer-reviewed journals will reinforce and elaborate on concepts covered in lecture. Topics include: muscle structure and bioenergetics, cardiovascular and respiratory responses to exercise, human evolution and endurance, training and adaptation, nutrition and ergogenic aids, and the relationships between exercise, health, and longevity.

BIO 250 or instructor consent is a prerequisite for this class.

The focus of this course is to read and critique classic papers in ecology and to connect their foundational ideas with modern research and understanding.

BIO 191, BIO 192, BIO 193 and BIO 215 are a prerequisite for this class.

Introduction to algae with emphasis on taxonomy, morphology, ultrastructure, physiology, life histories of freshwater and marine species. Lecture-laboratory. Cross-listed as BIO 416.

BIO 193 is a prerequisite for this class.
BIO 317
AQUATIC BIOLOGY
Undergraduate
The study of biological, physical and chemical phenomena in freshwater environments. Emphasis on organisms and their ecology. Lecture-laboratory.

BIO 191, BIO 192, BIO 193 and BIO 215 are a prerequisite for this class.

BIO 318
FIELD STUDIES IN MARINE AND ESTUARINE BIOLOGY
Undergraduate
This course is designed for science majors with an interest in marine and estuarine biology and will examine this subject from an ecological perspective. The primary objectives of the course are: 1) to explore the diversity of marine and estuarine life; 2) to understand the manner in which physical and biological factors influence biological diversity in marine systems; 3) to understand the role that humans play in shaping these dynamics; and 4) to develop professional connections and gain real-life experiences in marine science.

BIO 191, BIO 192, BIO 193 and (BIO 215 or BIO 235) or instructor consent are a prerequisite for this class.

BIO 320
MICROBIAL ECOLOGY
Undergraduate
This course will explore key roles that microorganisms play in life on earth. This course will also address how these microorganisms are being used in current areas of research in microbiology. This is a lab course, which will enable students to study processes used in the enrichment, isolation, and identification of microorganisms from various environments.

BIO 210 and Junior standing are a prerequisite for this class.

BIO 321
MOLECULAR METHODS IN ECOLOGY AND EVOLUTION
Undergraduate
This course will provide hands-on experience in methods of detecting and analyzing molecular variation in nature. By the end of the course, students should be competent employing molecular markers to answer a wide variety of basic questions in ecology and evolution.

BIO 215 or BIO 235 is a prerequisite for this class.

BIO 325
PALEOBIOL OGY
Undergraduate
This lecture/laboratory course will introduce students to various principles of paleobiology and to provide a broad survey of important taxonomic groups. This course will cover topics such as: the concept of geologic time, evolution, extinction, morphology, taxonomic classification, fossilization, paleoecology, biogeography, and biostratigraphy. The laboratory portion of the course will reinforce the lecture topics and offer an opportunity to examine fossil specimens and compare them with modern forms.

BIO 192, BIO 193 and (BIO 215 or BIO 335) or instructor's consent are a prerequisite for this class.

BIO 330
DEVELOPMENTAL BIOLOGY
Undergraduate
A survey of developmental phenomena in animals from fertilization to sexual maturity. Students will gain a current understanding of the genetic, cellular, and environmental mechanisms that shape the body and its major organs.

BIO 250 and BIO 260 are a prerequisite for this class.
BIO 331  
TOPICS IN DEVELOPMENTAL BIOLOGY  
Undergraduate  
This seminar course examines the current embryological literature using both evolutionary and molecular perspectives. Previous student-led topics include: how early embryos are organized, the signals controlling left-right asymmetry, the evolutionary origin of feathers and the development of the retina.

BIO 330 or 360 is a prerequisite for this class.

BIO 333  
MYCOLOGY  
Undergraduate  
This course provides an opportunity for students to integrate their knowledge of cell biology, genetics, ecology and physiology at the organismal level by focusing on fungi. Students will gain an appreciation of the biological diversity within the major groups of fungi and their role in the environment, research and biotechnology. Lecture-laboratory.

BIO 215, BIO 250, and BIO 260 are a prerequisite for this class.

BIO 335  
CONCEPTS IN EVOLUTION  
Undergraduate  
Study of evolution and diversity in the living world. Lecture only.

BIO 235 or (BIO 215 and BIO 260) are a prerequisite for this class.

BIO 339  
CELLULAR NEUROBIOLOGY  
Undergraduate  
A study of the cellular and molecular mechanisms of the nervous system and the role they play in neural signaling, learning and memory. Cross-listed as BIO 439.

BIO 250 or PSY 377 is a prerequisite for this class.

BIO 340  
SYSTEMS NEUROBIOLOGY  
Undergraduate  
Explores the organization of the nervous system on a gross anatomical level and based on functional units. The emphasis is on understanding how individual behaviors are produced by different neural systems and how these individual behaviors integrate into the activities of whole organisms. Cross-listed as BIO 440.

BIO 339 or BIO 310 or PSY 377 is a prerequisite for this class.

BIO 341  
TOPICS IN NEUROBIOLOGY  
Undergraduate  
A seminar course examining current topics in neurobiology. Original readings will include both current review and classic neuroscience articles.

BIO 340 or BIO 339 or PSY 377 is a prerequisite for this class.

BIO 342  
COGNITIVE NEUROSCIENCE  
Undergraduate  
This course explores the neuroscience of human behaviors such as emotions, attention, executive function, language, learning, memory, and social interaction by exploring both the underlying biological mechanisms and the psychological theories behind these behaviors. Cognitive Neuroscience is an emerging field of study that attempts to help one gain an understanding of the interdisciplinary nature of the human mind.

BIO 339 or BIO 340 or BIO 341 or PSY 377 is a prerequisite for this class.
BIO 345
TOPICS IN PALEOBIOLOGY
Undergraduate
A seminar course examining various topics in paleobiology (the study of ancient life) including morphological concepts, macroevolutionary processes, extinction events, phylogenetic systematics, paleoecology, paleoebiogeography, and the adequacy of the fossil record. Readings include classic and recent articles in the fields of paleobiology.

BIO 192, BIO 193 and (BIO 215 or BIO 235) or instructor's consent are a prerequisite for this class.

BIO 347
TOPICS IN MEDICAL BACTERIOLOGY
Undergraduate
This course will address current topics of concern and research in medical bacteriology. Students participating in this course will explore key concepts used in bacterial pathogenesis and learn how to critically appraise recent research papers in the field.

BIO 210, BIO 250 and Junior/Senior Biology standing are prerequisites for this class.

BIO 348
THE BIOLOGY OF INFECTION
Undergraduate
This course will provide students with detailed knowledge of medically important bacteria. The course will first examine common events in infections and the body's responses to infection. We will highlight in these studies the changes in both hosts and pathogens as strategies of infection and immunity evolve relative to one another. Within this framework we will examine a spectrum of infectious diseases in detail.

BIO 210 and BIO 370 are a prerequisite for this class.

BIO 350
ANIMAL ADAPTATIONS
Undergraduate
An introduction to the ecological concept of adaptation. Adaptation is defined and illustrated using specific animal examples. Discussion will focus on how these specializations in structure and function equip the animal for survival.

Status as a Biology major with Junior or Senior standing or consent of the instructor is a prerequisite for this class.

BIO 352
ADVANCED COMPARATIVE PHYSIOLOGY
Undergraduate
Comparative and environmental approach to the functions and mechanisms of vertebrate organ systems. Selected topics will be addressed using a lecture/discussion/seminar format. Cross-listed as BIO 452.

BIO 310 or instructor consent is a prerequisite for this class.

BIO 354
PROBLEMS IN CELL MOTILITY
Undergraduate
Analysis of contemporary problems in cellular movements, with emphasis on the biochemistry, biophysics and regulation of cell and organelle movements. Lecture, seminar, discussion.

BIO 250, (PHY 152 or PHY 172 or PHY 156) and (MAT 149 or MAT 152 or MAT 162 or MAT 172) are a prerequisite for this class.

BIO 355
GENETIC TOXICOLOGY
Undergraduate
This course will deal with the study of agents that damage the genome or alter the proper functioning of the genome that can lead to disease in humans. Topics covered will include basic spectrum of genetic damage and chromosomal effects, mechanisms of mutations, DNA repair, genetic assays used for evaluation of genetic toxicology, health consequences of genetic damage, including cancer and inheritable mutations, and the current position of US government and global regulatory agencies on the issues of genetic toxicology.

BIO 260 is a prerequisite for this class.
BIO 360
MOLECULAR BIOLOGY
Undergraduate
Study of biology at the molecular level, focusing on the regulation of gene expression and the principles of genetic engineering. Lecture-laboratory.

BIO 250, BIO 260, and (CHE 234 or CHE 238) are a prerequisite for this class.

BIO 361
TOPICS IN MOLECULAR BIOLOGY
Undergraduate
Discussion and seminars in selected areas of molecular biology. Cross-listed as CHE 461.

BIO 360 is a prerequisite for this class.

BIO 362
BIOINFORMATICS FOR BENCH SCIENTISTS
Undergraduate
Study how high-throughput technologies like whole-genome sequencing have changed biological research, and learn to use computers in real research tasks such as primer design, DNA sequencing, homology searches, sequence alignment, and more. Cross-listed with BIO 462.

BIO 191, BIO 192, BIO 193 and BIO 260 are a prerequisite for this class.

BIO 365
PRINCIPLES OF TOXICOLOGY
Undergraduate
A study of the adverse effects of chemicals on living organisms, including the chemical natures, kinetics, dose-response relationships, metabolism, and mechanisms of action of various toxins and toxicants.

BIO 193 and (CHE 234 or CHE 238) are a prerequisite for this class.

BIO 370
IMMUNOBIOLOGY
Undergraduate
Basic factors governing immune phenomena and antigen-antibody reactions. Lecture-laboratory. Cross-listed as BIO 471.

BIO 250 or BIO 260 is a prerequisite for this class.

BIO 375
INTRODUCTION TO PHARMACOLOGY
Undergraduate
Introduction to Pharmacology will explore the relationships between an organism and its response to an administered drug. This will include: 1) How drugs are administered to the body 2) What is their fate once in the body, i.e. Pharmacokinetics 3) What their mechanisms actions are - i.e. Pharmacodynamics, and 4) Adverse reactions to drugs. We will explore these relationships in different physiological systems of the human body including (but not limited to) the nervous system, circulatory system, digestive system and endocrine system. Lastly, this course will provide an understanding of the pharmaceutical system by providing a framework to explore how drugs are discovered, produced, tested, and regulated.

BIO 250 and 310 or instructor consent is a prerequisite for this class.

BIO 380
CANCER BIOLOGY
Undergraduate
This course will explore the cellular and molecular aspects of cancer. Topics will include the pathology and epidemiology of cancer, the origin and spread of cancer, hereditary and familial cancers, cancer associated genes and strategies of cancer therapy.

BIO 250 and BIO 260 are a prerequisite for this class.
BIO 385
MAMMALIAN REPRODUCTION
Undergraduate
Molecular, cellular, physiological, and behavioral aspects of mammalian reproduction. Mechanisms and strategies used by mammals in reproductive processes including sexual differentiation, gamete production, puberty, reproductive hormone cyclicity, neuroendocrine control mechanisms, pregnancy, parturition, and reproductive behavior. Cross-listed with BIO 485.

BIO 250 and BIO 310 or instructor consent are a prerequisite for this class.

BIO 386
INTRODUCTION TO ENDOCRINOLOGY
Undergraduate
A study of hormones as chemical regulators of development, growth, metabolism, homeostasis, reproduction, response to stress, and behavior; as well as hormone synthesis, chemistry, mechanisms of action, and endocrine gland structure.

BIO 250, BIO 260 and BIO 310 are a prerequisite for this class.

BIO 390
SPECIAL TOPICS
Undergraduate
Occasional courses offered at an advanced level. See the schedule of classes for current offerings. Cross-listed as BIO 490.

Junior or Senior standing is a prerequisite for this class.

BIO 392
EXTRAMURAL INTERNSHIP
Undergraduate
An opportunity for students to integrate their academic experience with real-world work situations; supervision is provided by a member of the DePaul Faculty in the Biological Sciences and the private or public enterprise. 0-4 credit hours.

At least Sophomore standing and a declared Biological Sciences major, or by arrangement with the Biology internship director or department permission are prerequisites for this class.

BIO 395
BIOLOGY CAPSTONE SEMINAR
Undergraduate
The aim of this course is to integrate current biological view(s) of humanity with the perspectives of the liberal studies curriculum. Students will develop and debate topics that demonstrate mastery of the biology core curriculum (cell biology, genetics, physiology and ecology) while touching on history, philosophy, ethics and the law.

BIO 399
INDEPENDENT STUDY
Undergraduate
independent Study. 1-4 quarter hours.

BIO 400
DEVELOPMENT OF TOPICS FOR RESEARCH
Graduate
The purpose of this course is to help graduate students in formulating research questions and design methods while improving written expression and oral presentation skills. Students will, with the guidance of a faculty member, undertake a detailed investigation of a topic, formulate a potential research project in that area, and present their proposal orally to the faculty at the end of the quarter.

BIO 401
INDEPENDENT STUDY
Graduate
Two or four quarter hours. Experimental and/or Library study of selected topics in the life sciences. A-Cell Biology, B-Immunobiology, C-Developmental Biology, D-Physiology, E-Endocrinology, F-Genetics, G-Structural Biology, H-Ecology, I-Molecular Biology, J-Neurobiology. Offered in the Autumn, Winter, Spring and Summer quarters. Two or four quarter hours.
BIO 409
PLANT PHYSIOLOGY
Graduate

BIO 412
TOPICS IN EXERCISE PHYSIOLOGY
Graduate
This course provides an introduction to exercise physiology to enable exploration of current research topics in the field. Weekly discussion and presentation of articles from peer-reviewed journals will reinforce and elaborate on concepts covered in lecture. Topics include: muscle structure and bioenergetics, cardiovascular and respiratory responses to exercise, human evolution and endurance, training and adaptation, nutrition and ergogenic aids, and the relationships between exercise, health, and longevity.

BIO 415
TOPICS IN ECOLOGY
Graduate
The focus of this course is to read and critique classic papers in ecology and to connect their foundational ideas with modern research and understanding.

BIO 416
PHYSIOLOGY
Graduate
Introduction to algae with emphasis on taxonomy, morphology, ultrastructure, physiology, life histories of freshwater and marine species. Lecture-laboratory.

BIO 417
AQUATIC BIOLOGY
Graduate
The study of biological, physical and chemical phenomena in fresh water and marine environments. Emphasis on organisms and their interactions. Lecture-laboratory.

BIO 420
MICROBIAL ECOLOGY
Graduate
This course will explore key roles that microorganisms play in life on earth and how they are being used in biotechnology. This is a lab course, which will enable students to study processes used in the enrichment, isolation, and identification of microorganisms from various environments.

BIO 421
MOLECULAR METHODS IN ECOLOGY AND EVOLUTION
Graduate
This course will provide hands-on experience in methods of detecting and analyzing molecular variation in nature. By the end of the course, students should be competent employing molecular markers to answer a wide variety of basic questions in ecology and evolution. Cross-listed with BIO 321.

BIO 425
CELLULAR EVENTS IN THE IMMUNE RESPONSE
Graduate
Analysis of cellular and subcellular interactions in the immune response. Lecture, seminar, discussion. BIO 470 recommended.

BIO 430
DEVELOPMENTAL BIOLOGY
Graduate
A survey of developmental phenomena in animals from fertilization to sexual maturity. Topics include gametogenesis, early cell divisions, organ formation, metamorphosis, regeneration, birth defects, stem cells, reproductive technology and mammalian cloning. Lecture-laboratory.
**BIO 431**
**TOPICS IN DEVELOPMENTAL BIOLOGY**
Graduate
This seminar course examines the current embryological literature using both evolutionary and molecular perspectives. Previous student-led topics include: how early embryos are organized, the signals controlling left-right asymmetry, the evolutionary origin of feathers and the development of the retina. BIO 430 or BIO 460 recommended.

**BIO 433**
**MYCOLOGY**
Graduate
This course provides an opportunity for students to integrate their knowledge of cell biology, genetics, ecology and physiology at the organismal level by focusing on fungi. Students will gain an appreciation of the biological diversity within the major groups of fungi and their role in the environment, research and biotechnology. Lecture-laboratory.

**BIO 435**
**CONCEPTS IN EVOLUTION**
Graduate
Study of evolution and diversity in the living world. Lecture only.

**BIO 439**
**CELLULAR NEUROBIOLOGY**
Graduate
A study of the cellular and molecular mechanisms of the nervous system and the role they play in neural signaling, learning and memory.

**BIO 440**
**SYSTEMS NEUROBIOLOGY**
Graduate
An examination of the ways in which neural systems underpin behavior with an emphasis on vertebrates. In this course, behavior is understood in its broadest sense, from the functioning of organs and organ systems to the activities of whole organisms. Lecture-Laboratory.

**BIO 441**
**TOPICS IN NEUROBIOLOGY**
Graduate
A seminar course examining current topics in neurobiology. Original readings will include both current review and classic articles in the fields of neurobiology, neuroethology and the related neurosciences. BIO 439 or BIO 440 is recommended.

**BIO 442**
**COGNITIVE NEUROSCIENCE**
Graduate
This course explores the neuroscience of human behaviors such as emotions, attention, executive function, language, learning, memory, and social interaction by exploring both the underlying biological mechanisms and the psychological theories behind these behaviors. Cognitive Neuroscience is an emerging field of study that attempts to help one gain an understanding of the interdisciplinary nature of the human mind.

**BIO 445**
**TOPICS IN PALEOBIOLOGY**
Graduate
A seminar course examining various topics in paleobiology (the study of ancient life) including morphological concepts, macroevolutionary processes, extinction events, phylogenetic systematics, paleoecology, paleobiogeography, and the adequacy of the fossil record. Readings include classic and recent articles in the fields of paleobiology.

**BIO 447**
**TOPICS IN MEDICAL BACTERIOLOGY**
Graduate
This course will address current topics of concern and research in medical bacteriology. Students participating in this course will explore key concepts used in bacterial pathogenesis and learn how to critically appraise recent research papers in the field.
BIO 448
THE BIOLOGY OF INFECTION
Graduate
This course will provide students with detailed knowledge of medically important bacteria. The course will first examine common events in infections and the body's responses to infection. We will highlight in these studies the changes in both hosts and pathogens as strategies of infection and immunity evolve relative to one another. Within this framework we will examine a spectrum of infectious diseases in detail. BIO 470 is recommended.

BIO 450
PROBLEMS IN CELL MOTILITY
Graduate
Analysis of contemporary problems in cellular movements, with emphasis on the biochemistry, biophysics and regulation of cell and organelle movements. Lecture, seminar, discussion.

BIO 452
ADVANCED COMPARATIVE PHYSIOLOGY
Graduate
Comparative and environmental approach to the function and mechanisms of vertebrate organ systems. Selected topics in comparative physiology will be addressed using a lecture/discussion/seminar format.

BIO 455
GENETIC TOXICOLOGY
Graduate
This course will deal with the study of agents that damage the genome or alter the proper functioning of the genome that can lead to disease in humans. Topics covered will include basic spectrum of genetic damage and chromosomal effects, mechanisms of mutations, DNA repair, genetic assays used for evaluation of genetic toxicology, health consequences of genetic damage, including cancer and inheritable mutations, and the current position of US government and global regulatory agencies on the issues of genetic toxicology.

BIO 460 is a prerequisite for this class.

BIO 460
MOLECULAR BIOLOGY
Graduate
Study of biology at the molecular level, focusing on the regulation of gene expression and the principles of genetic engineering. Lecture-laboratory. Cross-listed as BIO 360.

BIO 461
TOPICS IN MOLECULAR BIOLOGY
Graduate
Discussion and seminars in selected areas of molecular biology.

BIO 462
BIOINFORMATICS FOR BENCH SCIENTISTS
Graduate
Study how high-throughput technologies like whole-genome sequencing have changed biological research, and learn to use computers in real research tasks such as primer design, DNA sequencing, homology searches, sequence alignment, and more. Cross-listed with BIO 362.

BIO 465
PRINCIPLES OF TOXICOLOGY
Graduate
A study of the adverse effects of chemicals on living organisms, including the chemical natures, kinetics, dose-response relationships, metabolism, and mechanisms of action of various toxins and toxicants.
BIO 471
IMMUNOLOGY
Graduate
Basic factors governing immune phenomena and antigen antibody reactions. Lecture-laboratory.

BIO 475
INTRODUCTION TO PHARMACOLOGY
Graduate
Introduction to Pharmacology will explore the relationships between an organism and its response to an administered drug. This will include: 1) How drugs are administered to the body 2) What is their fate once in the body, i.e. Pharmacokinetics 3) What their mechanisms actions are - i.e. Pharmacodynamics, and 4) Adverse reactions to drugs. We will explore these relationships in different physiological systems of the human body including (but not limited to) the nervous system, circulatory system, digestive system and endocrine system. Lastly, this course will provide an understanding of the pharmaceutical system by providing a framework to explore how drugs are discovered, produced, tested, and regulated. Cross-listed with BIO 375.

BIO 480
CANCER BIOLOGY
Graduate
This course will explore the cellular and molecular aspects of cancer. Topics will include the pathology and epidemiology of cancer, the origin and spread of cancer, hereditary and familial cancers, cancer associated genes and strategies of cancer therapy.

BIO 485
MAMMALIAN REPRODUCTION
Graduate
Molecular, cellular, physiological, and behavioral aspects of mammalian reproduction. Mechanisms and strategies used by mammals in reproductive processes including sexual differentiation, gamete production, puberty, reproductive hormone cyclicity, neuroendocrine control mechanisms, pregnancy, parturition, and reproductive behavior. Cross-listed with BIO 385.

BIO 486
INTRODUCTION TO ENDOCRINOLOGY
Graduate
A study of hormones as chemical regulators of development, growth, metabolism, homeostasis, reproduction, response to stress, and behavior; as well as hormone synthesis, chemistry, mechanisms of action, and endocrine gland structure.

BIO 488
ADVANCED ENDOCRINOLOGY
Graduate
Analysis of non-hypothalamic-hypophyseal pathways for hormonal regulation of the structure, function and biochemistry of hard tissues, calcium metabolism, and regulation of glucose metabolism. Lecture-seminar. BIO 486 is recommended.

BIO 490
SPECIAL TOPICS
Graduate
Occasional courses offered at the graduate level. See schedule for current offerings. Two or four quarter hours.

BIO 491
MASTER OF ARTS SEMINAR
Graduate
A seminar course dealing with current readings in the biological sciences. Students will evaluate and interpret these readings both orally and in writing.

BIO 495
INTRODUCTION TO GRADUATE STUDY
Graduate
Presents the biology faculty and facilities. Various research and teaching methods in biology will be explored. Required of all graduate students.
**BIO 496**
**RESEARCH**
**Graduate**
Experimental work in selected areas of biology. These studies do not necessarily relate to a thesis. Autumn, Winter, Spring, Summer. Laboratory. Two or four quarter hours.

**BIO 498**
**RESEARCH FOR MASTER’S THESIS**
**Graduate**
Original study of a specific biological problem leading to a thesis.

**BIO 500**
**SEMINAR**
**Graduate**
Non-credit. Presentation, throughout the academic year, of their research by practicing scientists from a variety of institutions. Required of first year graduate students.

**BIO 501**
**SEMINAR CONTINUATION**
**Graduate**
Non-credit. Presentation, throughout the academic year, of their research by practicing scientists from a variety of institutions. Required of second year graduate students.

**BIO 502**
**CANDIDACY CONTINUATION**
**Graduate**
Students who have completed their coursework but who must take extra time to complete the requirements for the Master's thesis (MS), or final project (MA), must enroll in candidacy continuation each quarter of the academic year until the Master's requirement has been completed. This course carries part-time student status. Non-credit.

**BIO 503**
**CANDIDACY MAINTENANCE**
**Graduate**
Placeholder course for students NOT actively working on their thesis. This course is meant only to maintain university student status, it will not give the student full- or part-time student status and will not permit deferment of student loans. Non-credit.

**BLW 201**
**LEGAL & ETHICAL ASPECTS IN THE BUSINESS ENVIRONMENT**
**Undergraduate**
Legal and Ethical Aspects in the Business Environment. Study of the nature and philosophy of law including ethical perspectives and fundamental concepts and legal principles of sales contracts, product liability, business organizations, and employment law including ethical and social responsibilities in the managerial process. Sophomore standing is a prerequisite for this class.

**BLW 202**
**COMMERCIAL PAPER AND SALES**
**Undergraduate**
History of negotiable instruments and sales law from the days of the Law Merchant through Articles II and III of the Uniform Commercial Code; discussions of promissory notes, drafts, sales, bulk sales, and recent trends. BLW 201 or ACC 370 is a prerequisite for this class.
BLW 203
BUSINESS ORGANIZATIONS
Undergraduate
Types of business organizations; emphasis on Partnership and Corporation. Relations of parties to one another, and to third parties; comparisons between the two types and mechanics of forming and operating each.

BLW 201 or ACC 370 is a prerequisite for this class.

BLW 398
SPECIAL TOPICS
Undergraduate
Content and format of this course are variable. An in-depth study of current issues in legal studies. Subject matter and prerequisites will be indicated in class schedule.

BLW 201 is a prerequisite for this class.

BLW 399
INDEPENDENT STUDY
Undergraduate
Independent Study. Available to students of demonstrated capability for intensive independent work in business law.

Junior standing with at least 88 cumulative units is a prerequisite for this class.

BLW 500
LEGAL AND ETHICAL ENVIRONMENT
Graduate
This is an introduction to the nature and sources of law, including an analysis of ethical perspectives present in the judicial process. Students will learn how legal and ethical issues influence the decision-making process of managers. Students will explore the relationship between personal values and business decisions, and whether there exists a social responsibility of managers. This course will cover legal concepts relevant to business including basic concepts of public law (constitutional and administrative law) and private laws (sales and product liability). Students will examine business organizations and issues in employment law.

MS in Taxation and MACC students are restricted from registering for this class.

BLW 508
LEGAL ASPECTS OF BUSINESS-TOTAL PERSPECTIVE FOR THE EXECUTIVE
Graduate
Personal and professional legal liability of officers and directors has received considerable attention in recent years, thus highlighting the need for a view of the totality of his or her legal environment. It demands an integrated understanding and planning of the reciprocal aspects of his or her legal, social and ethical responsibilities and rights encountered in his or her office, outside and at home. From the end of the spectrum focusing on possible criminal and civil liabilities to the personal responsibilities of proper estate planning; the "socio-legal world of the executive" is presented. Successful completion of BLW 500 is recommended prior to registration for this course.

BLW 798
SPECIAL TOPICS
Graduate
Content and format of this course are variable. Subject matter will be indicated in class schedule.

BLW 799
INDEPENDENT STUDY
Graduate
Available to graduate students of demonstrated capability for intensive independent work in business law.
CES 401
CRITICAL ETHNIC STUDIES
Graduate
This core seminar will serve as an introduction to key issues and methods in the comparative study of ethnicity and race. The course highlights an interdisciplinary approach to the studies of systematic oppression in the United States, and the global implication of these structures. We will consider how Ethnic Studies presents a progressive intellectual challenge to global and local configurations of power in the name of global justice. Among our methods will be an intersectional theoretical analysis of the identities of race, gender, class, nation, sexuality, ability and religion. Readings will cover Kimberle Crenshaw’s and others theories of intersectionality, black feminist standpoint epistemology, postcolonial theory, mestiza feminism and other critical mixed race theories, queer critical theory, settler racism and state violence, as well as creative and political movements of resistance and social change.

CES 402
MOBILITY AND THE STATE
Graduate
In this course we explore the history, culture, and politics of migration along with an examination of the expanding borders of the United States. We analyze the varied mythology of the border as a danger zone, an intermediary zone, and a place of contact and conflict. We also look to the theorizations of the border as a site of cultural exchanges, resistance and critical negotiation; interchanges that impact the construction of race, ethnicity, sexuality and gender from both sides of the border. We examine issues relating to U.S. policies of immigration and labor movements as well as the economic and political consequences of globalization along the border region. Finally, we examine how the U.S. border has shifted and changed over time, critically challenging issues of political, cultural, and legal belonging.

CES 403
CITIES AND RACIAL FORMATION
Graduate
One of the required courses for the MA in Critical Ethnic Studies is in the area of Cities and Racial Formation. The group of courses in this area would cover urban issues, whether related to Chicago or other city/cities, or issues of race and ethnicity. These courses might cover topics on space, planning, and history of cities; or labor, work, and employment in urban contexts; or racial identity formation. As the majority of people living in the world today inhabit cities, this category of courses considers the many factors that transform racial make-up of urban areas. Courses might ask such questions as: What is the effect of rapid economic change on different races and their jobs in cities? What environmental features of cities affect race relations? What processes involving resource and energy consumption concern racial groups in different ways?

CHE 100
OUR CHEMICAL WORLD
Undergraduate
A course for non-science majors that develops the essential concepts of chemistry with some focus on applications of these methods and ideas toward a particular aspect of human activity or condition. Only one of series 100-102 may be taken for credit.

CHE 101
EXPLORING MATTER
Undergraduate
A course for non-science majors that develops the fundamental concepts of chemistry with experimental exploration to complement the methods and ideas encountered in reading and discussion in class. Only one of series 100-102 may be taken for credit.

CHE 102
ATOMS AND MOLECULES
Undergraduate
A course for non-science majors that develops the basic concepts of chemistry with discussion of some applications of chemical methods to the study of nature and the modification of the circumstances of human beings. The course may include a quantitative special project to enhance understanding of a particular application of chemistry. Only one of series 100-102 may be taken for credit.

CHE 103
ENVIRONMENTAL CHEMISTRY
Undergraduate
A discussion and laboratory exploration of the technological origins, effects, and control of environmental pollutants.
CHE 104
CHEMICALS, DRUGS AND LIVING SYSTEMS
Undergraduate
A discussion of the molecular basis of the interaction of specific chemical compounds (chiefly pharmaceuticals and drugs) with living organisms.

CHE 105
EXPLORING NUTRIENTS/SCIENCE OF NUTRITION
Undergraduate
A discussion and laboratory exploration of the chemical molecules which supply nutrients for living organisms. This course also includes a quantitative project, applicable to the individual student, to enhance the understanding of the principles of nutrition.

CHE 106
GEOCHEMISTRY
Undergraduate
This course for non-science majors that introduces students to basic chemical and geological concepts through a discussion of the chemical principles and scientific laws governing the composition and chemical transformation of the components making up the Earth. Major topics include the scientific method, reporting and treatment of quantitative data, introduction to the basic principles of matter, chemical reactivity, and radioactive decay.

CHE 107
PROTEINS AND THEIR GENES
Undergraduate
A discussion and laboratory introduction to many aspects of proteins: their chemical structures, biological functions, how genes store the information to make them, and how changes in genes can lead to changes in proteins, and to cancer and other diseases.

CHE 109
FORENSIC CHEMISTRY
Undergraduate
Discussion and laboratory exploration of the application of modern science to problems in criminology, evidence, art, and archaeology.

CHE 128
BASIC CHEMICAL CONCEPTS
Undergraduate
This course develops the fundamental concepts of chemistry and basic quantitative reasoning. This course is suitable to prepare students to take General Chemistry I (CHE130 or CHE 136).

CHE 129 and MAT 130 or higher are a corequisite for this class.

CHE 130
GENERAL CHEMISTRY I
Undergraduate
This introductory course for science majors emphasizes the composition of matter, atomic and molecular structure, bonding and chemical reactions. It is the first in the three-course sequence of General Chemistry. This course meets for three hours of lecture and one hour of discussion per week. Students must coregister for CHE 131, the laboratory course.

MAT 130 or higher and (a grade of C- or higher in CHE 128 and CHE 129 or placement by Chemistry Assessment exam) are prerequisites for this class.
CHE 131  
**GENERAL CHEMISTRY I LABORATORY**  
Undergraduate  
Laboratory course to be taken in conjunction with CHE 130. The course meets weekly for three hours. The experimental techniques provide hands-on experience with the course material in CHE 130. CO-REQUISITE(S): CHE 130  
MAT 130 or higher and (a grade of C- or higher in CHE 128 and CHE 129 or placement by Chemistry Assessment exam) are prerequisites for this class.

CHE 132  
**GENERAL CHEMISTRY II**  
Undergraduate  
Second course of three in the General Chemistry series. Topics discussed include: common states of matter, phase transitions, properties of solutions, kinetics and equilibrium. This course meets for three hours of lecture and one hour of discussion per week.  
A minimum grade of C- in CHE 130 and CHE 131 is a prerequisite for this class.

CHE 133  
**GENERAL CHEMISTRY LABORATORY II**  
Undergraduate  
Laboratory to be taken in conjunction with CHE 132. The course meets weekly for three hours. The experimental techniques learned in lab provide hands-on experience with the course material in CHE 132.  
A minimum grade of C- in CHE 130 and CHE 131 is a prerequisite for this class.

CHE 134  
**GENERAL CHEMISTRY III**  
Undergraduate  
Third of three courses in the General Chemistry sequence. Topics included in lecture: chemical equilibrium in aqueous solution (acids and bases, solubility, complex ion formation), Thermodynamics (entropy and free energy), electrochemistry, chemistry of d-block elements and descriptive chemistry.  
A minimum grade of C- in CHE 132 and CHE 133 is a prerequisite for this class.

CHE 135  
**GENERAL CHEMISTRY LABORATORY III**  
Undergraduate  
Laboratory to be taken in conjunction with CHE 134. The course meets weekly for three hours. The experimental techniques provide hands-on experience with the course material in CHE 134.  
A minimum grade of C- in CHE 132 and CHE 133 is a prerequisite for this class.

CHE 136  
**GENERAL CHEMISTRY I**  
Undergraduate  
This course is a rigorous introductory course in general chemistry covering topics such as composition of matter, atomic and molecular structure, bonding and chemical reactions, common states of matter, properties of solutions, phase transitions. Students must coregister for CHE 137, the laboratory course.  
MAT 130 or higher and (a grade of C- or higher in CHE 128 and CHE 129 or placement by Chemistry Assessment exam) are prerequisites for this class.

CHE 137  
**GENERAL CHEMISTRY I LABORATORY**  
Undergraduate  
Laboratory course to be taken in conjunction with CHE 136. This laboratory course introduces students to basic chemical laboratory techniques.  
MAT 130 or higher and (a grade of C- or higher in CHE 128 and CHE 129 or placement by Chemistry Assessment exam) are prerequisites for this class.
CHE 138
GENERAL CHEMISTRY II
Undergraduate
This course is a continuation of CHE136 covering topics including kinetics, chemical equilibrium in aqueous solution (acids and bases, solubility, complex ion formation), thermodynamics (entropy and free energy), electrochemistry, chemistry of d-block elements and descriptive chemistry. Students must coregister for CHE 139, the laboratory course.

A minimum grade of C- in CHE 136 and CHE 137 is a prerequisite for this class.

CHE 139
GENERAL CHEMISTRY II LABORATORY
Undergraduate
This laboratory course is a continuation of CHE137, emphasizing additional quantitative and qualitative laboratory techniques to coincide with CHE138 content.

A minimum grade of C- in CHE 136 and CHE 137 is a prerequisite for this class.

CHE 140
UNIVERSITY CHEMISTRY I
Undergraduate
The subject matter and sequence of topics are similar to that of the General Chemistry sequence (CHE 130-132-134), however this course is designed for students who are prepared for a more thorough, systematic, and mathematically rigorous study of chemistry including increased emphasis on the connection between chemical and physical topics. This is the first of a three-course sequence of University Chemistry. This course meets for three hours of lecture and one hour of discussion per week. Students must co-register for the laboratory companion course, CHE 141. CO-REQUISITE(S): CHE 141

MAT 131 and completion of the Chemistry Assessment Examination is a prerequisite of this class.

CHE 141
UNIVERSITY CHEMISTRY LABORATORY I
Undergraduate
Laboratory course to be taken in conjunction with CHE 140. This course meets weekly for three hours. The experimental techniques provide hands-on experience with the course material in CHE140. Students must co-register for the lecture companion course, CHE140.

MAT 131 and completion of the Chemistry Assessment Examination is a prerequisite of this class.

CHE 142
UNIVERSITY CHEMISTRY II
Undergraduate
Second course of three in the University Chemistry sequence. This course meets for three hours of lecture and one hour of discussion per week. Students must co-register for the laboratory companion course, CHE 143.

A grade of C- or higher in CHE 140 and CHE 141 is a prerequisite for this class.

CHE 143
UNIVERSITY CHEMISTRY LABORATORY II
Undergraduate
Laboratory course to be taken in conjunction with CHE 142. The course meets weekly for three hours. The experimental techniques provide hands-on experience with the course material in CHE 142. Students must co-register for the lecture companion course, CHE142.

A grade of C- or higher in CHE 140 and CHE 141 is a prerequisite for this class.

CHE 144
UNIVERSITY CHEMISTRY III
Undergraduate
Third course of three in the University Chemistry sequence. This course meets for three hours of lecture and one hour of discussion per week. Students must co-register for the laboratory companion course, CHE 145.

A grade of C- or higher in CHE 142 and CHE 143 is a prerequisite for this class.
CHE 145  
UNIVERSITY CHEMISTRY LABORATORY III  
Undergraduate  
Laboratory course to be taken in conjunction with CHE 144. The course meets weekly for three hours. The experimental techniques provide hands-on experience with the course material in CHE 144. Students must co-register for the lecture companion course, CHE144.

A grade of C- or higher in CHE 142 and CHE 143 is a prerequisite for this class.

CHE 202  
APPLIED PROBABILITY AND STATISTICS  
Undergraduate  
This is a lecture course that introduces students to concepts related to the statistical analysis of experimental data, covering material from uncertainty, significant figures, and propagation of error through least squares fitting to descriptions and applications of several statistical distributions.

(CHE 134 and CHE 135) or (CHE 138 and CHE 139) are a prerequisite and CHE 204 is a corequisite for this class.

CHE 204  
ANALYTICAL CHEMISTRY  
Undergraduate  
Use of equilibrium chemistry to solve problems of chemical analysis in acid-base, solubility, metal-ligand complex, and electrochemical systems. CO-REQUISITE(S): CHE 202 and CHE205.

(CHE 134 and CHE 135) or (CHE 138 and CHE 139) are prerequisites for this class.

CHE 205  
ANALYTICAL CHEMISTRY LABORATORY  
Undergraduate  
Laboratory to be taken in conjunction with CHE 204. Methods include wet chemistry and instrumental techniques of analysis. CO-REQUISITE(S): CHE 204.

(CHE 134 and CHE 135) or (CHE 138 and CHE 139) are prerequisites for this class.

CHE 228  
SURVEY OF ORGANIC CHEMISTRY  
Undergraduate  
This one-quarter course gives students an overview of the fundamentals of organic chemistry and its applications in health and environmental sciences. This is a survey course meant for students who do not need to learn a full year of organic chemistry. Emphasis is on the structure, function, and reactivity of the major classes of organic compounds. This course meets for six hours per week: three hours of traditional lecture and three hours of lab. The course is suitable for nursing and environmental science students; it does not substitute for any traditional organic chemistry course. CO-REQUISTE(S): CHE 229.

(CHE132 and 133) or (138 and 139) are prerequisites for this course.

CHE 229  
SURVEY OF ORGANIC CHEMISTRY LABORATORY  
Undergraduate  
Laboratory to be taken in conjunction with CHE 229. CO-REQUISITE(S): CHE 228.

(CHE132 and 133) or (138 and 139) are prerequisites for this course.

CHE 230  
ORGANIC CHEMISTRY I  
Undergraduate  
First in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecule and the language and fundamental concepts of organic chemistry, including: structure and bonding; acid-base reactions; functional groups; thermodynamics and kinetics of organic reactions; stereochemistry; substitution and elimination reactions of alkyl halides.

A minimum grade of C- in (CHE 134 and CHE 135) or (CHE 138 and CHE 139) is a prerequisite for this class.
CHE 231
ORGANIC CHEMISTRY LABORATORY I
Undergraduate
Laboratory to be taken in conjunction with CHE 230.

A minimum grade of C- in (CHE 134 and CHE 135) or (CHE 138 and CHE 139) is a prerequisite for this class.

CHE 232
ORGANIC CHEMISTRY II
Undergraduate
Second in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecules. Specific topics investigated include the reactivity and synthesis of alcohols, ethers, epoxides, alkenes, alkynes, alkanes, conjugated, and aromatic compounds. To be taken in conjunction with CHE 233.

A minimum grade of C- in CHE 230 and CHE 231 is a prerequisite for this class.

CHE 233
ORGANIC CHEMISTRY LABORATORY II
Undergraduate
Laboratory to be taken in conjunction with CHE 232.

A minimum grade of C- in CHE 230 and CHE 231 is a prerequisite for this class.

CHE 234
ORGANIC CHEMISTRY III
Undergraduate
Third in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecules. Specific topics investigated include the reactivity and synthesis of carbonyl compounds, amines, and bio-molecules. To be taken in conjunction with CHE 235.

A minimum grade of C- in CHE 232 and CHE 233 is a prerequisite for this class.

CHE 235
ORGANIC CHEMISTRY LABORATORY III
Undergraduate
Laboratory to be taken in conjunction with CHE 234.

A minimum grade of C- in CHE 232 and CHE 233 is a prerequisite for this class.

CHE 236
ORGANIC CHEMISTRY I
Undergraduate
First in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecules, and the language and fundamental concepts of organic chemistry. Specific topics that are covered include the following: structure and bonding; acids and bases; functional groups; thermodynamics and kinetics of organic reactions; alkanes; stereochemistry; alkyl halides and nucleophilic substitution; elimination reactions; alcohols, ethers and epoxides; alkenes; alkynes; oxidation and reduction. CO-REQUISITE(S): CHE 237.

(CHE 134 and CHE 135) or (CHE 138 and CHE 139) are a prerequisite for this class.

CHE 237
ORGANIC CHEMISTRY I LABORATORY
Undergraduate
Laboratory to be taken in conjunction with CHE 236. CO-REQUISITE(S): CHE236.

(CHE 134 and CHE 135) or (CHE 138 and CHE 139) are a prerequisite and CHE 236 is a corequisite for this class.
CHE 238  
ORGANIC CHEMISTRY II  
Undergraduate  
Second in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecules, and the language and fundamental concepts of organic chemistry. Specific topics that are covered include the following: conjugation, resonance, and dienes; benzene and aromatic compounds; electrophilic aromatic substitution; carboxylic acids; organometallic reagents; carbonyl substitution and addition reactions; aldehydes and ketones; carbonyl condensation reactions; amines; bio-molecules. To be taken in conjunction with CHE 239.

A minimum grade of C- in CHE 236 and CHE 237 is a prerequisite for this course.

CHE 239  
ORGANIC CHEMISTRY II LABORATORY  
Undergraduate  
Laboratory to be taken in conjunction with CHE 238.

A minimum grade of C- in CHE 236 and CHE 237 is a prerequisite for this course.

CHE 264  
ATMOSPHERIC CHEMISTRY  
Undergraduate  
Atmospheric chemistry with a focus on physical and chemical processes in the troposphere and stratosphere. CO-REQUISITE(S): CHE265.

CHE 264 and CHE 205 are prerequisites for this course.

CHE 265  
ATMOSPHERIC CHEMISTRY LABORATORY  
Undergraduate  
Laboratory to be taken in conjunction with CHE 264, with emphasis placed on gas phase and particulate measurements. CO-REQUISITE(S): CHE 264.

CHE 204 and CHE 205 are a prerequisite for this class.

CHE 268  
SOLID WASTE CHEMISTRY  
Undergraduate  
Fundamental chemical processes involved in the processing of solid wastes. CO-REQUISITE(S): CHE269.

CHE 204 and CHE 205 are prerequisites for this course.

CHE 269  
SOLID WASTE CHEMISTRY LABORATORY  
Undergraduate  
Laboratory to be taken in conjunction with CHE 268. CO-REQUISITE(S): CHE 268.

CHE 204 and CHE 205 are prerequisites for this course.

CHE 302  
QUANTUM CHEMISTRY  
Undergraduate  
Quantum mechanics. CO-REQUISITE(S): CHE303

CHE 204 and CHE 205 and (MAT 149 or MAT 152 or MAT 162 or MAT 172) and PHY 172 are prerequisites for this class.
CHE 303
EXPERIMENTAL PHYSICAL CHEMISTRY I
Undergraduate
Laboratory to be taken in conjunction with CHE 302. Introduction to essential skills and techniques of experimental physical chemistry. Topics include the use of data analysis software, computational methods, basic spectroscopy, and technical writing. CO-REQUISITE(S): CHE 302.

CHE 204 and CHE 205 and (MAT 149 or MAT 152 or MAT 162 or MAT 172) and PHY 172 are prerequisites for this course.

CHE 304
THERMOCHEMISTRY
Undergraduate
Thermochemistry. CO-REQUISITE(S): CHE305.

CHE 302 and CHE 303 are a prerequisite for this class.

CHE 305
EXPERIMENTAL PHYSICAL CHEMISTRY II
Undergraduate
Laboratory to be taken in conjunction with CHE 304. The goal of this laboratory course is to teach students essential skills and techniques of physical chemistry. Experimental work will focus on electronic spectroscopy and thermodynamics. CO-REQUISITE(S): CHE 304.

CHE 302 and CHE 303 are a prerequisite for this class.

CHE 306
KINETICS AND MOLECULAR DYNAMICS
Undergraduate

CHE 302 and CHE 303 are a prerequisite for this class.

CHE 307
EXPERIMENTAL PHYSICAL CHEMISTRY III
Undergraduate
Laboratory to be taken in conjunction with CHE 306. The goal of this laboratory course is to teach students essential skills and techniques of physical chemistry. Experimental work will focus on thermodynamics at the outset and then kinetics for the final two experiments of the quarter. Formerly CHE 211LAB. CO-REQUISITE(S): CHE 306.

CHE 302 and CHE 303 are a prerequisite for this class.

CHE 310
NUCLEAR CHEMISTRY
Undergraduate
This is a course for advanced undergraduates and graduate students. The course emphasizes the theory of radioactive decay, nuclear properties, mass-energy systematics, and nuclear applications.

CHE 202 and PHY 172 are a prerequisite for this course.

CHE 318
BIOPHYSICAL CHEMISTRY
Undergraduate
This course is designed for advanced undergraduate students with an interest in the interdisciplinary field of biophysics. The course will focus on several subfields of biophysical chemistry, including: fluorescence as a tool in biophysics; protein folding; biophysical applications of single molecule fluorescence, atomic force microscopy, X-ray crystallography, mass spectrometry, and NMR spectroscopy. Additional topics will be selected by students from a list of possible choices.

CHE 302 or CHE 340 is a prerequisite for this course.
CHE 320  
INTERMEDIATE INORGANIC CHEMISTRY  
Undergraduate  
Lecture course emphasizing synthesis, structure and reactions of metal ligand compounds of general and biological interest. CO-REQUISITE(S): CHE321.  

(CHE 234 and CHE 235) or (CHE 238 and CHE 239) are a prerequisite for this class.

CHE 321  
INTERMEDIATE INORGANIC CHEMISTRY LABORATORY  
Undergraduate  
Laboratory to be taken in conjunction with CHE 320. CO-REQUISITE(S): CHE 320.  

(CHE 234 and CHE 235) or (CHE 238 and CHE 239) are a prerequisite for this class.

CHE 326  
INTERMEDIATE ORGANIC CHEMISTRY  
Undergraduate  
This one-quarter course is designed to develop the chemical intuition necessary for advanced work in organic chemistry through a review of general organic chemistry, with emphasis on the following more advanced topics: reaction mechanisms and why reactions occur; heteraromatic chemistry; curved-arrow formalism and multi-step reactions; molecular orbitals and symmetry-controlled reactions; Hammett equation and structure-activity relationships; functional group interconversions; carbon-carbon bond-forming reactions; more advanced treatment of structure and mechanism; introduction to design and planning of synthesis of organic compounds. CO-REQUISITE(S): CHE327  

(CHE234 and CHE235) or (CHE238 and CHE239) are prerequisites for this course.

CHE 327  
INTERMEDIATE ORGANIC CHEMISTRY LABORATORY  
Undergraduate  
Laboratory to be taken in conjunction with CHE 326. This course is designed to provide the student with a thorough introduction to the experimental techniques utilized by practicing chemists in the synthesis, isolation, and characterization of organic compounds. CO-REQUISITE(S): CHE 326.  

(CHE234 and CHE235) or (CHE238 and CHE239) are prerequisites for this course.

CHE 330  
SENIOR CAPSTONE IN THE PHYSICAL SCIENCES  
Undergraduate  
Capstone in the Physical Sciences. A course for graduating chemistry and physics majors to integrate physical science experience with non-scientific fields.

CHE 340  
BIOCHEMISTRY I  
Undergraduate  
First in a three-course sequence, directed at those who wish an in-depth exploration of modern biochemistry. This course covers the structures and functions of the four major macromolecules, concentrating on enzyme kinetics and regulation. CO-REQUISITE(S): CHE341.  

The general biology sequence is strongly recommended.  

(CHE232 and 233) or (CHE238 and 239) are prerequisites for this course.

CHE 341  
EXPERIMENTAL BIOCHEMISTRY I  
Undergraduate  
Laboratory to be taken in conjunction with CHE 340. This course will introduce classic and modern techniques for isolating and characterizing biological molecules. Topics covered will include buffer preparation; amino acid analysis; detection, quantification, and purification of proteins; enzyme kinetics; purification, amplification, and analysis of DNA; protein stabilization; and molecular interaction analysis. CO-REQUISITE(S): CHE 340.  

(CHE232 and 233) or (CHE238 and 239) are prerequisites for this course.
CHE 342
BIOCHEMISTRY II
Undergraduate
Second in a three-course sequence, directed at those who wish an in-depth exploration of modern biochemistry. This course covers energy metabolism and biosynthetic pathways, with emphasis on their coordinated regulation. CO-REQUISITE(S): CHE343.

CHE 340 and CHE 341 are a prerequisite for this class.

CHE 343
EXPERIMENTAL BIOCHEMISTRY II
Undergraduate
Laboratory to be taken in conjunction with CHE 342. Applications of basic techniques from CHE 341: DNA cloning and transformation; protein expression, purification, and characterization; and advanced biophysical methods. CO-REQUISITE(S): CHE 342.

CHE 340 and CHE 341 are a prerequisite for this class.

CHE 344
BIOCHEMISTRY III
Undergraduate
Third in a three-course sequence, directed at those who wish an in-depth exploration of modern biochemistry. This course covers metabolism, nucleic acid structure and replication, transcription and translation. Also included are methods of biotechnology and an introduction to reading the primary literature. CO-REQUISITE(S): CHE345.

CHE 342 and CHE 343 are a prerequisite for this class.

CHE 345
EXPERIMENTAL BIOCHEMISTRY III
Undergraduate
Laboratory to be taken in conjunction with CHE 344. This course will introduce students to bioinformatics methods including protein function prediction and structure analysis, DNA/protein sequence analysis and alignment, and special topics laboratory techniques. CO-REQUISITE(S): CHE 344.

CHE 342 and CHE 343 are a prerequisite for this class.

CHE 346
SURVEY OF BIOCHEMISTRY
Undergraduate
This course covers the key topics in biochemistry. These include non-covalent interactions, acid/base chemistry, chemical and three-dimensional structures of proteins/nucleic acids/lipids, hemoglobin oxygen binding, cytoskeletal and motor proteins, enzyme mechanisms/kinetics, membrane and membrane proteins/transport, signaling, energy metabolism and biosynthesis. Formerly CHE 240.

CHE 232 or CHE 238 is a prerequisite for this class.

CHE 348
CHEMICAL BIOLOGY
Undergraduate
This course introduces students to a new discipline spanning the fields of chemistry and biology in which chemical techniques and tools, often compounds produced through synthetic chemistry are used to study and manipulate biological systems in an effort to unravel biological problems and systems. The course will take a case study approach. Techniques encountered in the case study will be studied in depth. Primary literature will be used extensively in the in depth case study.

CHE 344 is a prerequisite for this course.
CHE 360
MEDI C I NAL CHEM I STRY
Undergraduate
This course emphasizes organic chemical principles and reactions vital to drug design and drug action in the human body. Medicinal chemists design molecules that alter phenomena operating at the overlap of chemistry, biochemistry, cell biology, and pharmacology. This course introduces the conceptual frameworks and methods employed in drug development using case histories and mechanisms of clinically important drugs as illustrative examples.

CHE 234 or CHE 238 are prerequisites for this course.

CHE 362
DRUGS AND TOXICOLOGY
Undergraduate
This course covers the chemical and biological analysis of the metabolism and distribution of drugs, toxins and chemicals in animals and humans, and the mechanism by which they cause therapeutic and toxic responses. Metabolism and toxicity as a basis for drug development, metabolic polymorphisms and biomarkers of exposure are also covered.

CHE 234 or CHE 238 is a prerequisite for this class.

CHE 364
NUTRITION
Undergraduate
This is a one-quarter course focused on the advanced chemical aspects of human nutrition. The topics include the nutritive and toxic content of foods and health effects, a review of basic metabolic processes, nutrient transport and storage systems, cell signaling and regulation, and hormonal regulation and fuel utilization.

CHE 234 or CHE 238 and CHE 340 are a prerequisite for this class.

CHE 378
APPLIED SPECTROSCOPY
Undergraduate
Organic structure determination through the interpretation of spectral information.

(CHE 234 and CHE 235) or (CHE 238 and CHE 239) are prerequisites for this course.

CHE 392
INTERNSHIP
Undergraduate
Experiential learning experience in a government agency, industrial firm, business, or non-profit organization.

CHE 394
SEMINAR
Undergraduate
This course is required for all chemistry majors. This course is designed to enhance your ability to: critically read and summarize scientific literature, thoughtfully listen to a scientific seminar, articulate questions regarding a scientific seminar, and orally present a scientific paper.

(CHE 234 and CHE 235) or (CHE 238 and CHE 239) and at least Junior year standing) or instructor permission is a prerequisite for this course.

CHE 397
RESEARCH
Undergraduate
This course allows a student to work with a faculty member on a research project. Faculty consent and research contract are required to register for the course. This course is typically completed in one to four quarters at the discretion of the research advisor. The student is expected to gain skills in laboratory techniques and procedures in pursuing answers to a research project.

Junior standing is a prerequisite for this class.
CHE 398
CHEMISTRY THESIS
Undergraduate
This course requires faculty-guided experimental exploration of a research topic and both written (thesis) and oral (seminar and defense) presentation of results. This course is typically completed in two or three quarters (though it may be completed in one quarter at the discretion of the research advisor). The student is expected to gain skills in laboratory techniques and procedures in pursuing answers to a research project. The student will choose a faculty mentor and a project. The project may be based on lab or field research. The grade for the thesis will be based on the written document as well as on the oral seminar and defense presented to the Chemistry students and faculty and the student will graduate “with honors” from the department. This course may be taken more than one time for credit.

Junior standing is a prerequisite for this class.

CHE 399
INDEPENDENT STUDY
Undergraduate
Independent study of chemistry on an informal basis by an individual in consultation with a department faculty member. Variable credit. Department consent required.

CHE 422
INORGANIC STRUCTURE AND REACTIVITY
Graduate
One of two courses in inorganic chemistry for advanced undergraduates and graduate students in the M.S. program. The course emphasis is variable, but topics covered will include the structure of inorganic compounds and inorganic reaction chemistry.

CHE 424
GROUP THEORY
Graduate
One of two courses in inorganic chemistry for advanced undergraduates and graduate students in the M.S. program. The course emphasis is variable, but the primary topics will be group theory and its application to inorganic compounds.

CHE 430
POLYMER SYNTHESIS
Graduate
This course focuses on the key synthetic organic chemistry methods for making polymers and coatings. A detailed consideration is given to the three types of polymerization reactions: step, chain, and ring-opening polymerizations. Practical application of polymer chemistry in society is a theme throughout the course.

CHE 431
POLYMER SYNTHESIS LABORATORY
Graduate
The goal of this lab course is to expose students to experimental polymer chemistry. This course focuses on the key synthetic methods for making polymers and basic structural characterization techniques. Practical application of polymer chemistry in society is a theme throughout the course.

CHE 432
PHYSICAL CHEMISTRY OF POLYMERS
Graduate
This course looks at the broad subject of the physical chemistry of polymers and coatings. A detailed consideration is given to the role of molecular conformation and configuration in determining the physical behavior of polymers. Practical application of physical polymer chemistry in society is a theme throughout the course.

CHE 434
POLYMER CHARACTERIZATION
Graduate
This course looks at the broad subject of polymer characterization. A detailed consideration is given to major methods of analysis of chemical structure, molecular weight, morphology, and rheology. Practical application of polymer characterization in society is a theme throughout the course.
CHE 435  
POLYMER CHARACTERIZATION LABORATORY  
Graduate  
The goal of this lab course is to expose students to hands-on polymer characterization techniques. This course will focus on the basic characterization techniques for determining structure and physical properties of polymers. Practical application of polymer characterization is a theme throughout the course.

CHE 436  
POLYMER TECHNOLOGY  
Graduate  
This course looks at the broad subject of the polymer and coatings technology. A detailed consideration is given to polymerization processes, and polymer and coatings processing. Practical application of polymer and coatings technology in society is a theme throughout the course.

CHE 438  
MATERIAL SCIENCE  
Graduate  
This course looks at the broad subject of the materials science with emphasis on theory and applications of metals, ceramics, polymers, coatings and composites from atomic and macroscopic points of view. Practical application of materials science is a theme throughout the course.

CHE 442  
PROTEIN STRUCTURE AND FUNCTION  
Graduate  
One of two courses in biochemistry for advance undergraduates and graduate students in the M.S. program. An in-depth exploration of protein structure and function, this course surveys the common experimental and bioinformatics methods used by modern biochemists to study protein structure, folding, evolution, engineering, conformational dynamics, and enzymatic reactivity. Students will gain experience with and working knowledge of online databases and tools used by biochemists to formulate and test hypotheses related to the topics of the course.

CHE 444  
ADVANCED TOPICS IN PROTEIN BIOCHEMISTRY  
Graduate  
One of two courses in biochemistry for advanced undergraduates and graduate students in the M.S. program. Discussion and seminars in selected areas.

CHE 450  
ADVANCED MECHANISTIC ORGANIC CHEMISTRY  
Graduate  
One of two courses in organic chemistry for advanced undergraduates and graduate students in the M.S. program. This course emphasizes physical organic chemical models and experimental methods that are used to understand, predict, and control the outcomes of reactions in organic chemistry.

CHE 452  
ADVANCED SYNTHETIC ORGANIC CHEMISTRY  
Graduate  
One of two courses in organic chemistry for advanced undergraduates and graduate student in the M.S. program. This course emphasized classic and modern synthetic methods.

CHE 470  
STATISTICAL THERMODYNAMICS  
Graduate  
One of three courses in physical chemistry for advanced undergraduates and graduate students in the M.S. program. CHE470 is a course designed to provide an in-depth presentation of thermodynamics from a molecular perspective. The course builds upon foundations given in undergraduate courses on quantum chemistry, and thermochemistry. Starting with some basic principles of probability and probability distribution, it proceeds to the Boltzmann distribution law, and an introduction to microcanonical ensembles; then using the expressions of the quantum energy levels of some simple models, a systematic exploration of the proper formulation, evaluation, and application of partition functions is given. In short, this course develops a methodology to compute thermodynamic properties of macroscopic systems from knowledge of the quantized energies of individual molecules.
CHE 472
MOLECULAR DYNAMICS
Graduate
One of three courses in physical chemistry for advanced undergraduates and graduate students in the M.S. program. CHE472 builds upon topics covered in a typical undergraduate-level course on chemical kinetics. Here, focus is placed on kinetics at the molecular level with an aim to understand how a reaction system behaves as it passes over a potential energy surface. Depending on time and student interest, specific topics in this course may include reaction rate theory, scattering theory, and surface interactions. Computer simulations may also be incorporated in this course.

CHE 474
ADVANCED QUANTUM CHEMISTRY
Graduate
One of three courses in physical chemistry for advanced undergraduates and graduate students in the M.S. program. CHE474 is focused on quantum mechanics and will build on fundamental principles introduced in undergraduate quantum chemistry, including an examination of the particle-in-a-box, rigid rotor, and harmonic oscillator models. More advanced quantum mechanical topics such as the Dirac representation, wave packet motion, and time-dependent perturbation theory may also be explored. These topics can be used to understand phenomena such as coherent control of reactions, vibrational energy redistribution, and electronic energy transfer. The primary goals of this course are to: 1) increase students' understanding of quantum mechanical principles; 2) apply quantum mechanics to spectroscopic problems; and 3) expose students to modern literature related to quantum mechanics.

CHE 476
COMPUTATIONAL CHEMISTRY
Graduate
This course is designed to provide an accessible and practical introduction to computational chemistry. The course provides an overview of different methods commonly used in the field ranging from classical to quantum mechanical ab initio and density functional methods.
PREREQUISITE(S): CHE302.

CHE 480
SPECIAL TOPICS IN ANALYTICAL CHEMISTRY
Graduate
This course may be any topic related to chemical analysis, such as mass spectroscopy, electrochemical analysis, principles of chromatography, polymer properties, coatings, sampling methods, design of experiments, etc. This course may be repeated if the topics are different.

CHE 482
SPECIAL TOPICS IN BIOCHEMISTRY
Graduate
This course may cover any topic related to biochemistry or medicinal chemistry. This course may be repeated if the topics are different.

CHE 484
SPECIAL TOPICS IN INORGANIC CHEMISTRY
Graduate
This course may cover any topic related to inorganic chemistry. This course may be repeated if the topics are different.

CHE 486
SPECIAL TOPICS IN ORGANIC CHEMISTRY
Graduate
This course may cover any topic related to organic chemistry. This course may be repeated if the topics are different.

CHE 488
SPECIAL TOPICS IN PHYSICAL CHEMISTRY
Graduate
This course covers specific topics in the area of physical chemistry. Examples of topics include single molecule techniques, molecular electronic spectroscopy, interaction of electromagnetic radiation with particulate matter, and hydrogen bonding. This course may be repeated if the topics are different.
CHE 490
ADVANCED PROBABILITY AND STATISTICS
Graduate
This course introduces students to statistical methods that can be used in error analysis of experimental data. Computers are used to apply concepts discussed in lecture to actual data sets. Offered: Winter of even-numbered years. Familiarity with Excel or a modern programming language is strongly recommended.

CHE 497
RESEARCH
Graduate
This course requires independent experimental exploration under the supervision of a faculty member. Thesis students must write a thesis based on their research project and successfully complete a two-part oral exam. The first part of the examination consists of the thesis presentation and defense; the second part is an oral examination concerning the student's general knowledge of chemistry.

CHE 502
CANDIDACY CONTINUATION
Graduate
Required of all students who are not registered for regular courses but who occasionally utilize university facilities during completion of course requirements and/or research. This course carries no credit.

CHE 464
COATINGS SCIENCE AND TECHNOLOGY
Graduate
This course will provide a concise review of the current scientific understanding in the field of polymer and coatings science with numerous practical applications to produce a basic understanding of polymers and coatings technology.

CHE 466
COATINGS PROPERTIES AND APPLICATIONS
Graduate
This course will provide a concise review of basic principles involved in the characterization, properties, applications, and performance of coatings.

CHN 101
BASIC CHINESE I
Undergraduate
This course is an introduction to the study of standard modern Chinese, often referred to as Mandarin. This course adopts the modern Chinese phonetic system, hanyupinyin, using simplified characters. This course aims at functional proficiency by developing the four aspects of your communicative capabilities -- listening, speaking, reading, and writing -- through intensive practice arranged as true-to-life as possible. It also strives to improve students' structural accuracy, which in turn will increase functional proficiency, by dealing with the grammatical rules in the way that you can internalize them. As language and culture interact with each other, this course will also help students gain insights into the Chinese people, their life, culture, customs and habits.

(Covers the equivalent of CHN 101 and the first half of CHN 102.) The first half of beginning Chinese (Mandarin). Listening to, speaking, reading, and writing Chinese in a cultural context for the beginning student.

CHN 102
BASIC CHINESE II
Undergraduate
This course is the second part of the three-quarter sequence on Basic Chinese. It helps students develop basic conversation skills as well as modern Chinese literacy. The dialect to be taught in the course is Mandarin. The simplified Chinese characters are mainly used in reading and writing although students are also exposed to the traditional form of Chinese characters throughout the course.
This course continues to broaden and strengthen the foundation of Chinese language in both written and spoken formats. Based on knowledge gained in Basic Chinese I and II in terms of the origin and the elements of Chinese characters, the course expands students' collection of Chinese words and phrases to apply in both reading and writing. It introduces more grammars including sentence structure and express patterns. With the understanding of the phonetics systems of spoken Chinese as well as the structure of Chinese characters, students will continue to reflect on their learning and will share methods used to retain what they have learned in the class. The course combines language study with the exploration of Chinese culture and history.

(Covers the equivalent of the second half of CHN 102 and all of CHN 103.) The second half of beginning Chinese (Mandarin). Further work on the basic elements of the Chinese language, spoken as well as written, with due regard to the cultural context of Chinese expression. CHN 101S or equivalent is recommended.

This course is the first part of the three-quarter course in Intermediate Chinese. It is offered to help students develop higher-level conversation skills as well as modern Chinese literacy. The dialect to be taught in the course is Mandarin. The simplified Chinese characters are mainly used in reading and writing although students are also exposed to the traditional form of Chinese characters throughout the course. CHN 103 or equivalent, including placement test or permission of instructor, is recommended.

This course is the second part of the three-quarter course in Intermediate Chinese. It is offered to help students develop higher-level conversation skills as well as modern Chinese literacy. The dialect to be taught in the course is Mandarin Chinese. Simplified Chinese characters are mainly used in reading and writing although students are also exposed to the traditional form of Chinese characters throughout the course. CHN 104 or equivalent, including placement test or permission of instructor, is recommended.

This course is the third part of the three-quarter course in Intermediate Chinese. It is offered to help students develop higher-level conversation skills as well as modern Chinese literacy. The dialect to be taught in the course is Mandarin. The simplified Chinese characters are mainly used in reading and writing although students are also exposed to the traditional form of Chinese characters throughout the course. CHN 105 or equivalent, including placement test or permission of instructor, is recommended.

An intensive introduction to reading, writing, and speaking Mandarin in a cultural context for the beginning student. For participants in the STARTALK PROGRAM.

An intensive introduction to reading, writing, and speaking Mandarin in a cultural context for the beginning student; continues CHN 110. For participants in the STARTALK Program.
CHN 117
INTENSIVE BASIC CHINESE I
Undergraduate
This is part I of a two-course sequence of hybrid Basic Chinese which is equivalent to the 1st-year sequence CHN101-102-103. The hybrid course is offered in two modules: Online Learning Module (OLM) in which you self-learn the online content on our course website and finish on-line assignments during the weekdays and the Face-to-Face Module (FtFM) in which you take tests and have conversational practices in a weekly class meeting every Friday afternoon. The class will focus on developing students' basic conversational and literary proficiency in mandarin Chinese.

CHN 118
INTENSIVE BASIC CHINESE II
Undergraduate
This is part II of a two-course sequence of hybrid Basic Chinese which is equivalent to the 1st-year sequence CHN101-102-103. The hybrid course is offered in two modules: Online Learning Module (OLM) in which you self-learn the online content on our course website and finish on-line assignments during the weekdays and the Face-to-Face Module (FtFM) in which you take tests and have conversational practices in a weekly class meeting every Friday afternoon. The class will focus on developing students' basic conversational and literary proficiency in mandarin Chinese. CHN 117 or equivalent, including placement test or permission of instructor, is recommended.

CHN 141
INTENSIVE CHINESE
Undergraduate
Students will be encouraged to engage in primary research and field work, visiting local Asian American communities and community-based organizations. While the course will provide students with an introduction to issues linked to community-rooted research in Chicago, it will also enhance an awareness of the challenges of integrating: media or popular representations with reality; theory with practice, and "objective" research with social advocacy. Gaining new perspectives, students will be empowered to apply such knowledge and research skills in conducting a study of any community, particularly those that are least understood, such as the Asian American communities. Through such studies, students will take active roles in bringing such communities from the margins to the center of investigation, contributing to academic and popular interests.

CHN 197
SPECIAL TOPICS IN CHINESE
Undergraduate
See schedule for current offerings.

CHN 198
STUDY ABROAD
Undergraduate
Variable credit.

CHN 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

CHN 201
ADVANCED CHINESE I
Undergraduate
This is the first course of third year Chinese. Students will improve their communicative competence in all four areas of listening, speaking, reading, and writing. Emphasis will be on expansion of vocabulary, the mastery of more complex structural patterns and grammatical concepts, as well as the students' ability to apply in actual communication what they have learned in the classroom. CHN 106 or the equivalent, including placement test or permission of instructor, is recommended.
CHN 202
ADVANCED CHINESE II
Undergraduate
Advanced Chinese. It is offered to help students develop higher-level conversation skills as well as modern Chinese literacy. The dialect to be taught in the course is Mandarin. The simplified Chinese characters are mainly used in reading and writing although students are also exposed to the traditional form of Chinese characters throughout the course. CHN 106 or the equivalent, including placement test or permission of instructor, is recommended.

CHN 203
ADVANCED CHINESE III
Undergraduate
This course is the 3rd part of the three-quarter sequence in Advanced Chinese. It is offered to help students develop higher-level conversation skills as well as modern Chinese literacy. The dialect to be taught in the course is Mandarin. The simplified Chinese characters are mainly used in reading and writing although students are also exposed to the traditional form of Chinese characters throughout the course. CHN 106 or the equivalent, including placement test or permission of instructor, is recommended.

CHN 211
LANGUAGE AND SOCIETY IN MODERN CHINA
Undergraduate
This course explores contemporary society and culture through readings and discussions about the features and history of languages spoken in Mainland China, Taiwan, and Hong Kong; the mutual influence between language and cultural traditions including, social practices and values; the recent economic boom, the Internet; and English. The course is designed as a companion course to the intensive Chinese language study in the Chinese Summer Abroad program in Shanghai. The pre-travel portion of the course helps to prepare students for their stay in Shanghai by introducing them to the general features of the society, culture and history. The on-site and post-travel portions will engage students in reflection, analysis and understanding of the experience. CHN 106 or the equivalent, including placement test or permission of instructor, is recommended.

CHN 252
INTRODUCTION TO COMMERCIAL CHINESE
Undergraduate
This course will help students develop basic interpretive, presentational, and interactive skills that are needed in business-related Chinese social contexts. Students will learn pertinent vocabulary, idiomatic expressions, cultural information and etiquette in four conversational contexts as presented in four units in this course. Mandarin Chinese is used in the majority of instruction, although English is also employed to explain certain cultural information and relevant business etiquette. CHN 106 or the equivalent, including placement test or permission of instructor, is recommended.

CHN 297
SPECIAL TOPICS IN CHINESE
Undergraduate
See schedule for current offerings.

CHN 298
STUDY ABROAD
Undergraduate
Variable credit.

CHN 299
INDEPENDENT STUDY
Undergraduate
Variable credit.
CHN 301
ADVANCED SPEAKING
Undergraduate
This course is designed to help post-intermediate students of Chinese to develop advanced-level Mandarin speaking skills. Students will acquire new vocabulary, structural patterns and language registers that will allow students to comprehend and discuss about issues in Chinese in various social contexts. Students are required to present the knowledge and skills you acquire in class in various in-class activities and homework including pronunciation drills, role plays, real-life interviews, and presentations. As this is an advanced level course, Chinese is the medium of instruction and is the focus of all class activities. Minimal English is expected in class communication. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

CHN 302
ADVANCED READING
Undergraduate
This course is designed to help post-intermediate students of Chinese to develop reading and writing skills in standard (Mandarin) Chinese, dealing with intermediate to advanced texts with carefully designed exercises to guide comprehension, and to strengthen reading and writing strategies. As this is an advanced level course, Chinese is the medium of instruction and is the focus of all class activities. Minimal English is expected in class communication. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

CHN 303
ADVANCED WRITING
Undergraduate
This course is the 3rd section of the 4th-year Chinese sequence with an aim to help students to develop advanced-level reading and writing skills in standard (Mandarin) Chinese. This course will focus on developing students’ writing skills on formal and abstract topics. Students will also be exposed to various genres of written Chinese such as newspaper, magazines, and contemporary novels. As this is an advanced level course, Chinese is the medium of instruction and is the focus of all class activities. Minimal English is expected in class communication. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

CHN 305
TANG DYNASTY LITERATURE AND CULTURE
Undergraduate
This is an introductory course to the history, art and interpretation of Tang Poetry, the zenith of classical Chinese poetry. Introductory readings are in English, and original poems in simplified and traditional Chinese will be selected to read and discuss. Attention will also be given to the ways of intermedia and transcultural rewriting of Chinese literature in the age of globalization. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

CHN 319
CONTEMPORARY CHINESE LITERATURE
Undergraduate
This is a survey course of the Chinese literary history of the past seven decades in the contexts of Chinese historical and cultural circumstances. Students will examine representative works of the major literary genres such as poetry, novel (in excerpt), short story, drama (in excerpt), and the most recent online writings, such as blog essay. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

CHN 320
CHINESE FOR BUSINESS
Undergraduate
This course aims to develop advanced-level oral and literary skills that are needed in business-related Chinese social contexts. Cultural information will be covered as an integral part of business communication. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.
CHN 321
CHN 321: TRANSLATION
Undergraduate
Boosted by globalization and the Internet, the demand for translators is on the rise. This demand creates career opportunities for people with the knowledge of a second language. Chinese 321 - Translation Practice and Theories - is designed to help Chinese-language students grasp the skills and theories needed to render qualified Chinese-to-English and English-to-Chinese translations. Through hands-on practice, a survey of major theories of translation, group and class discussions, and lectures, this course will teach you how to comprehend source texts accurately and deeply from both linguistic and cultural perspectives; how to express faithfully, fully, and coherently in the target language the idea of a source text; how to apply grammatical rules, rhetoric devices, diction, etc. in translation; how to use editing skills to enhance translation results; and how to use different language styles to render different materials. CHN 106 or the equivalent, including placement test or permission of instructor, is recommended.

CHN 330
MODERN CHINESE LITERATURE: 1919 - 1949
Undergraduate
This course studies some of the highlights of modern Chinese literature since the May 4th Movement in 1919 to the pre-Mao era in 1949—a literature produced during a period of unprecedented historical upheavals and a literature that itself has been an arena for political, cultural, and aesthetic conflicts. Through a close study of some of the significant fiction, drama, and poetry writers students will not only gain a keen understanding of the central themes of modern Chinese but also a better understanding of modern Chinese society. CHN 106 or the equivalent, including placement test or permission of instructor, is recommended.

CHN 360
CHINESE POPULAR CULTURE AND SOCIAL MEDIA
Undergraduate
The course aims to survey contemporary Chinese pop culture in city life as well as social, cultural, and political dynamics shaped by and reflected in Chinese social media. Print and online media reports, excerpts from popular TV shows, films, documentaries, and literature will be used as reading and class discussion materials. Language use in various media genres will be discussed as well. Students are expected to use Mandarin Chinese as the primary language in the classroom. CHN 106 or equivalent, including placement test or permission of instructor, is recommended.

CHN 370
CHINESE CULTURE THROUGH FILM
Undergraduate
This course is a survey course in which a selection of films from the internationally acclaimed “new Chinese cinema” are used to help students better understand the history, politics, society and economy of China in different decades of the twentieth century. Students will place each film in its historical context, considering both its aesthetic form and sociopolitical content. Although both English and Mandarin will be used in class, students need to have good command of the Chinese language to understand and discuss sociolinguistic issues in certain films. CHN 106 or the equivalent, including placement test or permission of instructor, is recommended.

CHN 395
FOREIGN LANGUAGES ACROSS THE CURRICULUM
Undergraduate
The two credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in Chinese. Students must have the equivalent of 106 or higher ability in Chinese to take this two credit component. Please contact the Department of Modern Languages if you have questions about this course or about language placement.

CHN 397
SPECIAL TOPICS IN CHINESE
Undergraduate
See schedule for current offerings.

CHN 398
STUDY ABROAD
Undergraduate
Variable credit.
CHN 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

CHN 401
ADVANCED SPEAKING
Graduate
Advanced practice of speaking skills in Mandarin, focusing on expanding vocabulary and information needed for the discussion of topics to full capacity in the target language. Three years of college study or equivalent knowledge recommended.

CHN 402
ADVANCED READING
Graduate
Advanced practice of reading skills in Mandarin, focusing on increase in vocabulary and reinforcement of their grammatical knowledge, using textual clues to find the meanings of unknown words. Cross-listed with CHN 302.

CHN 403
ADVANCED WRITING
Graduate
Advanced practice of writing skills in Mandarin, focusing on standardized formal writing practices ranging from the writing of letters to the writing of essays including both descriptive and expository styles. Students in this course will develop vocabulary, expressions, and reading and writing strategies through working with historical texts. They are also expected to develop deeper understanding of the content, as well as the special historical and cultural contexts, of the selected texts. All assignments will be submitted in mandarin Chinese. Cross-listed as CHN 303.

CHN 405
TANG DYNASTY LITERATURE AND CULTURE
Graduate
This is an introductory course to the history, art and interpretation of Tang Poetry, the zenith of classical Chinese poetry. All the introductory readings are in English, and original poems in simplified and traditional Chinese will be selected to read and discuss. Attention will also be given to the ways of intermedia and transcultural rewriting of Chinese literature in the age of globalization.

CHN 419
CONTEMPORARY CHINESE LITERATURE
Graduate
This is a survey course to the Chinese literary history of the past seven decades in the contexts of Chinese historical and cultural circumstances. Students will examine representative works of the major literary genres such as poetry, novel (in excerpt), short story, drama (in excerpt), and the most recent online writings, such as blog essay.

CHN 420
CHINESE FOR BUSINESS
Graduate
This course aims to develop advanced-level oral and literary skills that are needed in business-related Chinese social contexts. Cultural information will be covered as an integral part of business communication.

CHN 421
CHN 421: TRANSLATION
Graduate
Boosted by globalization and the Internet, the demand for translators is on the rise. This demand creates career opportunities for people with the knowledge of a second language. Chinese 421 - Translation Practice and Theories - is designed to help Chinese-language students grasp the skills and theories needed to render qualified Chinese-to-English and English-to-Chinese translations. Through hands-on practice, a survey of major theories of translation, group and class discussions, and lectures, this course will teach students how to comprehend source texts accurately and deeply from both linguistic and cultural perspectives; how to express faithfully, fully, and coherently in the target language the idea of a source text; how to apply grammatical rules, rhetoric devices, diction, etc. in translation; how to use editing skills to enhance translation results; and how to use different language styles to render different materials. Cross-listed with CHN 321.
CHN 430
MODERN CHINESE LITERATURE: 1919 - 1949
Graduate
This course studies some of the highlights of modern Chinese literature since the May 4th Movement in 1919 to the pre-Mao era in 1949—a literature produced during a period of unprecedented historical upheavals and a literature that itself has been an arena for political, cultural, and aesthetic conflicts. Through a close study of some of the significant fiction, drama, and poetry writers students will not only gain a keen understanding of the central themes of modern Chinese but also a better understanding of modern Chinese society.

CHN 454
INTRODUCTION TO CHINESE LINGUISTICS
Graduate
This course is aimed to introduce students to modern Mandarin Chinese linguistics. Students will explore the historical evolution of Chinese and understand the basic characteristics of Mandarin.

CHN 460
CHINESE POPULAR CULTURE AND SOCIAL MEDIA
Graduate
The course aims to survey contemporary Chinese pop culture in city life as well as social, cultural, and political dynamics shaped by and reflected in Chinese social media. Print and online media reports, excerpts from popular TV shows, films, documentaries, and literature will be used as reading and class discussion materials. Language use in various media genres will be discussed as well. Students are expected to use Mandarin Chinese as the primary language in the classroom.

CHN 470
CHINESE CULTURE THROUGH FILM
Graduate
Survey of major twentieth-century Chinese films illustrating the history, politics, society and economy of modern China, with special attention to the continuity between tradition and modernity. Cross-listed with CHN 370.

CHN 496
PRACTICUM IN CHINESE INSTRUCTION
Graduate
Supervised practice in language instruction, paired with a mentor instructor in a beginning or intermediate language course. Students observe a class, teach a lesson or lessons, assist in assessment and lesson planning, and complete individualized assignments to develop their skills as classroom language instructors. Repeatable.

CHN 497
SPECIAL TOPICS IN CHINESE
Graduate
See schedule for current offerings.

CHN 498
STUDY ABROAD
Graduate
Variable credit.

CHN 499
INDEPENDENT STUDY
Graduate
Variable credit.

CMN 101
INTRODUCTION TO HUMAN COMMUNICATION
Undergraduate
This course provides an introduction to the field of relational, group and organizational communication. Students become acquainted with the basic terms, concepts and theoretical perspectives used to examine communication in dyadic, group and organizational contexts.
CMN 102
INTRODUCTION TO MASS COMMUNICATION
Undergraduate
This course offers students a broad overview of the mass media (print, film, video, recorded music, radio, television and the internet) with a particular focus on how these media impact our everyday lives. Students will develop critical frameworks for understanding how power operates across the media spheres of production, circulation, representation and reception. Attention is placed on how the social categories of race, class, gender, sexuality, ethnicity, age and nationality inform each of these media spheres. The course also considers how recent developments in digital technologies, media convergence and globalization have transformed our media culture.

CMN 103
INTERCULTURAL COMMUNICATION
Undergraduate
Examines the role culture plays in interethnic and international communication. Explores differences and similarities in cultural values and communication behaviors between and among diverse cultures and develops intercultural competence. Critiques stereotypes and increases cultural sensitivity.

CMN 104
PUBLIC SPEAKING
Undergraduate
Introduction to the effective communication skills required for public speaking in organizational and public settings. The course stresses the important role public speaking plays in a democratic society and encourages students to address topics of a political and/or social nature. The course emphasizes the process of researching, preparing and presenting a variety of speeches. Additionally, it includes units on delivery and performance skills, effective use of language for the spoken word, clear organization of messages, critical listening and thinking skills, and tailoring messages to a variety of audiences in a diverse society. (FORMERLY INTC 220)

CMN 394
ADVANCED COMMUNICATION INTERNSHIP
Undergraduate
This course is for communication majors and minors who meet eligibility requirements. Students will learn career planning skills, explore the organizations in which they work, gain an understanding of how they contribute to their organizations, and discuss societal and world issues, as they affect their workplaces.

CMN 395
COMMUNICATION INTERNSHIP SPECIAL TOPICS
Undergraduate
Students will reflect on their internship experience through a variety of assignments that will prepare them for gainful employment after graduation.

CMN 396
CAPSTONE IN COMMUNICATION
Undergraduate
Making a difference: Communication Senior Capstone. Exploration of student skills, knowledge and interests, as well as how these might have a concrete contribution to contemporary society. Students cannot earn credit for both CMN396 and PRAD396.

Status as a College of Communication major with senior standing is a prerequisite for this class.

CMN 398
STUDY ABROAD
Undergraduate
Expand international learning opportunities that effectively prepare students to be successful, innovative leaders and community members in a diverse global society. NOTE: CMN 398 meets the Junior Year Experiential learning requirement. To count for MCS credit, topic of Study Abroad must be approved by program director to count for History/Criticism elective.

CMN 399
INDEPENDENT STUDY
Undergraduate
PREREQUISITE(S): Written permission of supervising faculty member and of the departmental chair is necessary before registration.
CMN 591
INTERNSHIP
Graduate
Students will reflect on their internship experience through a variety of assignments that will prepare them for gainful employment after graduation.

Status as a Graduate Communications student is a prerequisite for this class

CMN 592
GRADUATE INTERNSHIP II
Graduate
Using their internship site as a source of information, students will identify transferable skills and hone personal and professional traits that will keep them gainfully employed regardless of the state of the economy.

Status as a Journalism or Public Relations student and CMN 591 is a prerequisite for this class.

CMN 598
STUDY ABROAD
Graduate
Expand international learning opportunities that effectively prepare students to be successful, innovative leaders and community members in a diverse global society.

CMNS 101
METHODOLOGICAL TOPICS
Graduate
This course is a special topics course in research methods, wherein students study and practice a specialized approach to data collection and knowledge generation. Students will engage the philosophical foundations and practical methodological operations of the study of human communication from a specific research perspective.

CMNS 290
COMMUNICATION WORKSHOP (VARIABLE TOPICS)
Undergraduate
This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include survey design and focus groups.

CMNS 291
RESEARCH METHODS
Undergraduate
This course is an introduction to the study of communication through the observation and analysis of empirical (i.e. aspects of the observable world) data. It will stress how to form appropriate questions from the theories (or hunches, dreams etc.) and rigorously test these propositions (quantitatively and qualitatively) to see how well they correspond to the world outside ourselves. An added benefit of the course will be to show how to be a more informed judge of the claims of others. The format of the course is lecture/discussion. Students cannot earn credit for both CMNS 291 and PRAD 291.

CMNS 305
PERFORMANCE STUDIES
Undergraduate
The course traces the shift from the field of Oral Interpretation to the emergence of Performance Studies as a discipline, with particular attention to the primary theorists and practitioners who have set the foundation and scope of the field of Performance. Taking an historical approach to the development of the field, the course will explore performance epistemologies, performative methodologies, and performative theories, offering students the opportunity to study and engage contemporary approaches to performance research.

CMNS 306
TOPICS IN PRESENTATION
Undergraduate
Courses offer advanced analysis of presentational forms. Students will enact presentational theories in relational, small group, or public communication contexts.
CMNS 315
HEALTH COMMUNICATION
Undergraduate
This course surveys the theory and practice of communication in the health care setting. Topics include the dynamics of doctor-patient interaction and the cursory nature of health care campaigns. (Organizational, Relational)

CMNS 327
RESEARCHING RELATIONSHIPS
Undergraduate
Researching Relationships provides an overview of the concepts, methods and tools by which interpersonal/relational research is designed, conducted, interpreted, and critically evaluated. Quantitative, qualitative, and critical interpersonal/relational research will be examined. The primary goals of the course are to help students become knowledgeable consumers and producers of relational communication research by developing skills in gathering, organizing, interpreting and presenting research information using informed, competent, and ethical methods.

CMNS 360
RELATIONAL, GROUP, AND ORGANIZATIONAL THEORY
Undergraduate
This course surveys relevant theoretical developments in the field of communication. While exploring the major theoretical paradigms that inform and guide the study of human communication, students receive insight into the significance and meaning of their own day-to-day communication activities and discover how theories provide complementary and viable explanations for analyzing as well as assessing the impact of communication in relational, group and organizational contexts.

CMNS 392
INDEPENDENT STUDY
Undergraduate
Independent Study.

CMNS 500
FOUNDATIONS IN GRADUATE COMMUNICATION STUDIES
Graduate
This course provides an orientation and introduction to the Communication Studies Graduate Programs (Health, Relational, Organizational/Multicultural) in the College of Communication, as well as the larger field of communication studies. The course provides an orientation into graduate program policies, program faculty, DePaul resources, the broader academic discipline of Communication and potential career opportunities for graduates and resources in the field. In addition, the course provides a survey of research paradigms and methodologies, while offering students an introduction to areas of faculty specialization. Students will develop a personalized study plan and a literature review related to their area of research interest. This class will be primarily lecture/discussion based, emphasizing student participation, active learning, and diverse disciplinary perspectives. The course will take the form of several guest lectures, critical reading and reflection of research, and discussion. Students will be required to participate in small group discussions, and submit papers and other written assignments.

Status as a Graduate Communication student, Health Communication student, or Relational Communication student is a prerequisite for this class.

CMNS 501
COMMUNICATION IN CULTURAL CONTEXTS
Graduate
Analyzes theories of the interaction between culture and communication. Investigates the facets of culture that influence communication in a variety of settings, ranging from corporate and educational realms to social and familial domains, particularly among people from different cultures. Examines how communication can serve to bridge gaps in a multicultural setting. Formerly CMN 501.

Status as a Graduate Communication student or department consent is a prerequisite for this class.
CMNS 504
LANGUAGE, THOUGHT AND CULTURE
Graduate
This course examines the interrelationship among language, thought, and culture. Reviews and critiques theories and research of how language or the use of symbols reflects culture and shapes reality for certain cultural/ethnic groups and organizations. Explores how language influences thought and action of the collective and of individuals in social, political and organizational settings.

Status as a Graduate Communication student or department consent is a prerequisite for this class.

CMNS 505
LATINO COMMUNICATION IN CULTURAL CONTEXTS
Graduate
This seminar surveys theories of the interaction between culture and communication in specific Latino contexts. Investigates the facets of culture that influence Latino communication intra- and inter-culturally in a variety of settings, ranging from corporate and educational realms to socio-political and family domains. Provides students with theoretical, analytical and practical skills to understand, communicate with, and engage with diverse Latino populations in professional and social settings.

Status as a Graduate Communication student or department consent is a prerequisite for this class.

CMNS 509
SPECIAL TOPICS IN MULTICULTURAL COMMUNICATION
Graduate
Course covers a variety of topics that address theories about multicultural communication such as culture, gender, sexual orientation, race, and ethnicity.

Status as a Graduate Communication student or department consent is a prerequisite for this class.

CMNS 521
LANGUAGE AND POWER
Graduate
Reviews the role of language and representation as social power. Topics include rhetorical form as strategy, semiotic analysis of power relations, language and the construction of subjectivity, and discursive structures of empowerment.

Status as a Graduate Communication student or department consent is a prerequisite for this class.

CMNS 522
COMMUNICATING IDENTITY
Graduate
Focuses on the rhetorical theories and practices through which various cultural groups within the US. construct a sense of identity. The course examines different rhetorical forms and strategies through an analysis of the rhetorical situations, texts and artifacts of various cultural groups.

Status as a Graduate Communication student or department consent is a prerequisite for this class.

CMNS 523
GENDERED COMMUNICATION
Graduate
Examines research into the ways the various aspects of communication are affected by and affect the social construction of gender. Topics covered include language and language usage differences, interaction patterns and perceptions of the sexes generated through language and communication. (Cross-listed as MLS 445/WMS 440).

Status as a Graduate Communication or Relational Communication student or department consent is a prerequisite for this class.

CMNS 525
COMPARATIVE MANAGEMENT COMMUNICATION
Graduate
Examines and contrasts the management philosophies of different cultures around the world, paying special attention to how European and Asian organizational practices influence structure, culture and communication within American corporations.

Status as a Graduate Communication student or department consent is a prerequisite for this class.
CMNS 527
ASSESSMENT AND INTERVENTION IN ORGANIZATIONS
Graduate
Organizations are symbolic realities constructed by humans in communication. In other words, organizations are creations, and both organizational members and observers need to comprehend them as such. Communication 527 is devoted to preparing you to become communication professionals able to understand organizations through the analysis of organizational patterns of meaning and expectations. Communication professionals help organizations to improve communication by (1) identifying differences between actual and desired conditions of communication and (2) devising ways to close the gap between actual and desired states. The first function involves organizational communication evaluation (gathering, analyzing, and interpreting data about an organization’s communication processes). The second function is referred to as intervention (actions taken to improve organizational communication). People who perform organizational communication evaluation and intervention may be members of the organization or outside agents brought in to perform specific projects. This class will focus on the role of the communication professional in the maintenance and change of organizational communication functions, structures, and the communication processes that occur at various systems levels, including dyads, groups, intercultural and multicultural relations, and organization-wide network processes.

Status as a Graduate Communication or Relational Communication student or department consent is a prerequisite for this class.

CMNS 529
TOPICS IN ORGANIZATIONAL AND MULTICULTURAL COMMUNICATION
Graduate
This course offers students a variety of special topic areas related to organizational and multicultural communication. Students will have opportunities to delve more deeply into each topic area working with instructors who have specialized expertise in that area. Typical topics include but are not limited to Global Workplaces and International Management, Organizational Identity, Critical Theory, and Latino(a) Representation. When this course is taken as an elective for the MA-RELC program, the topic must be approved by the MA-RELC Program Director.

Status as a Graduate Communication student or Director consent is a prerequisite for this class.

CMNS 530
INSTRUCTIONAL DEVELOPMENT
Graduate
This course is designed to assist in understanding the principles necessary for effective design, delivery and evaluation of instruction based on awareness of differing learning styles, subject content, the educational setting, and learning outcomes. This course examines issues related to instructional development by emphasizing the components that are critical in the development, delivery, and assessment of quality teaching and learning experiences in both academic and organizational settings. Students will have the opportunity to implement instructional strategies in the class setting.

Status as a Graduate Communication or Relational Communication student or department consent is a prerequisite for this class.

CMNS 531
INSTRUCTIONAL DEVELOPMENT PRACTICUM
Graduate
After completing CMNS 530, students have the option of taking CMNS 531. The course allows students to apply concepts learned in Instructional Development as they partner as a teaching assistant with a College of Communication instructor to prepare assignments, conduct teaching sessions, and grade.

Status as a Graduate Communication student or department consent is a prerequisite for this class.

CMNS 532
INTRODUCTION TO TRAINING AND DEVELOPMENT
Graduate
This course provides an introduction to training and its relationship to organizational problem solving. Basic and advanced training strategies are taught within the context of developing organizations. Organizations often have in house training and development specialists that facilitate on-going organizational change processes. The functions of such human relations specialists are explored and the kinds of communication knowledge, competencies and skills needed to enact such functions are examined.

Status as a Graduate Communication student or department consent is a prerequisite for this class.
CMNS 535
ENVIRONMENTAL RHETORIC AND POLITICS
Graduate
The idea of nature and the way in which we relate with the environment are intertwined with human communication. Our social constructions of nature and environment ultimately result in a material reality when these ideas directly influence environmental policy (e.g. the Endangered Species Act) and environmental practices (e.g. recycling). The purpose of this course is to analyze the discourse that has influenced environmental policy and practice in the public and private sphere. We will examine key rhetorical documents that have laid the groundwork for sustainability literacy from a social, scientific, economic, and philosophical perspective. We will explore the more formal aspects of environmental communication (government and corporate policy) as well as the commonplace (representations of nature in mediated contexts, social movement rhetoric, and corporate communication about the environment). Students should leave this course with a heightened critical sensibility about the ways in which our language not only shapes our understanding of the environment but also influences political, corporate and personal action.

CMNS 541
ORGANIZATIONAL COMMUNICATION AND CULTURE
Graduate
The central purpose of this course is to introduce students to the role communication plays in organizational life. Throughout the quarter, attention will be devoted to examining the various theoretical perspectives from which organizational communication can be viewed, and selectively surveying major content topics and current issues in the organizational communication literature.

CMNS 542
MULTICULTURAL COMMUNICATION IN THE WORKPLACE
Graduate
Multicultural issues affect the communication of organizational members on a day-to-day basis. This course examines multicultural issues in professional settings. It provides students with knowledge about co-cultural communication patterns, which will enhance their own ability to interact. Further, it demonstrates how multicultural communication can be an organizational asset.

CMNS 543
COMMUNICATION AND ORGANIZATIONAL CHANGE
Graduate
Change in an organization implies change in communicative processes at the individual, dyadic, group and systemic levels. Communication variables that define patterns of interaction within these organizational contexts will be examined as well as key issues that might cause communication difficulties.

CMNS 544
POLITICS AND POWER IN ORGANIZATIONS
Graduate
Examines political activities sanctioned and encouraged by organizations, subjective political activities initiated by individuals, bases of power within organizations (influence strategies), living and working with organizational politics (coping mechanisms).

CMNS 545
COMMUNICATION AND TECHNOLOGY
Graduate
Communication and Technology explores the process through which technological and social systems co-create or invent each other. As such, this course not only examines the role that new communication technologies play in shaping our social systems and the organizations within them, but also looks at how social, cultural, economic and legal contexts influence the development and emergence of these technologies.
CMNS 547
COMMUNICATION IN CUSTOMER SERVICE
Graduate
America's economy is currently driven by service industries. In this course we will explore the communicative dimensions of customer service. By reviewing the theory and research of customer service and exploring the research methods available for assessing service, students will be both better able to appreciate the service process and diagnose and change ineffective service systems.

Status as a Graduate Communication or Relational Communication student or department consent is a prerequisite for this class.

CMNS 548
TEAMS AND LEADERSHIP
Graduate
Modern organizations are increasingly interested in shifting their organizational structures toward the goal of creating self-managed work teams. Therefore, the current communication graduate greatly benefits from knowledge and experience with two interdependent aspects of group dynamics: decision-making under conditions of uncertainty, and the philosophy and practice of developing groups into self-managed teams. The December quarter version of this course will combine a relatively brief period of lecture/discussion with a teamwork intensive action learning component towards the goal of making each student competent to either spearhead a change to self-managed work teams in their own organization (if called upon to do so), or to understand and weather this change in work mode without stress.

Status as a Graduate Communication student or department consent is a prerequisite for this class.

CMNS 549
SPECIAL TOPICS IN ORGANIZATIONAL COMMUNICATION
Graduate
Course covers a variety of topics that address theories about organizational communication such as group processes, conflict management, and leadership.

Status as a Graduate Communication student or department consent is a prerequisite for this class.

CMNS 550
ORGANIZATIONAL DIVERSITY & LEADERSHIP
Graduate
Organizational Diversity and Leadership provides students with a conceptual framework of the strategies and systems required to design, implement, and manage a comprehensive diversity initiative spanning various functions in various business sectors. This course addresses issues relating to diversity philosophy, organization and administration of diversity initiatives as well as the development and implementation of a comprehensive diversity strategy within the business enterprise.

Status as a Graduate Communication or Health Communication student or department consent is a prerequisite for this class.

CMNS 552
STRATEGIC COMMUNICATION
Graduate
This course explores the process by which communicators attempt to accomplish their goals. In particular, this course covers theories of persuasion, strategic message design (creating messages that take into account multiple audiences and goals), and how the inferential process influences decision-making.

Status as a Graduate Communication or Relational Communication student or department consent is a prerequisite for this class.

CMNS 556
INTERCULTURAL CONFLICT AND NEGOTIATION STRATEGIES
Graduate
This course focuses on the role of communication strategies in conflict negotiation, mediation, and resolution within a globalized society. Students will be introduced to core concepts in intercultural communication in order to understand differing value systems and communication strategies between cultures. The course will examine conflict situations in a variety of cross cultural contexts, e.g., conflict in interpersonal relationships between members of different cultural groups, conflict in multicultural organizations, and conflict at global political levels. Students will apply intercultural communication theories to various cross cultural conflict scenarios in order to obtain practical and theoretical understanding of conflict negotiation and resolution between cultures.

Status as a Graduate Communication or Relational Communication student or department consent is a prerequisite for this class.
CMNS 557
SPECIAL TOPICS IN TRAINING AND DEVELOPMENT
Graduate
This course varies on topics related to issues in training and development.
Status as a Graduate Communication student or department consent is a prerequisite for this class.

CMNS 561
INTERNATIONAL MEDIA
Graduate
Examines the political economy of the global media, with attention to institutional, historical, and contemporary questions of ownership and program content, as well as representations by the U.S. commercial news media of the foreign other and the representation of Western culture and institutional life in non-Western contexts. Includes examination of issues in the mass media now debated within the international community, pursuing questions about the New World Information Order, the international marketplace of images, cultural imperialism and national culture, and types of programming aimed at an international audience.
Status as a Graduate Communication student or department consent is a prerequisite for this class.

CMNS 563
MULTICULTURAL MEDIA REPRESENTATIONS
Graduate
This course examines both representational practices and theories that are informed by multicultural perspectives. It explores ways in which scholars and media practitioners have dealt with the epistemological problem of "difference". The course may take up topics such as race, class, age, and sexual orientation as categories of difference that have informed and continue to inform academic inquiries. The course also looks at historical and/or contemporary media texts, and analyzes them through these methods.
Status as a Graduate Communication student or department consent is a prerequisite for this class.

CMNS 570
INTRODUCTION TO DIGITAL CMN
Graduate
This course will provide students with a detailed critical introduction to the field of digital communication. Topics will include practical applications of digital communication across disciplines: communication studies, journalism, public relations, advertising, media and cinema studies, and communication technology. This class will offer students a glimpse of those disciplines and allow them to integrate them all together. Additionally, this course will provide an entry point for students into the program who have had little experience with either digital technology or communication courses. Ideally, this course would be a critical introduction to the field.
Status as a MA-DCMA or a MA-MCS student or department consent is a prerequisite for this class.

CMNS 581
QUALITATIVE RESEARCH METHODS
Graduate
Introduction to qualitative approaches to research in communication. The course includes a systematic review and application of ethnography, unstructured interviewing, personal document analysis, historical research, and critical practice. Addresses the rationale, method, and theory of each qualitative approach to research in addition to placing emphasis upon data collection and interpretation.
Status as a Graduate Communication or Relational Communication student or department consent is a prerequisite for this class.

CMNS 582
QUANTITATIVE RESEARCH METHODS
Graduate
Introduces students to quantitative approaches to research and basic statistics. Topics include research design and control, survey construction, measurement and other general research issues, nonparametric statistics, correlation, the t-test and analysis of variance.
Status as a Graduate Communication or Relational Communication student or department consent is a prerequisite for this class.
CMNS 583
RESEARCH METHODS
Graduate
Focuses on developing an understanding of appropriate quantitative and qualitative research methodologies and relevant descriptive and inferential statistics for the investigation of both practical and theoretical problems in the study of communication. By considering the nature, concepts, and logic of the research enterprise, permits a critically informed assessment of published research, including data gathering and data analysis procedures.

Status as a Graduate Communication or Relational Communication student or department consent is a prerequisite for this class.

CMNS 584
METHODOLOGICAL TOPICS
Graduate
This course is a special topics course in research methods, wherein students study and practice a specialized approach to data collection and knowledge generation. Students will engage the philosophical foundations and practical methodological operations of the study of human communication from a specific research perspective.

CMNS 590
COMMUNICATION WORKSHOP (VARIABLE TOPICS)
Graduate
This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include survey design and focus groups.

Status as a Graduate Communication student, Health Communication student, or Relational Communication student is a prerequisite for this class.

CMNS 592
INDEPENDENT STUDY
Graduate
Students will be guided in the development of a special project that furthers their collaboration with an instructor and produces a report that demonstrates their mastery of critical content and competencies. The independent study option is intended for students who have demonstrated a mastery of course content, who would benefit from a sustained, focused collaboration with a relevant faculty member.

Status as a Graduate Communication student and Director Consent is a prerequisite for this class.

CMNS 596
GRADUATE CAPSTONE
Graduate
The graduate capstone course is designed to accompany the completion of an exit project, an option to fulfill the requirements for an M.A. in the following programs: Organizational and Multicultural, Relational Communication, and Health Communication. Under the mentorship of a faculty member, students will design and create an exit project as guided by their chosen committee. The students in the course will serve as peer collaborators for one another, providing resources throughout the exit project process. The purpose of an exit project is to allow students the flexibility to create a meaningful work product that integrates the graduate coursework, which is distinctly separate from the thesis and comprehensive exam options. To enroll in this course, students must complete and submit the requisite paperwork with the signature of their exit project committee members along with a proposal of the exit project.

Status as a Graduate Communication student, Health Communication student, or Relational Communication student is a prerequisite for this class.

CMNS 599
RESEARCH THESIS
Graduate
Enroll in 599 during the term you plan to defend your thesis or complete your final project. This is a graded, 4-credit hour course. Tuition is charged. You must have a scheduled defense/completion date to be approved for this class. Your thesis/project advisor needs to communicate this date to the Graduate Studies Director for your program, before you are allowed to enroll. Loan deferment is allowed to those registered for this class.

Status as a Graduate Communication student and Director Consent is a prerequisite for this class.
CMNS 601
ACTIVE DEGREE COMPLETION
Graduate
This is a 0-credit hour course that is available to students who are working actively toward the completion of a thesis or project. Enrollment in this course is limited to the two quarters prior to the defense of the thesis/project and requires graduate director approval and proof of work each quarter. No tuition is charged, only student fees (approx. $50), which allows you access to the library and other campus facilities. This course is graded as pass/fail. Eligible for loan deferment and student loans.

Status as a Graduate Communication or Relational Communication student or department consent is a prerequisite for this class.

CMNS 602
CANDIDACY CONTINUATION
Graduate
This is a 0-credit hour course that requires permission from the graduate director. Students can enroll in 602 if they are finishing a course in which they received an incomplete (IN). If the student does not register for any regular courses in the quarter they plan to finish the incomplete, they can enroll in 602 and access the library and other campus facilities. No tuition is charged, only student fees (approx. $50). This course is graded as pass/fail. Not eligible for loan deferment or student loans.

Status as a Graduate Communication student is a prerequisite for this class.

CNS 228
LEGAL, ETHICAL AND SOCIAL ISSUES IN INFORMATION SECURITY
Undergraduate
This course is designed to acquaint students with electronic privacy, security and ethics. Students will gain an understanding of information ethics, existing and emerging cyber-laws, organizational liability issues, and explore several Codes of Ethics. Students will learn about real and potential security issues, steps that can be taken to create environments of trust, how to evaluate the strengths and weaknesses of a firm’s information resource environment, and risk management and operation feasibility issues. Formerly CNS 330.

CNS 320
COMPUTER FORENSIC AND INCIDENT RESPONSE
Undergraduate
Introduction to the topics of computer forensic, computer crimes, response to security incidents, Cybercrime investigation and prosecution. Students will learn how an organization can setup a security response team, prepare for Security incidents and manage these incidents.
PREREQUISITE(S): (CSC 301 or CSC 393) and CSC 373

CNS 340
FUNDAMENTALS OF INFORMATION ASSURANCE
Undergraduate
This course is a survey of the fundamental elements of computer security and information assurance. Topics may include confidentiality, integrity, and availability; security policies; authentication; access control; risk management; threat and vulnerability assessment; common attack/defense methods; ethical issues. Formerly CSC 390.

CNS 355
PHYSICAL AND IT SECURITY CONVERGENCE
Undergraduate
This course introduces students to the fundamental processes associated with the Physical Security discipline. This course will present the convergence of IT Security and Corporate Physical Security, focusing on where convergence takes place - at the technology, process and function level. Students will look at real-world illustrations of implementation and analyze perceived efficiencies and cost-savings. This course is designed for students who desire to understand physical and IT security in the framework of Enterprise Risk Management.

CNS 366
CRITICAL INFRASTRUCTURE AND CONTROL SYSTEMS CYBERSECURITY
Undergraduate
This course is an introduction to the cybersecurity challenges for control systems present in industry, homes and traditional businesses such as manufacturing. Topics covered include the design and setup of Supervisory Control and Data Acquisition (SCADA) systems, Distributed Control Systems (DCS), and Programmable Logic Controller (PLC) systems. As these systems are typically designed without any intrinsic security mechanism, we will study the challenges of protecting them and how to employ a defense-in-depth methodology to secure them. This class will focus on the security risks of critical infrastructure systems (such as Electrical, Pipelines, Water/Wastewater and transportation) and methods to protect them. PREREQUISITE(S): CNS 340 or TDC 377 or IT 263
CNS 378
HOST BASED SECURITY
Undergraduate
Principles of host based security. Review of security methods used to ensure the confidentiality, integrity, and availability of the information stored on a host. The class will cover OS configuration, access control, anti-malware, public facing application security, host-based intrusion detection/prevention, host-based firewalls and audit & compliance. Course includes laboratory work with both the Linux and Windows operating systems. PREREQUISITE(S): CSC 374 or TDC 311 or IT 373

CNS 388
SECURITY TESTING AND ASSESSMENT
Undergraduate
Vulnerability assessment and ethical security testing; review of ethical concerns and legal issues associated with security testing activities; study and analysis of the defensive mechanisms used to mitigate such threats. There will be extensive hands-on laboratory exercises. PREREQUISITE(S): TDC 377

CNS 389
CYBER DEFENSE EXERCISES AND ATTACK RESPONSES
Undergraduate
This is a hands-on, lab based applied security course in which students will work in teams to defend against cyber-attacks and implement services in a hostile cyber environment. Most activities will be derived from Cyber Dense and Cyber League competitions and will prepare students to participate and excel in these competitions. This course is open to all students, including students inexperienced in Cyber Defense competitions. Repeat enrollment is encouraged. PREREQUISITE(S) None

CNS 390
VULNERABILITY ASSESSMENT FOR COMMUNITY-BASED ORGANIZATIONS
Undergraduate
This service learning course prepares students with real-world experience by partnering with a non-profit, community-based organization to identify information security vulnerabilities and propose recommendations that improve the organization's security and privacy practices. Within the context of an assigned community-based organization, students will work in teams to conduct a vulnerability assessment; identify and propose cost-effective safeguards that may be administrative, technical, or physical; define a plan to test, monitor, and train system users on recommended security safeguards, and; document project deliverables for the organization's management. The course emphasizes hands-on exercises and student reflection on a community-based term project. PREREQUISITIE(S): CNS 340

CNS 394
INFORMATION SYSTEMS SECURITY ENGINEERING I
Undergraduate
This course requires students to apply Information System Security Engineering methods and processes to design, document and implement comprehensive security infrastructures in realistic scenarios. Students will work in teams through the entire life cycle of a Security infrastructure project from needs discovery, threat assessment, architecture design, implementation, effectiveness assessment and auditing. The course is designed to span two quarters. In this first quarter, students will learn the Information Systems Security Engineering process and perform asset identification, threat assessment and system requirement specification. PREREQUISITE(S): CNS 378 (formerly IT 378) and TDC 377 and TDC 379.

CNS 395
INFORMATION SYSTEMS SECURITY ENGINEERING II
Undergraduate
This senior project capstone course requires students to apply Information System Security Engineering methods and processes to perform the design and implementation of Information Systems Security infrastructures. The human and sociological impacts of Information Security will be studied with a particular focus on privacy issues, ethical use of Security tools and cultural and legal difference that exist in a globally connected but diverse world. PREREQUISITE(S): CNS 394

CNS 397
TOPICS IN COMPUTER, INFORMATION AND NETWORK SECURITY
Undergraduate
May be repeated for credit.
CNS 399
INDEPENDENT STUDY
Undergraduate
Variable credit. PREREQUISITE(S): Consent of dean.

CNS 418
INTRODUCTION TO HOST SECURITY
Graduate
Principles of host based security. Review of security methods used to ensure the confidentiality, integrity, and availability of the information stored on a host. The class will cover OS configuration, access control, anti-malware, public facing application security, host-based intrusion detection/prevention, host-based firewalls and audit & compliance. Course includes laboratory work with both the Linux and Windows operating systems. PREREQUISITE(S): TDC 411

CNS 440
INFORMATION SECURITY MANAGEMENT
Graduate
Survey of information security management as it applies to information systems analysis, design, and operations. Managing information assets and the security infrastructure. Emphasis on managing security-related risk, as well as the process of developing, implementing, and maintaining organizational policies, standards, procedures, and guidelines. Identifying and evaluating information assets, threats, and vulnerabilities. Quantitative and qualitative risk analysis, risk mitigation, residual risk, and risk treatment as they relate to information security. Topics include information security vulnerabilities, threats, and risk management; security policies and standards; security audits; access controls; network perimeter protection, data protection; physical security; security education training and awareness. Introduction to compliance, as well as the CISSP domains. PREREQUISITE(S): None

CNS 450
COMPUTER FORENSICS
Graduate
This course focuses on the forensic analysis of data from computer systems. This course covers: preservation and interpretation of evidence; file systems, e.g., Ext3 and NTFS; storage behavior of applications; forensic tools; tool development and automation; indexing documents; reporting and testimony. Optional topics include: anti forensics; data mining; data recovery; intrusion detection; software forensics. PREREQUISITES: CSC 403 and CSC 406

CNS 455
PHYSICAL AND IT SECURITY CONVERGENCE
Graduate
This course introduces students to the fundamental processes associated with the Physical Security discipline. This course will present the convergence of IT Security and Corporate Physical Security, focusing on where convergence takes place - at the technology, process and function level. Students will look at real-world illustrations of implementation and analyze perceived efficiencies and cost-savings. This course is designed for students who desire to understand physical and IT security in the framework of Enterprise Risk Management. PREREQUISITE(S): None

CNS 466
CRITICAL INFRASTRUCTURE AND CONTROL SYSTEMS CYBERSECURITY
Graduate
This course is an introduction to the cybersecurity challenges for control systems present in industry, homes and traditional businesses such as manufacturing. Topics covered include the design and setup of Supervisory Control and Data Acquisition (SCADA) systems, Distributed Control Systems (DCS), and Programmable Logic Controller (PLC) systems. As these systems are typically designed without any intrinsic security mechanism, we will study the challenges of protecting them and how to employ a defense-in-depth methodology to secure them. This class will focus on the security risks of critical infrastructure systems (such as Electrical, Pipelines, Water/Wastewater and transportation) and methods to protect them. PREREQUISITE(S): CNS 440 or TDC 477
CNS 477
LEGAL ISSUES IN INFORMATION ASSURANCE
Graduate
This graduate course is a survey of legal issues arising under information security and control frameworks such as COBIT and ISO17799. Topics include the basics of trademark, copyright, patent and trade secrets and protection strategies for each of them; software licensing issues; data privacy under state, federal and international law; evidence and digital forensic practices; ethics; the Computer Fraud and Abuse Act's boundaries for illegal access to computers; electronic surveillance and cyber traps; information security measures mandated by select federal statutes (HIPAA, Gramm-Leach-Bliley and Sarbanes-Oxley); and practical techniques on how to find and keep abreast of legal issues affecting information security. PREREQUISITE(S): CNS 440 or IS 433

CNS 487
INTRODUCTION TO GOVERNANCE, RISK, AND COMPLIANCE
Graduate
This course provides an introduction to IT governance, including examining the differences between governance and management, IT governance standards and frameworks, risk management practices and techniques, value in IT investments, and regulatory compliance. Issues such as strategic alignment, risk optimization and benefits realization will be explored. Students will learn how IT relates to the business and how the outcomes of good governance will benefit the organization. PREREQUISITE(S): None

CNS 488
SECURITY TESTING AND ASSESSMENT
Graduate
Methodologies and tools for performing vulnerability testing; management of security testing initiatives and activities; review of the different types of assessments, legal issues, ethical concerns. Defensive mechanisms to mitigate the risks illustrated by the assessment using Defense-In-Depth architectures. Concepts illustrated using hands-on lab exercises. PREREQUISITE(S): TDC 477

CNS 489
ADVANCED CYBER ATTACK RESPONSES AND DEFENSES
Graduate
This lab-based applied security course introduces students to advanced cyber defense and cyber-attack response. Students manage an organize teams to defend against cyber-attacks and implement services in a hostile cyber environment. Most activities will be derived from Cyber Defense and Cyber League competitions and will prepare students to participate and excel in these competitions. This course is open to all students, including students inexperienced in Cyber Defense competitions. Repeat enrollment is encouraged. PREREQUISITE(S): None

CNS 490
INFORMATION SECURITY RISK ASSESSMENT FOR NON-PROFIT ORGANIZATIONS
Graduate
Students taking this course will gain real-world experience by partnering with a non-profit, community-based organization to assess information security needs and propose recommendations that improve the organization's security and privacy practices. Within the context of an assigned non-profit organization, students will work in teams to conduct a security risk assessment using industry standards as guidance; write a formal risk assessment report for the organization's management; identify and propose cost-effective security safeguards that may consist of security policies, technologies, or procedures; define a plan to test, monitor, and train system users on recommended security safeguards. PREREQUISITE(S): CNS 440

CNS 533
ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
Graduate
Design, implementation, support and management of control methods in enterprise environments. Focus is on how these controls can help organizations achieve regulatory compliance. Review of Sarbanes-Oxley and its impact on IT systems. Detailed study of how risk assessment methods, information security program management and ERP systems can be used to fulfill regulatory and legal requirements. Control Objectives for Information and related Technology (COBIT) guidelines and best practices for SOX compliance. Security management standards (ISO 17799, BS 7799 and ISO 27001) . PREREQUISITE(S): CNS 440 or IS 433

CNS 594
COMPUTER INFORMATION AND NETWORK SECURITY CAPSTONE
Graduate
Design, setup and configuration of realistic enterprise computing and networking environments. Securing the infrastructure and integration of different services and technology in efficient, secured and redundant manners. Technologies will include: open-source and commercial products, firewalls, Virtual Private Networks (VPNs), authentication systems, Intrusion Detection Systems (IDS), advanced routing mechanisms (OSPF, BGP, IS-IS), highly redundant and robust networking. PREREQUISITE(S): TDC 477 or CNS 533
CNS 597
TOPICS IN COMPUTER INFORMATION AND NETWORK SECURITY
Graduate
Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit.
PREREQUISITE(S): For specific prerequisites, see syllabus or consult course instructor.

CNS 599
INDEPENDENT STUDY
Graduate
Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable Credit.
PREREQUISITE(S): None.

COM 300
ORCHESTRATION I
Undergraduate
Ranges, sonorities and characteristics of woodwind, brass, percussion and string instruments; orchestrational studies of representative works through the 19th century; arrangements for orchestral ensembles.
Status as an undergraduate composition major and MUS 230 are a prerequisite for this class.

COM 301
16TH CENTURY COUNTERPOINT
Undergraduate
Species counterpoint in two and three parts; melodic, formal and "harmonic" practices in Renaissance polyphony; free composition in the style; analysis and in-class performances of Renaissance motets and mass settings as well as original student compositions.
Status as an undergraduate composition major and MUS 230 are a prerequisite for this class.

COM 302
18TH CENTURY COUNTERPOINT
Undergraduate
Contrapuntal techniques of Bach and Handel; analysis, composition, and in-class performances of solo and ensemble works in the style. Assignments include composition of inventions and fugues.
Status as an undergraduate composition major and MUS 230 are a prerequisite for this class.

COM 303
20TH CENTURY COUNTERPOINT
Undergraduate
Exploration of contrapuntal techniques using 20th century vocabularies; analysis of selected compositions from the 20th-century, including works of Ives, Schonberg, Webern, Bartok, Hindemith, Ligeti and others as well as music of very recent times.
Status as an undergraduate composition major and MUS 230 are a prerequisite for this class.

COM 305
ANALYTICAL STUDIES
Undergraduate
Use of various analytical techniques for detailed studies of selected compositions from the common-practice period through the present day.
Status as an undergraduate composition major and MUS 230 are a prerequisite for this class.

COM 313
INTRODUCTION TO COMPOSITION
Undergraduate
Basic composition. Recommended as preparatory for intended composition majors. This course may be repeated for credit.
Status as an Undergraduate Music student is a prerequisite for this class.
COM 315
COMPOSITION
Undergraduate
Exploration of 20th and 21st century techniques through creative projects and possible analytical assignments. Projects are designed to lead to the completion of compositions for a variety of performance media, culminating in the senior composition project.

Status as a Composition student is a prerequisite for this class.

COM 320
ORCHESTRATION II
Undergraduate
A survey of orchestrational practices and techniques from the last 100 years. Assignments include analysis, notation, and orchestration.

Status as an undergraduate composition major, MUS 230, and COM 300 are a prerequisite for this class.

COM 326
ELECTRO-ACOUSTIC MUSIC I
Undergraduate
Introduction to the history and literature of electro-acoustic music. Introduction to electronic tools and techniques, including MIDI sequencing, timbral manipulation, and digital sampling.

Status as an Undergraduate Music student is a prerequisite for this class.

COM 327
ELECTRO-ACOUSTIC MUSIC II
Undergraduate
Introduction to digital video and multimedia composition and delivery. Further study in the history, literature, and analysis of electro-acoustic music.

COM 326 is a prerequisite for this class.

COM 398
INDEPENDENT STUDY
Undergraduate
An in-depth study of a composition topic under the supervision of a faculty member. (Departmental permission required).

Status as an Undergraduate Music student is a prerequisite for this class.

COM 405
GRADUATE ANALYTICAL STUDIES
Graduate
The study and practice of specific analytical techniques as related to specific works from the common practice period through the present day.

Status as a Graduate Music student is a prerequisite for this class.

COM 415
COMPOSITION
Graduate
The study of advanced compositional issues at the graduate level which will culminate in quarterly projects as well as a final composition project.

Status as a Graduate Composition student is a prerequisite for this class.
COM 416
COMPUTER ASSISTED COMPOSITION
Graduate
The purpose of this course is to offer composition majors an introduction to the use of computers in the implementation of generative and formal strategies for music composition.

Status as a Graduate Composition student is a prerequisite for this class.

COM 420
ORCHESTRATION II
Graduate
The study of significant notation, orchestration and instrumentation practices and techniques from the last 75 years. Course activities include consistent score analysis as well as demonstrations of extended instrumental techniques. Projects include orchestral transcriptions and the creation of short works for specific instrumental combinations.

Status as a Graduate Composition student is a prerequisite for this class.

COM 444
NOTATIONAL SEMINAR: NOTATION, COMPOSITION, & SOUND STRUCTURES
Graduate
A study of some of the most relevant notational issues that have emerged in western music since WWII.

Status as a Graduate Music student is a prerequisite for this class.

COM 445
TWENTIETH CENTURY MUSIC TOPICS
Graduate
A review of significant 20th century literature and techniques as partial preparation for the comprehensive exam.

Status as a Graduate Composition student is a prerequisite for this class.

COM 446
NEW MUSIC COMPOSITION SEMINAR
Graduate
Analysis of compositional and notation techniques as found in significant new works from the last twenty-thirty years for chamber ensembles or orchestral ensembles. Students will develop weekly presentations on specific works that will eventually be presented at the department's weekly meeting sessions and will also develop a minimum 10 page paper on one-two works.

Status as a Graduate Composition student is a prerequisite for this class.

COM 447
NON-WESTERN SOUND AND CONCEPT IN CONTEMPORARY MUSIC
Graduate
This class will consist of two major elements: one is a survey of the non-western influences in question and the second is the application of non-western influences to actual composition. The final goal of the class is to produce a small scale composition, which demonstrates the application of non-western music ideas.

Status as a Graduate Composition student is a prerequisite for this class.

COM 498
INDEPENDENT STUDY
Graduate
An in-depth study of a composition topic under the supervision of a faculty member. (Departmental permission required).

Status as a Graduate Music student is a prerequisite for this class.
CPL 210
GREAT IDEAS, THE INDIVIDUAL AND SOCIETY I
Undergraduate
Classical Antiquity and the Middle Ages Representative works from the Bible, ancient Greek and Roman literature, and European literature of the Middle Ages. Emphasis on close reading of particular texts in different genres; all readings in English. Authors treated in this sequence may include: Homer, Sappho, Aeschylus, Sophocles, Euripides, Hippocrates, Aristophanes, Plato, Aristotle, Cicero, Lucretius, Ovid, Seneca, Plutarch, Augustine, Maimonides, Dante. Formerly ISP 210.

CPL 211
GREAT IDEAS, THE INDIVIDUAL AND SOCIETY II
Undergraduate
From Renaissance to Enlightenment Representative works of European literature from the Renaissance to the Enlightenment. Emphasis on close reading of particular texts in different genres; all readings in English. Authors treated in this sequence may include: Pico della Mirandola, Machiavelli, Erasmus, Rabelais, Bacon, Las Casas, Montaigne, Shakespeare, Descartes, Hobbes, Milton, Pascal, Locke, Defoe, Voltaire, Hume, Rousseau, Kant, Sade. Formerly ISP 211.

CPL 212
GREAT IDEAS, THE INDIVIDUAL AND SOCIETY III
Undergraduate
The Modern Era Representative works of European literature from the French Revolution to the modern period. Emphasis on close reading of particular texts in different genres; all readings in English. Authors treated in this sequence may include: Hegel, Kierkegaard, Marx, Melville, Flaubert, Nietzsche, Freud. Formerly ISP 212.

CPL 240
VOICES OF WAR AND PEACE; ART, LITERATURE AND FILM
Undergraduate
This course is an overview of the ways in which the arts, including literature and film, portray warfare and the attempts to end violence and build reconciliation and peace. Cross-listed with PAX 240.

CPL 242
PICTURES OF INJUSTICE: NARRATIVE ARTS IN SOCIAL JUSTICE MOVEMENTS
Undergraduate
This course will critically examine social justice themes in documentary and feature films in order to consider the role film and filmmaking can play in social justice movements. Together, we will carefully analyze a wide variety of films with the goal of critically examining their representations of race, gender, class and their depiction of agency of their subjects. We will also examine the storytelling and technical techniques used by filmmakers and how those techniques support the goals of filmmakers. Finally, we will examine case studies of activists who are using film and film-making as a part of movements for social justice. Students will leave this course with a better understanding of the ethics of filmmaking and the use of film in social movements. They will be more critical consumers of media and more familiar with a variety of social justice issues. Cross-listed with PAX 242.

CPL 301
EPIC AND ROMANCE
Undergraduate
Study of examples of heroic literature from a variety of cultures, including Western and non-Western civilizations.

CPL 302
COMEDY
Undergraduate
Study of important examples of dramatic comedy; selections may range from ancient times to the present day with some attention to the relevant theories of comedy (Aristotle, Freud, Bergson, Frye, etc.).

CPL 303
TRAGEDY
Undergraduate
Study of important examples of dramatic tragedy; selections may range from ancient times to the present day with some attention to the relevant theories of tragedy.
CPL 304
THE NOVEL
Undergraduate
Study of the novel, any period or subgenre (historical, picaresque, romantic, realist etc.) from any given area or country with some attention to the literary theory of the particular novels in question.

CPL 305
AUTOBIOGRAPHICAL/CONFESSIONAL LITERATURE
Undergraduate
Study of autobiographical/confessional literature; selections may range from ancient times to the present day from any given area or country with some attention to the relevant theories of these genres.

CPL 306
UTOPIAN LITERATURE
Undergraduate
Study of utopian literature; selections range from the Renaissance to the present day. Readings are discussed within the context of relevant political and social theory.

CPL 311
REVOLUTIONARY LITERATURE
Undergraduate
Study of revolutionary literature in any of its manifestations and genres in specific areas and periods.

CPL 312
THE LITERATURE OF IDENTITY
Undergraduate
Cross-cultural study of self-discovery and identity as manifested in the literatures of self-awareness and self-definition (African-American, Hispanic, gay/lesbian, etc.).

CPL 313
FEMINIST LITERATURE
Undergraduate
Cross-cultural synchronic or diachronic study of feminist literature.

CPL 319
TOPICS IN COMPARATIVE LITERATURE
Undergraduate
Selected topics on any theme from comparative literature.

CPL 355
CONTEMPORARY CRITICISM
Undergraduate
An overview of contemporary criticism from Russian formalism to post-modernism.

CS 447
CURRICULUM DESIGN FOR THE MIDDLE GRADES
Graduate
This course is designed to provide students with a comprehensive understanding of the history of and rationale for middle level education as well as the curricular and pedagogical knowledge needed to meaningfully engage middle level students in learning within and across the content areas. Important considerations and strategies for disciplinary and interdisciplinary learning in the middle school classroom, as well as the importance of reading and writing across the curriculum with regard to these, will be addressed.
CS 460
LEARNING IN A TECHNOLOGY-SUPPORTED CLASSROOM
Graduate
An examination of current theories about instructional technology and of recent literature in the field. Students will become familiar with particular technology appropriate for their areas of interest and will learn to evaluate this technology for a variety of instructional purposes. The course includes: frameworks for classifying educational uses of the technology; an analysis of selected research on educational technology; theories and practices of using technology in classrooms; and the advantages and disadvantages of distance learning. Emphasis throughout will be on why and how technology can be used to enhance the learning process.

CS 461
LITERACY PROCESSES AND PRACTICES
Graduate
Foundational theoretical perspectives and practices for teaching and learning language and literacy in a diverse, changing, and political world. Background of knowledge in the area of learning and exposure to the controversies that surround the teaching of literacy will be used to develop an understanding of literacy learning in action. Students will be invited to participate in the current conversations around literacy learning and teaching in order to inform their everyday curricular decisions.

CS 463
ASSESSMENT, DIAGNOSIS, DEVELOPMENTAL/REMEDIAL MATERIALS & RESOURCES: EMERGENT & DEVELOPING READING
Graduate
Assessment, diagnosis and instructional planning for early and emergent learners. Building on a knowledge base of emergent reading processes and literacy practices, teachers will explore the ways in which young learners construct meaning and use language purposefully in their unique social worlds, even before beginning school. Participants in this course will learn to use performance based assessments as well as more formal standardized measures of achievement to support emerging and struggling readers with appropriate materials and theoretically sound instructional practices.

CS 464
ASSESSMENT, DIAGNOSIS, DEVELOPMENTAL/REMEDIAL MATERIALS & RESOURCES: MIDDLE SCHOOL/ADOLESCENT READING
Graduate
Assessment, diagnosis and instructional planning for middle school students. Building on a knowledge base of reading processes and literacy practices, teachers will explore the ways in which students construct meaning and use language purposefully in their unique social worlds. Participants in this course will learn to use performance based assessments as well as more formal standardized measures of achievement to support middle school and adolescent readers with appropriate materials and theoretically sound instructional practices.

CS 465
TEACHING READING IN THE CONTENT AREAS
Graduate
This course focuses on teaching reading in various subject (content) areas and emphasizes non-fiction reading process, strategies, and theories for grades K-9. The course will examine what it means to be literate in the elementary content areas (e.g. science, math, social studies, arts). Emphasis will be placed on learning effective literacy strategies for different subject areas. There will also be a focus on how one uses reading and writing to think, act, speak, question, and apply the tools of each content/subject area in ways that are unique to that discipline. Additionally, as teachers it is important to remember that students will bring various literacies from their homes and communities. An important emphasis will be on creating learning environments that honor student diversity, and learning about multiple ways of knowing, acting, and communicating.

CS 467
TEACHERS AS LEADERS
Graduate
Assists teachers in becoming leaders for positive change in schools and districts. Provides overview of major theoretical models in research on teaching and teacher leadership, historical perspectives on the teaching profession, and overview of select best practice in teacher collaboration, mentoring and coaching. Specific topics addressed may include: developing leadership among existing teaching staff; fostering professional collaboration; improving instruction school-wide; organizing colleagues, administrators, parents and students to improve achievement; fostering sustainability in teaching/fighting teacher attrition; teaching standards; team teaching; and curriculum mapping.
CS 471  
DIVERSITY IN THE CLASSROOM  
Graduate  
Examines issues related to diversity that result when students from diverse socioeconomic, cultural, linguistic, and academic backgrounds are in the same classroom. Explores the impact of inclusion, ESL, bilingual, and bicultural programs on instruction. Emphasis on developing strategies to meet individual student needs within the regular classroom.

CS 472  
ETHICS, CURRICULUM AND SOCIAL CHANGE  
Graduate  
Explores some major issues impacting curriculum, including cultural and socioeconomic factors, legal issues, conflicting values, pressures for assessment, and the push to include technology. Examines the historical development and current state of education in the U.S. as compared to education in other cultures. Emphasis on ways that educators can work as change agents within the competing demands of these forces.

CS 473  
ASSESSMENT  
Graduate  
Explores current theory and practice regarding alternate forms of assessment, including formal, standardized, and informal tests and inventories; selection, evaluation, and interpretation of tests used in educational settings; portfolio assessment, video performances, and presentations; preparation and use of teacher-made tests; evaluating outcomes; and utilizing data to improve instruction. The critical examination of multiple perspectives of assessment theories, policies and practices center around the emphasis on developing strategies to evaluate student progress.

CS 481  
THE STUDY OF TEACHERS AND TEACHING  
Graduate  
A selective survey and analysis of research on teachers and teaching. Particular emphasis will be placed on the assumptions which are built into various forms of research and the effect these assumptions have on how results should be interpreted and used in supervision and curriculum development. Each student will be expected to become familiar with alternative ways of studying teachers and the teaching process in his/her area of expertise. While many school settings will be utilized because of the many studies done in this area, research in non-school settings will be given a good deal of emphasis.

CS 482  
THE HISTORY OF CURRICULUM PRACTICE  
Graduate  
A survey of trends and movements in curriculum practice. Particular emphasis will be placed on the recurrent nature of curriculum practices and the reasons for this. The class will consider underlying models of curriculum practice in their historical settings as possible methods for meeting contemporary social needs as well as the assets and liabilities of these models.

CS 484  
MULTIMEDIA MATERIALS PRODUCTION  
Graduate  
This course will analyze the role of multimedia materials in instruction. A variety of media will be explored (including software, internet, audio, video, and film). Students will be expected to manipulate a variety of images and produce sample materials for critique and analysis. The primary focus will be on enhancing learning in elementary and secondary schools.

CS 485  
CURRICULUM/ PROGRAM EVALUATION  
Graduate  
Evaluation is essential for curriculum/program development and implementation. Hence, understanding evaluation methods, technologies, and quality criteria is particularly relevant to educational leaders, curriculum/program designers, and technology specialists. In this course, students will critically examine a variety of current evaluation models, instruments, and resources. Students will also conduct a comprehensive analysis of a significant evaluation study relevant to their specific professional interest. Registration is restricted to students in Advanced Master's programs.

Status as an Advanced Masters Education student is a prerequisite for this class.
CS 487
INTRODUCTION TO CURRICULUM DELIBERATION
Graduate
An introduction to systematic and collaborative deliberation on curriculum problems. A pattern for deliberation (including situation analysis, problem discrimination and formulation, development of alternative courses of action, and anticipation of consequences) will be developed and exemplified. This pattern will be contrasted with other descriptions of curriculum planning. Each student will complete a project which describes his/her systematic formulation of a curriculum problem and a plan of action for resolving it.

Status as an Advanced Masters Education student is a prerequisite for this class.

CS 488
CURRICULUM DESIGN
Graduate
Provides a project-based opportunity to develop curriculum that promotes student understanding, student voice, and student involvement in school or community change. Encourages educators to think carefully about what does and should constitute the curriculum and why, who and what is served and who/what is marginalized by current curriculum arrangements, and how collaboration in curriculum design can assist in organizing classrooms, schools, and communities.

CS 489
CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA
Graduate
Introduces students to the educational philosophies of Russian thinkers Lev Vygotsky (1896 - 1934) and Mikhail Bakhtin (1895 - 1975) and Japanese thinkers Tsunesaburo Makiguchi (1871 - 1944) and Daisaku Ikeda (1928 - ). Students will locate confluences in these thinkers' philosophies and apply them to current curriculum or curriculum theorizing in their chosen discipline(s) (e.g., mathematics, social studies, language education, etc.), context(s) (e.g., policy, gender, socioeconomics, identity, etc.) and K-12/adult level(s). Topics covered include, among others, cultural-historical theory, socially constructed meaning making, zone of proximal development, dialogism, carnival, value and value-creating pedagogy, humanitarian competition, and human revolution.

CS 492
CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
Graduate
This course will provide the framework for the creation, development and sustainability of a professional learning community. Professional learning communities have at their core three guiding principles: 1) a focus on learning, 2) the creation of a collaborative culture and 3) a results-orientation. Within the professional learning community, members are committed to working collaboratively in an ongoing process of collective inquiry and action research in order to achieve better results for the students and community they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.

CS 493
CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS
Graduate
This course prepares future school leaders with knowledge; understanding; and application of planning, assessment, and instructional leadership for roles in the K-12 school setting at the supervisory or administrative level. The emphasis of the course will be planning, implementation, and refinement of standards-based curriculum aligned with instruction, assessment, and instructional decisions as they affect the teaching and learning environment of the school with diverse cultural, ethnic, linguistic, and special needs populations.

CS 579
RESEARCH IN TEACHING READING: DEVELOPMENTAL & REMEDIAL READING INSTRUCTION & SUPPORT: BEST PRACTICES
Graduate
In this course, students will explore and analyze current literacy research through the critical lenses of educational practitioners. Students will: identify meaningful questions about literacy practices in their classrooms and schools; create a plan for addressing the identified research question(s); collect and analyze data relevant to the research question(s); and organize and present the research findings. This inquiry project, or an extension of it, may subsequently become the basis for the student's Master's paper or thesis.

CS 461 is a prerequisite for this class.
CS 580
RESEARCH SEMINAR IN CURRICULUM STUDIES
Graduate
This course is designed to help graduate students in Curriculum Studies through the difficult process of planning, organizing, drafting, and revising their Master's papers. Students will be expected to complete a literature review and to develop a strong proposal for an integrative paper as a prelude to selecting an advisor for their Master's papers. For M.Ed. students only.

SCG 410, 6 additional graduate courses and status as an Advanced Masters student is a prerequisite for this class.

CS 582
PRACTICUM IN CURRICULUM STUDIES: READING
Graduate
This course provides directed experiences in decision-making for curriculum, participation, and leadership in the planning and management of reading curricula. Students will: assess students' reading capabilities; make informed curricular choices to address students' needs; identify and implement short and long-term learning goals for students; manage instructional materials needed to guide students; develop curriculum based on assessments of the needs of students. It is designed to offer students an opportunity to put into practice, in a summer school classroom, previous learning about the teaching of reading, especially their beliefs and understandings regarding literacy as social practice. Provides students with multiple opportunities to share their thinking with each other in a supportive community of learners.

CS 461 is a prerequisite for this class.

CS 588
INDEPENDENT STUDY IN CURRICULUM STUDIES
Graduate
Independent Study in Curriculum Studies.

CS 589
THESIS RESEARCH IN CURRICULUM STUDIES
Graduate
A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

SCG 410 and CS 580 are prerequisites for this class.

CS 591
CURRICULUM THEORIZING: MULTIPLE LENSES
Graduate
This course examines diverse curriculum discourses, historical as well as contemporary, within a broader context of issues related to education and schooling. It is designed to engage students critically in the study of curricular frameworks, their assumptions, values, and implications for education, schooling, teaching and learning. Major topics include frameworks for defining and conceptualizing curriculum and curricular visions; social, political, and historical contexts of curriculum construction; issues of gender, race, class, and the media; and the curriculum as socially constructed and historically contextualized discourse(s) about what is and what should be taught. Particular content areas will be used as examples.

CS 600
REGISTERED STUDENT IN GOOD STANDING
Graduate
(0 credit) Registration is this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

CS 606
REVIEW OF LITERATURE
Graduate
Review of Literature. This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life-long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching data bases. (See the student handbook for additional information about completing Master's papers.)
CS 607
INTEGRATIVE PAPER
Graduate
Integrative Paper. Non-credit. Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it relates to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical application of a theory, or, conversely, developing/refining a theory based on investigations made in the field. (See the student handbook for additional information about completing Master's papers.)

CS 608
CAPSTONE IN CURRICULUM STUDIES
Graduate
Students who have completed the majority of the Curriculum Studies coursework will engage in a thorough analysis of a school or other educational institution (e.g., museum, community organization) and develop an action plan for: professional development; mentoring and inducting new teachers; teacher evaluation and training; instructional coaching; curriculum development, assessment, or alignment; using assessments or other data to improve student learning; or building collaboration with teachers and stakeholders. Students will gather and analyze demographic, financial and testing data, develop a narrative to tell the story of a school's (or educational institution's) history and recent past, capture the school by way of photographs and interviews, and collect documents or other pertinent artifacts to support their action plan.

CS 625
CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING)
Graduate
(0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required. Registration limited to three terms.

CS 700
REGISTERED DOCTORAL STUDENT IN GOOD STANDING
Graduate
Non-credit. This registration is required of all doctoral students who are not enrolled in a doctoral course, but are completing course requirements and/or dissertation research. It provides access to University facilities. Academic advisor approval required. After the third enrollment, dissertation chair approval required.

CS 704
CURRICULUM DISCOURSES/PERSPECTIVES OVER TIME
Graduate
This course focuses on the examination of the ways in which curriculum as a field has developed over time: attention to changes in terms of how it has been defined, conceptualized; theoretical and philosophical issues; assumptions and values; as well as implications for teaching and learning. These topics will be addressed within different historical and social contexts. Readings will include primary texts by major theorists as well as secondary material including commentary and critique. A primary goal of the course is to provide students with an overview of major movements in curriculum history as a foundation for further study. This course will serve as a prerequisite for all other curriculum courses in the doctoral program.

CS 706
CANDIDACY PAPER
Graduate
(0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing a dissertation. It provides access to university facilities. Permission of advisor required. This registration indicates that a student has successfully completed the candidacy paper as specified in the Doctoral Student Handbook.

Status as a EDD student with a declared concentration is a prerequisite for this class.
CS 751
CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT
Graduate
This course provides a framework for thinking about how education can and cannot facilitate both human development (that is, healthy growth, learning, and maturation of individuals) and community development (that is, the creation or maintenance of healthy, safe, connected, literate, & politically enfranchised neighborhoods). The course explores contemporary theories and models of curriculum reform, school improvement, and youth and community development, notably: project and community based learning, asset-based development, participatory action research (PAR), full-service community schools, and university-assisted community schools. Additional topics explored may include: the kinds of schools, curricula, and teaching needed to best prepare all students for meaningful participation in an increasingly interconnected world; the explicit and implicit goals of current school reform efforts and how these (re-)shape civic and democratic goals of schools; how universities, schools, and communities can collaborate to push school improvement and community development; and the benefits and liabilities of hybrid school improvement/community development projects (e.g., the Harlem Children's Zone and Promise Neighborhoods).

Status as a EDD student with a declared concentration is a prerequisite for this class.

CS 754
CURRICULUM THEORIZING: MULTIPLE LENSES
Graduate
Curriculum Theorizing: Multiple Lenses. This course examines diverse curriculum discourses, historical as well as contemporary, within a broader context of issues related to education and schooling. It is designed to engage students critically in the study of curricular frameworks, their assumptions, values, and implications for education, schooling, teaching and learning. Major topics include: frameworks for defining and conceptualizing curriculum and curricular visions; social, political, and historical contexts of curriculum construction; issues of gender, race, class ableness, and the media; the curriculum as socially constructed, and historically contextualized discourse(s) about what is and what should be taught. Particular content areas will be used as examples.

Status as a EDD student with a declared concentration is a prerequisite for this class.

CS 761
ASSESSING SCHOOL CURRICULUM
Graduate
This course develops a framework for assessing the content, characteristics, and outcomes of the curriculum in a school. The framework will include the collection, organization and analysis of both quantitative and qualitative measures of effective instruction. Particular attention will be given to local, state, and national standards for content, teaching and outcomes. Attention will also be given to the qualities of the lived experiences of students in school and thus to the unintended as well as intended outcomes of schooling. Each student will be expected to begin assessing the curriculum in his or her school and to outline a proposal for a more complete assessment of the school's curriculum.

Status as a EDD student with a declared concentration is a prerequisite for this class.

CS 764
YOUTH DEVELOPMENT, IDEOLOGY, CULTURE, AND SOCIETY
Graduate
This course examines the ideological significance of "youth," youth development, and education in societies characterized by structural inequalities based on class, race, ethnicity, and sexual/gendered relations of domination and subordination. Texts from a range of academic disciplines -- psychology, sociology, cultural studies, social work -- are studied to show the influence these perspectives have had in shaping discourse about youth, youth development, and education as a vehicle for social reproduction and social change. Youth and education are looked at as the locus of arguments about social crises and social change and the impacts of framing social problems as educational and youth problems are explored.

Status as a EDD student with a declared concentration is a prerequisite for this class.

CS 774
ENGAGING IN CURRICULUM DELIBERATION
Graduate
This course engages students in systematic and collaborative deliberation on curriculum problems. A pattern for deliberation -- including situation analysis, problem discrimination and formulation, development of alternative courses of action, and anticipation of consequences -- will be developed, exemplified, and contrasted with other descriptions of curriculum development. The importance and role of alternative conceptions of learners, of situation, and of knowledge structures within disciplines will be emphasized. After engaging in stimulated deliberations, each student will be asked to examine the intellectual commitments underlying this approach to curriculum change, to reconsider his or her role as a curriculum leader in a school or other educational setting, and to develop realistic plans for engaging a particular school community in collaborative curriculum deliberation.

Status as a EDD student with a declared concentration is a prerequisite for this class.
CS 784  
**CURRICULUM AND PROGRAM DESIGN**  
Graduate  
This course studies principles underlying the design of effective, coherent, and comprehensive instructional programs. Topics include: the design and organization of core courses of study and related curricular components; the associated staff development program; and alignment with local, state, and national mandates. Particular attention will be given to planning for diversity, including differences in learning styles, special needs, culture and language.

Status as an EDD student with a declared concentration is a prerequisite for this class.

CS 794  
**SPECIAL TOPICS IN CURRICULUM**  
Graduate  
In order to assure that the program remains flexible, responsive to the needs of students, and inclusive of the areas of interest of both faculty and students, this variable topics course will provide an opportunity for critical examination of compelling topical issues related to education. Topics could include: issues in educational reform; special education; controversies in curricular discourse; current issues such as the education of homeless children; or legal and constitutional issues in education and schooling. The course will be conducted in a seminar format.

Status as an EDD student with a declared concentration is a prerequisite for this class.

CS 849  
**SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT**  
Graduate  
Students register for this course for the quarter in which they defend their dissertation proposals. Permission of dissertation chair required.

CS 859  
**INDEPENDENT DISSERTATION RESEARCH: CURRICULUM STUDIES**  
Graduate  
Students register for this course for the quarter in which they defend their dissertations. Permission of dissertation chair required.

CSC 200  
**SURVEY OF COMPUTING**  
Undergraduate  
This introductory course explores various careers in the field of information technology. A hands-on component will deal with state of the art personal computer operating systems, applications, database systems, Internet, email, and basic website construction. The structure of the course utilizes both classroom lectures and computer classroom labs. This course is geared toward the non-major and assumes no prior knowledge or experience in Computer Science.

CSC 202  
**DISCRETE STRUCTURES FOR COMPUTER SCIENCE**  
Undergraduate  
This course introduces basic mathematical tools essential for solving problems in computer science. The mathematical topics are presented through their applications in computer science: logic and set theory in the context of relational databases, arithmetic, number theory, and algebra through cryptography; graph theory and discrete structures through puzzles and games. Optional subjects include fractals (recursion and rewriting systems), computer graphics (linear algebra), and Artificial Intelligence (first-order logic).

CSC 208  
**ETHICS IN TECHNOLOGY**  
Undergraduate  
Information Technology and the rapid pace in which it has advanced have had a tremendous impact on our lives. Changes have been swift and the human capacity to deal with them is limited. It has been said that our technology has outpaced our humanity. This course will research the new responsibilities technology presents and our ability to deal with these changes in an ethical manner. Students will employ ethical frameworks, which integrate computer science and ethics, to develop the skills required to examine different sets of assumptions and question them. Case studies will provide a historical perspective for analysis.
CSC 211
PROGRAMMING IN JAVA I
Undergraduate
Introduction to programming in Java and problem solving. Variables, data types, input/output, using objects and methods from the standard classes (such as String and Scanner), control structures, writing methods, arrays. Solving problems with algorithms and implementing algorithms in Java. (Not for CS majors)

CSC 212
PROGRAMMING IN JAVA II
Undergraduate

CSC 223
THE IMPACT OF COMPUTING TECHNOLOGY ON OUR LIVES
Undergraduate
This course will introduce students to an overview of social analysis techniques and the theories of social change. These tools will be used to explore social impact issues of computing technology. Counts for Liberal Studies SSMW credit.

CSC 224
JAVA FOR PROGRAMMERS
Undergraduate
Object-oriented programming using Java for students that already know how to program. Students will learn how to design, code and test multi-class Java programs. Topics covered include: Variables, Operators, Arrays, Classes, Inheritance, Abstract classes, Interfaces, Inner classes, Exception Handling, File I/O, User Interfaces, and Event Handling. PREREQUISITE(S): Experience in at least one high-level programming language.

CSC 231
BASIC COMPUTATION FOR BIOLOGY
Undergraduate
This course is an introduction to the art of computational modeling of biological phenomena. It is primarily concerned with teaching basic skills needed to model a well-defined subset of our Universe. Modeling software like Matlab and spreadsheets will be the primary tools and no programming experience will be needed. (Other specialized software may be introduced and used as is economically feasible.) An important component of this course will be field trips to modern science and computational labs to ground students' knowledge in the phenomena being modeled and the art of modeling. PREREQUISITE(S): One quarter of Calculus or Graduate standing

CSC 233
CODES AND CIPHERS
Undergraduate
This course is an introduction to the science and history of secret writing (cryptography) and how codes and ciphers can be broken (cryptanalysis). In historical settings we will encounter the main ideas and methods devised to secure communication channels. Possible topics include: substitution ciphers, transposition ciphers, the Vigenere cipher, statistical methods in cryptanalysis, public-key cryptography, and quantum cryptography. PREREQUISITE: LSP 120.

CSC 235
PROBLEM SOLVING
Undergraduate
How do you solve a problem? In this course we discuss different problem solving techniques and strategies such as modeling, establishing subgoals, and searching and pruning. The techniques will be presented as part of a theoretical framework, but there will be significant emphasis on solving problems in familiar domains such as games, newspaper articles, philosophy, and simple geometry and logic. At the end of the course, students will have built a repertoire of problem solving tools that will allow them to make an informed choice of approach towards new problems.
CSC 239
PERSONAL COMPUTING
Undergraduate
Students will learn how to develop Excel workbooks for computing elementary statistics and compute simple statistical inference (confidence intervals, hypothesis testing and linear regression models) using the data analysis toolkit. A variety of statistical, mathematical, logical, and text functions in Excel as well as the Excel Chart and Data features will be presented. Further, students will gain an introduction to web publishing, as the world wide web currently offers fast access to a huge audience for the presentation of research results. PREREQUISITE(S): Students are assumed to be familiar with Windows. MAT 130 or equivalent

CSC 241
INTRODUCTION TO COMPUTER SCIENCE I
Undergraduate
An introduction to problem solving, algorithms and structured programming using a higher-level programming language. The course will focus on skills for developing algorithms, and for writing and debugging programs. Students will learn how and when to use loops, conditionals, and functional abstractions in the context of problems motivated by real world applications. PREREQUISITE(S): MAT 130 or Mathematics Diagnostic Test placement into MAT 140.

CSC 242
INTRODUCTION TO COMPUTER SCIENCE II
Undergraduate
An intermediate course in problem solving, algorithms and programming. Programming skills are further strengthened through more complex and larger programming assignments. The assignments will also be used to introduce different Computer Science areas (e.g. a Client/Server application for the Distributed Systems area). Classes and object oriented programming are motivated and introduced. PREREQUISITE(S): CSC241

CSC 243
PYTHON FOR PROGRAMMERS
Undergraduate
An accelerated course covering the essentials of programming, with a focus on problem-solving, structured programming, and algorithm design. The concepts covered include collection types, conditional and iterative structures, functions, file input/output, exceptions, namespaces, recursion, and Internet client programming. PREREQUISITE(S): MAT 130 or equivalent

CSC 250
COMPUTERS AND HUMAN INTELLIGENCE
Undergraduate
Students taking this course will study human problem-solving and its simulation by computers. Artificial intelligence, pattern recognition and learning programs will be discussed. PREREQUISITE(S): Familiarity with basic computer productivity tools and the Web.

CSC 261
PROGRAMMING IN C++ I
Undergraduate
This is an introductory course in computer programming covering basic data types, variables, flow of control, functions, and parameter passing, pointers and pass by reference, arrays, c strings and the C string library, basic input/output and structures. Examples in this course will concentrate on basic procedural algorithms for manipulating data.

CSC 262
PROGRAMMING IN C++ II
Undergraduate
This is an intermediate programming course in C++, intended as a follow-up course to CSC 261. Topics include object-oriented programming, user-defined classes and objects, constructors, C++ memory management including pointers and dynamic allocation, copy constructors, destructors, and operator overloading. The course will also cover inheritance and polymorphism. Optional topics, as time allows, will include templates and the C++ Standard Template Library. PREREQUISITE(S): CSC 261
CSC 270
FROM FIREFLIES TO FACEBOOK: THE SCIENCE OF NETWORKS
Undergraduate
This course explores complex systems both natural and man-made, characterized by the relationships between interacting entities. Network structures can be found in the Internet and its many applications, but also in social relationships, marketplaces, ecosystems, even cells. We will examine a wide range of networks including technological, social, and natural. Students will learn basic concepts from graph theory, algorithms and network analysis, apply tools for extracting, analyzing and visualizing network properties, using data sets drawn from a variety of areas. PREREQUISITE(S): LSP 120

CSC 281
WORKSHOP: JAVA FOR PROGRAMMERS
Undergraduate
This course introduces students to the Java programming language and eclipse development environment. PREREQUISITE(S): CSC 241 or CSC 243

CSC 282
WORKSHOP: LINUX FOR PROGRAMMERS
Undergraduate
This course provides an introduction to Linux, the command-line environment, C programming, and version control. PREREQUISITE(S): CSC 241 or CSC 243

CSC 298
INTERNSHIP
Undergraduate
In cooperation with local employers, this course offers students the opportunity to integrate their academic experience with on-the-job training in computer related work areas. Admission to the program requires consent of internship course instructor. Current work experience plus classroom time is required. Supervisor evaluation will contribute to the final grade. This course satisfies the junior year experiential learning requirement.

CSC 299
SOPHOMORE LAB IN APPLIED COMPUTING
Undergraduate
In this course, students investigate a particular application of computing. Students learn tools, methodologies, and formalisms used in a particular computing area, and apply them to develop working systems. Courses stress student initiative in investigating the application context, learning new tools (including languages and APIs), studying algorithms and code examples, and working on projects. Topics will vary by the faculty member's interest and perspective. PREREQUISITE(S): CSC 242 or CSC 243

CSC 300
DATA STRUCTURES I IN JAVA I
Undergraduate
This is the first course in a two-course sequence on data structures using Java. The course introduces basic Java programming, reviews recursion, introduces asymptotic notations, and focuses mainly on linear data structures including arrays, linked lists and their variants, stacks and queues, and data structures supporting disjoint-set operations. The implementation of the basic operations on each data structure are discussed and analyzed in terms of their efficiency. The applications covered highlight and exploit the unique characteristics of the data structures, and emphasize problem solving and recursive thinking. Prerequisite(s): CSC 242 or CSC 243

CSC 301
DATA STRUCTURES I IN JAVA II
Undergraduate
This is the second course in a two-course sequence on data structures using Java. The course focuses mainly on the following data structures, their analysis, and their applications: trees (search trees, balanced search trees), heaps, associative arrays, hash tables, and data structures for representing graphs. The implementation of the basic operations on each data structure are discussed and analyzed in terms of their efficiency. The applications discussed highlight and exploit the unique characteristics of the different data structures, and emphasize problem solving and recursive thinking. Prerequisite(s): CSC 300
CSC 308  
FRAMEWORKS FOR WEB APPLICATION DEVELOPMENT  
Undergraduate  
This course introduces concepts, techniques, technologies and APIs for web application development. The main focus of the course is on the Model-View-Controller design pattern employed by modern full-stack web frameworks. Concepts and techniques covered include client/server programming, database abstraction APIs, and asynchronous JavaScript. Examples of full-stack MVC frameworks include Ruby-on-Rails (written in Ruby), Django and TurboGears (written in Python). PREREQUISITE(S): CSC 374

CSC 309  
C++ FOR PROGRAMMERS  
Undergraduate  
This course covers the essentials of C and C++ programming, focusing primarily on the topics of memory management and object-oriented programming. Topics include pointers and dynamic allocation, operator overloading, copy constructors and destructors, inheritance and polymorphism. PREREQUISITE(S): CSC 242 or CSC 243 or CSC 224 or proficiency in another programming language.

CSC 321  
DESIGN AND ANALYSIS OF ALGORITHMS  
Undergraduate  
Techniques for designing algorithms including: analyzing algorithms (big-O, recurrence relations) and divide-and-conquer (quicksort, mergesort). Additional topics chosen from: the greedy method, dynamic programming, backtracking, branch-and-bound and string matching. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and MAT 140. MAT 141 Recommended.

CSC 324  
DATA ANALYSIS & STATISTICAL SOFTWARE II  
Undergraduate  
Continuation of IT 223. Multiple regression and correlation, residual analysis, analysis of variance, and robustness. PREREQUISITE(S): IT 223 or MAT 351.

CSC 325  
TIME SERIES ANALYSIS AND FORECASTING  
Undergraduate  
The course introduces students to statistical models for time series analysis and forecasting. The course topics include: autocorrelated data analysis, Box-Jenkins models (autoregressive, moving average, and autoregressive moving average models), analysis of seasonality, volatility models (GARCH-type, GARCH-M type, etc.), forecasting evaluation and diagnostics checking. The course will emphasize applications to financial data, volatility modeling and risk management. Real examples will be used throughout the course. PREREQUISITE(S): (CSC 212 or CSC 224 CSC 262 or CSC 390) and (CSC 324 or MAT 356) or consent of instructor.

CSC 327  
PROBLEM SOLVING FOR CONTESTS  
Undergraduate  
This course prepares students to compete in programming contests. More broadly, it covers problem solving techniques in an informal, fun, and hands-on setting. This course will improve your analytical and programming skills and is thus recommended for all students and not just the competitors among us. This course can be taken for credit twice. PREREQUISITE(S): CSC 301 or CSC 383

CSC 328  
DATA ANALYSIS FOR EXPERIMENTERS  
Undergraduate  
The use of statistical software in conducting an analysis of variance in a variety of settings and the interpretation of generated results. Analysis of variance for completely randomized, randomized block, and Latin square designs; for factorial experiments; for incomplete block designs; with missing data; for fixed-effects, random-effects, and mixed-effects models; and for experiments with repeated measures. The analysis of covariance. PREREQUISITE(S): CSC 324 or MAT 353.
CSC 331  
SCIENTIFIC COMPUTING  
Undergraduate  
This course presents fundamental numerical algorithms for solving problems in scientific computing and computational finance. Areas covered include: error analysis, computer arithmetic, linear algebra, optimization problems, numerical integration (solvers), ordinary differential equations (ODE). The emphasis of the course is on the design of the algorithms, and their analysis. Algorithms will be implemented using mathematical software. PREREQUISITE(S): (CSC 212 or CSC 262 or CSC 224 or CSC 300) , and 2 course calculus sequence or instructor's permission.

CSC 333  
CRYPTOLOGY  
Undergraduate  
Introduction to the methods of cryptography and cryptanalysis. Topics include classical cryptography (codes, substitution ciphers, transposition ciphers), block and stream ciphers (Feistel networks, DES), and public key cryptography (RSA, Key agreement, signature schemes). Optional topics include zero-knowledge protocols, quantum cryptography, and history. PREREQUISITE(S): (CSC 211 or CSC 241 or CSC 243) and MAT 140

CSC 334  
ADVANCED DATA ANALYSIS  
Undergraduate  
The course will teach advanced statistical techniques to discover information from large sets of data. The course topics include visualization techniques to summarize and display high dimensional data, dimensional reduction techniques such as principal component analysis and factor analysis, clustering techniques for discovering patterns from large datasets, and classification techniques for decision making. The methods will be implemented using standard computer packages. PREREQUISITE(S): CSC 324 or consent of instructor.

CSC 343  
INTRODUCTION TO OPERATING SYSTEMS  
Undergraduate  
An advanced course on operating system design and implementation. Process management and scheduling, memory management, file systems, device drivers, access control, and virtualization will be covered. The emphasis of the course will be on implementing components of a functional operating system. PREREQUISITE(S): CSC373 and CSC374

CSC 344  
AUTOMATA THEORY AND FORMAL GRAMMARS  
Undergraduate  
An introduction to the most important abstract models of computation and their applications: finite state machines and pushdown automata. Explores the relationship between regular expressions and formal grammars and automata. PREREQUISITE(S): (CSC 301 or CSC 383) and MAT 141

CSC 347  
CONCEPTS OF PROGRAMMING LANGUAGES  
Undergraduate  
Syntax of programming languages: regular expressions, finite automata, context-free grammars, parsing. Scoping, binding, parameter passing, exception handling. Declarative programming languages. Typing, polymorphism. Runtime systems: dynamic loading, byte-code verification, security managers, garbage collection, versioning. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 373

CSC 348  
INTRODUCTION TO COMPILER DESIGN  
Undergraduate  
An overview of the design of a compiler for a general purpose programming language; tools for designing the components of the compiler; implementing the compiler; run time environments. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 373
CSC 352
DATABASE PROGRAMMING
Undergraduate
Programming in a large-scale relational database environment using procedural languages. Topics covered in the course include: procedural extension of query languages, runtime error handling, subprograms (procedures and functions), packages, database triggers, dynamic query language. Optional topics include transaction management, reliability, and security. PREREQUISITE(S): IT 240 and (CSC 212 or CSC 242 or CSC 243 or CSC 262 or CSC 224 or CSC 300 or CSC 309).

CSC 353
ADVANCED DATABASE CONCEPTS
Undergraduate
An introduction to advanced selected topics in databases. Possible topics include: object-oriented databases, distributed databases, intelligent and deductive databases, temporal databases, multimedia databases, spatial and geographic databases, fuzzy databases, mobile databases, data mining and data warehousing, as well as emerging issues and concepts in database design, implementation and management. PREREQUISITE(S): IT 240.

CSC 355
DATABASE SYSTEMS
Undergraduate
An introduction to modern database systems; the course covers the traditional concepts and techniques of database systems including the relational model, SQL indexes and normalization as well as a selection of advanced topics such as constraints and triggers, transactions, database programming, semi-structured data, and recursive SQL. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393.

CSC 357
EXPERT SYSTEMS
Undergraduate
A study of the development of expert systems. Students will use commercial packages to develop standalone and embedded expert systems. Topics will include rule-based systems, decision trees, forward and backward chaining, inference, reasoning with uncertainty, and intelligent agents. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393.

CSC 358
SYMBOLIC PROGRAMMING
Undergraduate
Concepts of symbolic programming as embodied in the language LISP. Basic data and control structures of LISP: symbolic expressions, the interpreter, functions, recursion, iteration. Techniques for prototyping and building conceptually advanced systems in an environment that encourages procedural and data abstraction. Advanced topics may include Prolog, intelligent tutoring systems, intelligent agents, and natural language processing. Assignments will focus on basic AI techniques, but the class is intended for anyone who will need to rapidly develop large complex systems. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393.

CSC 360
USER INTERFACE ARCHITECTURE AND DEVELOPMENT
Undergraduate
Fundamentals of design and implementation for graphical user interfaces (GUIs). Students design a GUI-based application following the user-centered design process and implement it using the Model-View-Controller architecture. Topics include usability engineering, event dispatching, multi-threaded programming, GUI widget toolkits, frameworks and customization. PREREQUISITE(S): CSC 301.

CSC 361
OPTIMIZED C++
Undergraduate
This game programming class will focus on developing software to efficiently use the fixed CPU power and resources in today's console and mobile devices. This course will use real-world game examples that demonstrate performance and optimization issues that software architects face in game development. These problems include: performance enhancements through extended matrix instruction set, dynamic memory usages, performance related to increasing run-time systems to very large scale, C++ language enhancements and extensions, algorithms, streaming and profiling. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 374.
CSC 362
C++ MULTITHREADING
Undergraduate
Applied C++ concurrency and multithreading fundamentals. Basic threading concepts: process model, threads, stacks, fibers, mutexes, semaphores, atoms, and events. Understanding synchronous/ asynchronous interactions and behavior of threads. Using managed thread pools and queues in applications. Understanding advanced C++ language features relating to the memory model and the threading support. PREREQUISITE(S): GAM 371 or CSC 361

CSC 367
INTRODUCTION TO DATA MINING
Undergraduate
The course is an introduction to the Data Mining (DM) stages and its methodologies. The course provides students with an overview of the relationship between data warehousing and DM, and also covers the differences between database query tools and DM. Possible DM methodologies to be covered in the course include: multiple linear regression, clustering, k-nearest neighbor, decision trees, and multidimensional scaling. These methodologies will be augmented with real world examples from different domains such as marketing, e-commerce, and information systems. If time permits, additional topics may include privacy and security issues in data mining. The emphasis of this course is on methodologies and applications, not on their mathematical foundations. PREREQUISITE(S): IT 223

CSC 371
MOBILE APPLICATION DEVELOPMENT FOR IOS
Undergraduate
This course introduces the core issues associated with application development for mobile devices using the iOS platform. Students will learn the Swift language, the XCode IDE, UIKit and other frameworks, the elements and architecture of the user interfaces, and more. Students will be exposed to the iOS system architecture including memory management, MVC, delegates and threads. Topics will also include understanding and handling of multi-touch events, gestures, and motion events. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 374

CSC 372
MOBILE APPLICATION DEVELOPMENT FOR ANDROID
Undergraduate
This course introduces the core issues associated with application development for mobile devices using the Android platform. Students will learn the Eclipse IDE, frameworks, the elements and architecture of user interfaces, graphics, and more. Students will be exposed to the Android system architecture, including Views, Widgets, Resources, Adapters, Intents and Activities. Topics will also include understanding and handling of threads, multi-touch events, gestures, and motion events. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 374

CSC 373
COMPUTER SYSTEMS I
Undergraduate
A course on computer systems topics, focusing on machine-level programming and architecture and their relevance for application programming. Information representations, assembly language, C programming, and debuggers, processor architecture. PREREQUISITE: (CSC 383 or CSC 393 or CSC 300) and Math 140

CSC 374
COMPUTER SYSTEMS II
Undergraduate
A course on computer systems topics, focusing on operating systems components and their relevance for application programming. Caching, memory hierarchy, performance optimization, linking, processes, virtual memory, dynamic memory allocation, system level I/O. PREREQUISITE: CSC 373

CSC 375
INTRODUCTION TO ROBOTICS
Undergraduate
An introduction to the field of Robotics. Topics include history of robotics, kinematics, control theory, and sensor theory. A large portion of class time will be lab based, building and programming robots using the Lego Mindstorms NXT Robotics Kit. The programming will be using a C derivative and knowledge of C and general systems concepts is required. PREREQUISITE(S): CSC 373 and CSC 374
CSC 376
DISTRIBUTED SYSTEMS
Undergraduate
An introduction to distributed systems. Topics may include: architecture of distributed systems; networking; datagram-oriented and stream-oriented protocols; network programming (for example, the sockets API); remote procedure call and remote method invocation; processes and threads; code migration; software agents; naming of non-mobile and mobile entities; cryptography and security. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 374.

CSC 378
SOFTWARE PROJECTS FOR COMMUNITY CLIENTS
Undergraduate
This is the first course in a two-quarter sequence (winter/spring) for CTI students that satisfies both the Senior Year Capstone requirement and the Junior Year Experiential Learning requirement. The second quarter will be a special section of CSC 399. You will earn four quarter hours of credit for each quarter for a total of eight quarter hours of credit. You must complete both quarters to receive any credit. We work with a community service organization, chosen with help of the Steans Center for Community-based Service Learning. As a community-based service learning course, students will have the opportunity to assess urban community needs in technology, and use problem-solving methods and strategies to make a substantial difference in an inner-city community group, usually by developing an application or a web site.

CSC 379
TECHNOLOGY PARTNERSHIPS IN URBAN SCHOOLS
Undergraduate
Students in this course will have the opportunity to assess urban community needs in the technology arena and develop skills in assisting and developing methods for ‘bridging the digital divide’ that exists. As a result, the student will be able to make a substantial difference in an underprivileged academic community group. This course is a CDM-sponsored community-based service learning course. Any student enrolled in this course can also satisfy the junior year experiential learning requirement.

CSC 380
FOUNDATIONS OF ARTIFICIAL INTELLIGENCE
Undergraduate
An in-depth survey of important concepts, problems, and techniques in artificial intelligence, including search, knowledge representation, logical reasoning, and reasoning with uncertainty. A particular focus and a unifying theme of the course will be the concept of intelligent agents. No prior knowledge of AI is required. The course is particularly suitable for graduate and advanced undergraduate students who want to gain the technical background necessary to build intelligent systems, or who want to prepare for more advanced work in AI. The concepts and techniques learned in this course will be directly applicable to many other areas of computer science including software design, distributed systems, databases, and information management and retrieval. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393.

CSC 381
INTRODUCTION TO DIGITAL IMAGE PROCESSING
Undergraduate
Components of an image processing system and its applications, elements of visual perception, sampling and quantization, image enhancement by histogram equalization, color spaces and transformations, introduction to segmentation (edge detection algorithms), and morphological image processing. PREREQUISITE(S): Calculus or Linear Algebra.

CSC 382
APPLIED IMAGE ANALYSIS
Undergraduate
Fundamentals of computational image analysis will be explored in terms of its two most important components, image information extraction and modeling of image patterns. These components will be studied in the context of image representation, segmentation, classification, retrieval and recognition. The course will be useful for students interested in image analysis related to areas such as image databases, multimedia management, animation, GIS, computer graphics, medical imaging, remote sensing and robotics. Specific topics include, but are not limited to segmentation, multi-scale representation, shape analysis, texture analysis, Fourier analysis, wavelets, Gabor and fractal analysis, template matching, and object recognition. PREREQUISITE(S) CSC 381.

CSC 383
DATA STRUCTURES AND ALGORITHMS IN JAVA
Undergraduate
Design, implementation, application, and analysis of algorithms on a variety of data structures, including stacks, queues, lists, trees, binary heaps, hash tables, and graphs. Algorithmic analysis includes computation of running times and asymptotic analysis. PREREQUISITE(S): CSC 212 or CSC 224 or CSC 300.
CSC 387
OPERATIONS RESEARCH I: LINEAR PROGRAMMING
Undergraduate
The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. PREREQUISITE(S): MAT 220 and any introductory programming course.

CSC 389
THEORY OF COMPUTATION
Undergraduate
Advanced topics in the mathematical foundations of computation. Topics may include random access and Turing machines, recursive functions, algorithms, computability and computational complexity, intractable problems, NP-complete problems. PREREQUISITE(S): CS321 or CS344.

CSC 393
DATA STRUCTURES IN C++
Undergraduate
This course covers the design, implementation, application and analysis of algorithms on a variety of data structures, including lists, stacks, queues, trees, heaps, hash tables and graphs. Implementation is done in C++, in particular with the use of templates and the C++ standard template library (STL). PREREQUISITE(S): CSC 262 or CSC 309

CSC 394
SOFTWARE PROJECTS
Undergraduate
Students will be provided with experience in team design, implementation and testing of a large software project. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393 or ISM 360

CSC 395
RESEARCH COLLOQUIUM
Undergraduate
The research colloquium series features informal talks by a variety of speakers including DePaul faculty, students, and guests from the academic and business communities. The lectures feature new creative and scholarly works that encompass the disciplines and areas of interest of the School of Computing. The talks are free and open to all who are interested, though only students who register can obtain academic credit. Every quarter, a different set of speakers will be invited. PREREQUISITE(S): WRD 204 and (CSC 321 or CSC 376 or CSC 355)

CSC 397
TOPICS IN COMPUTER SCIENCE
Undergraduate
Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit. PREREQUISITE(S): Consult the instructor

CSC 398
INTERNSHIP
Undergraduate
In cooperation with local employers the computer science program offers students the opportunity to integrate their academic experience with on-the-job training in computer related work areas. Academic credit is variable and admission to the program requires consent of internship advisor. Supervisor evaluation will contribute to the final grade.

CSC 399
INDEPENDENT STUDY
Undergraduate
Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable Credit. PREREQUISITE(S): None.
CSC 400
DISCRETE STRUCTURES FOR COMPUTER SCIENCE
Graduate
This course covers the basic mathematical tools essential for solving problems in computer science. The mathematical topics are presented with emphasis on their applications in computer science. The topics covered include: logic and set theory, relations, functions, graphs, and counting and probability.

CSC 401
INTRODUCTION TO PROGRAMMING
Graduate
An introduction to programming with a focus on problem solving, structured programming, and algorithm design with a gentle introduction to efficiency. Concepts covered include data types, expressions, variables, assignments, conditional and iterative structures, functions, file input/output, exceptions, namespaces, and recursion. PREREQUISITE(S): None

CSC 402
DATA STRUCTURES I
Graduate
A first course on data structures in Java for graduate students. The course introduces Java programming from within the context of data structures. The course covers arrays, linked lists, stacks and queues, data structures supporting disjoint-set operations, and discusses recursion and performance analysis. The implementation of the basic operations on each data structure are discussed and analyzed in terms of their efficiency. PREREQUISITE(S): CSC 401

CSC 403
DATA STRUCTURES II
Graduate
This is the second course on data structures in Java for graduate students. The course covers trees, heaps, associative arrays, hash tables, tries, and data structures for representing graphs. The implementation of the basic operations on each data structure are discussed and analyzed in terms of their efficiency. PREREQUISITE(S): CSC 402

CSC 404
ACCELERATED C++
Graduate
This introductory graduate course covers the essentials of C++ programming. Topics include encapsulation, inheritance, polymorphism, dynamic memory allocation, casting, pointer arithmetic, operator overloading, templates, and the Standard Template Libraries. PREREQUISITE(S): None

CSC 406
SYSTEMS I
Graduate
An introductory graduate course on computer systems topics, focusing on machine-level programming and architecture and their relevance for application programming. Information representations, assembly language and debuggers, processor architecture, program optimization, memory hierarchy and caching. Students are recommended to finish CSC 400 before enrolling in this course. PREREQUISITE(S): CSC 401

CSC 407
SYSTEMS II
Graduate
An introductory graduate course on computer systems topics, focusing on operating systems components and their relevance for application programming. Linking, processes, virtual memory, dynamic memory allocation, system level I/O, networking and network programming, concurrent servers and web services. PREREQUISITE(S): CSC 406 and CSC 402

CSC 412
TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS
Graduate
Use of mathematical software to explore basic concepts in linear algebra and calculus. Scripting for symbolic and computational processing. Emphasis is on applications in computer science, finance, data mining, and computer vision. PREREQUISITE(S): None
CSC 421
APPLIED ALGORITHMS AND STRUCTURES
Graduate
This course covers techniques for designing and analyzing algorithms and structures in the context of computer application development. Examples will come from Internet, WWW, database, and computer system applications. Fundamental topics such as running-time analysis, searching and sorting within various structures, divide-and-conquer and dynamic programming will be covered. PREREQUISITE(S): CSC 400 and CSC 403

CSC 423
DATA ANALYSIS AND REGRESSION
Graduate
Multiple regression and correlation, residual analysis, analysis of variance, and robustness. These topics will be studied from a data analytic perspective, supported by an investigation of available statistical software. PREREQUISITE(S): IT 403

CSC 424
ADVANCED DATA ANALYSIS
Graduate
The course will teach advanced statistical techniques to discover information from large sets of data. The course topics include visualization techniques to summarize and display high dimensional data, dimensional reduction techniques such as principal component analysis and factor analysis, clustering techniques for discovering patterns from large datasets, and classification techniques for decision making. The methods will be implemented using standard computer packages. PREREQUISITE(S): CSC 423 or consent of instructor.

CSC 425
TIME SERIES ANALYSIS AND FORECASTING
Graduate
The course introduces students to statistical models for time series analysis and forecasting. The course topics include: autocorrelated data analysis, Box-Jenkins models (autoregressive, moving average, and autoregressive moving average models), analysis of seasonality, volatility models (GARCH-type, GARCH-M type, etc.), forecasting evaluation and diagnostics checking. The course will emphasize applications to financial data, volatility modeling and risk management. Real examples will be used throughout the course. PREREQUISITE(S): CSC 423 or MAT 456 or consent of instructor

CSC 426
VALUES AND COMPUTER TECHNOLOGY
Graduate
The impact of computerized technologies on society with particular attention paid to the ethical issues raised by these social effects. The course will require of all Ph.D. students research leading to a paper of publishable quality. Techniques for this type of research and writing will be discussed. An oral presentation of the research of that paper will also be required. PREREQUISITE(S): PhD status or consent of instructor.

CSC 428
DATA ANALYSIS FOR EXPERIMENTERS
Graduate
The analysis of experiments in the computing science with special emphasis on the use of statistical software and interpretation of generated output. PREREQUISITE(S): CSC 423.

CSC 431
SCIENTIFIC COMPUTING
Graduate
This course presents fundamental numerical algorithms for solving problems in scientific computing and computational finance. Areas covered include: error analysis, computer arithmetic, linear algebra, optimization problems, numerical integration (solvers), ordinary differential equations (ODE). The emphasis of the course is on the design of the algorithms, and their analysis. Algorithms will be implemented using mathematical software. PREREQUISITE(S): CSC 402 and 2 course calculus sequence or consent of instructor.

CSC 433
SCRIPTING FOR DATA ANALYSIS
Graduate
Data access and transformation with modern statistical software such as SAS and R. Report writing, data graphing and visualization, writing macros and functions to automate tasks and statistical analyses. PREREQUISITE(S): IT 403 and (CSC 401 or IT 411)
CSC 435
DISTRIBUTED SYSTEMS I
Graduate
An introduction to distributed systems. Topics may include: architecture of distributed systems; networking; datagram-oriented and stream-oriented protocols; network programming (for example, the sockets API); remote procedure call and remote method invocation; processes and threads; code migration; software agents; naming of non-mobile and mobile entities; cryptography and security. PREREQUISITE(S): CSC 403 and CSC 407

CSC 436
WEB APPLICATIONS
Graduate
This course covers the design and development of modern web applications and their interaction with web services. The primary focus is on client-side web applications using AJAX techniques to access web services. Possible topics include: HTML5; JavaScript/TypeScript; MVC and single-page application programming models, e.g., AngularJS; programming and security models for browsers; client-side web applications with local storage; data synchronization; HTTP, proxies, and caching; Node.js; RESTful web services. PREREQUISITE(S): CSC 435 and CSC 447

CSC 438
FRAMEWORK FOR WEB APPLICATION DEVELOPMENT
Graduate
This course introduces concepts, techniques, technologies and APIs for web application development. The main focus of the course is on the Model-View-Controller design pattern employed by modern full-stack web frameworks. Concepts and techniques covered include client/server programming, database abstraction APIs, and asynchronous JavaScript. Examples of full-stack MVC frameworks include Ruby-on-Rails (written in Ruby), Django and TurboGears (written in Python). PREREQUISITE: CSC 407

CSC 439
COMPUTER SECURITY
Graduate
This course covers core principles of computer security. Topics include: user authentication; access control (discretionary, mandatory, role-based); security auditing; database security; software security, common vulnerabilities, and secure coding practices; malicious software; and operating system security. Prerequisite(s): CSC 407

CSC 440
CRYPTOLOGY
Graduate
Introduction to the methods of cryptography and cryptanalysis. Topics include classical cryptography (codes, monoalphabetic and polyalphabetic substitution ciphers, transposition ciphers), modern block ciphers (such as DES, AES), and public key cryptography (such as RSA). Optional topics include zero-knowledge protocols, information theory, coding theory, error-correcting codes, steganography, stream ciphers, hashing algorithms, quantum cryptography, elliptic curve cryptography, and history. PREREQUISITE(S): CSC 403

CSC 443
INTRODUCTION TO OPERATING SYSTEMS
Graduate
An advanced course on operating system design and implementation. Process management and scheduling, memory management, file systems, device drivers, access control, and virtualization will be covered. The emphasis of the course will be on implementing components of a functional operating system. PREREQUISITE: CSC 407

CSC 444
AUTOMATA THEORY AND FORMAL GRAMMARS
Graduate
An introduction to the most important abstract models of computation and their applications: finite state machines and pushdown automata. Explores the relationship between regular expressions and formal expressions and automata. PREREQUISITE(S): CSC 400 and CSC 403
CSC 447
CONCEPTS OF PROGRAMMING LANGUAGES
Graduate
Programming paradigms and language concepts: functional programming; comparison of object-oriented languages; type systems for functional and object-oriented languages; runtime systems for functional and object-oriented languages. A variety of programming languages will be used to illustrate concepts, e.g., JavaScript, Ruby, Scala, Scheme. PREREQUISITE(S): CSC 403 and CSC 406

CSC 448
COMPILER DESIGN
Graduate
Design and structure of high level languages. Lexical scan, top down and bottom up syntactic analysis. Syntax directed translation and LR(k) grammars. PREREQUISITE(S): CSC 447

CSC 451
DATABASE DESIGN
Graduate
Requirement analysis, conceptual design, logical design and implementation of relational databases. Emphasis will be on E-R modeling and E-R mapping, along with basic normalization and SQL for database implementation. PREREQUISITE(S): None

CSC 452
DATABASE PROGRAMMING
Graduate
Programming in a large-scale relational database environment using procedural languages. Topics covered in the course include: procedural extension of query languages, runtime error handling, subprograms (procedures and functions), packages, database triggers, dynamic query language. Optional topics include transaction management, reliability, and security. PREREQUISITE(S): (CSC 453 or CSC 451 or CSC 455) and (CSC 401 or IT 411)

CSC 453
DATABASE TECHNOLOGIES
Graduate
A core graduate course in database design and implementation. Topics include database implementation and queries in SQL, logical design or relational databases, storage and indexes, database programming, and emerging database models. PREREQUISITE(S): CSC 403

CSC 454
DATABASE ADMINISTRATION AND MANAGEMENT
Graduate
This course is designed to give students a comprehensive foundation in database administration and management. The course provides a conceptual understanding of the database architecture and how its components work and interact with one another. Topics covered in this course include: database architecture, capacity planning, installation and maintenance, network configuration, security management, utilities and tools, industry standards and guidelines, database management techniques and practices. PREREQUISITE(S): CSC 451 or CSC 453 or CSC 455

CSC 455
DATABASE PROCESSING FOR LARGE-SCALE ANALYTICS
Graduate
The course covers core concepts of database systems with focus on applications in large-scale analytics. Topics include relational databases, scheme normalization, SQL queries for data integration and data cleaning, database programming for ETL, and nontraditional database systems for unstructured data. PREREQUISITE(S): CSC 401

CSC 457
EXPERT SYSTEMS
Graduate
A study of the development of expert systems. Students will use commercial packages to develop standalone and embedded expert systems. Topics will include rule-based systems, decision trees, forward and backward chaining, inference, reasoning with uncertainty, and intelligent agents. PREREQUISITE(S): CSC 403
CSC 458
SYMBOLIC PROGRAMMING
Graduate
Concepts of symbolic programming as embodied in the language LISP. Basic data and control structures of LISP: symbolic expressions, the interpreter, functions, recursion, iteration. Techniques for prototyping and building conceptually advanced systems in an environment that encourages procedural and data abstraction. Advanced topics may include Prolog, intelligent tutoring systems, intelligent agents, and natural language processing. Assignments will focus on basic AI techniques, but the class is intended for anyone who will need to rapidly develop large complex systems. PREREQUISITE(S): CSC 403

CSC 461
OPTIMIZED C++
Graduate
This game programming class will focus on developing software to efficiently use the fixed CPU power and resources that are found in today's console and mobile devices. This course will use real-world game examples that demonstrate performance and optimization issues that software architects face in game development. These problems include: performance enhancements through extended matrix instruction set, dynamic memory usages, performance related to increasing run-time systems to very large scale, C++ language enhancements and extensions, algorithms, streaming and profiling. PREREQUISITE(S): CSC 400 and CSC 403 and CSC 407

CSC 462
C++ MULTITHREADING
Graduate
Software architecture of applied C++ concurrency and multithreading fundamentals. Basic threading concepts: process model, threads, stacks, fibers, mutexes, semaphores, atomic and events. Leveraging advanced C++ language features relating to the memory model and the threading support in large multithreaded architectures. Architecting lock-based and lock-free concurrent data structures in applications. Designing a threaded management system to control the access and reuse of threads in applications. Designing multithreaded architecture for real-time performance. PREREQUISITE(S): GAM 471 or CSC 461

CSC 465
DATA VISUALIZATION
Graduate
An introduction to data visualization techniques to enhance the exploration and analysis of large data sets from a wide range of fields including commercial, financial, medical, scientific and engineering applications. Topics include visual encoding of numeric data, graphical integrity and effective visualization design, visualizing distributions and correlation, false-color techniques for feature extraction and enhancement, basic network visualization and graph layout, isosurface generation, geospatial visualization and volumetric rendering techniques. The course explores both exiting visualization software packages and code interfaces for data visualization. PREREQUISITE(S): IT 403 and (CSC 401 or IT 411)

CSC 471
MOBILE APPLICATION DEVELOPMENT FOR IOS
Graduate
This course introduces the core issues associated with application development for mobile devices using the iOS platform. Students will learn the Swift language, the XCode IDE, UIKit and other frameworks, the elements and architecture of the user interfaces, and more. Students will be exposed to the iOS system architecture including memory management, MVC, delegates and threads. Topics will also include understanding and handling of multi-touch events, gestures, and motion events. PREREQUISITE(S): CSC 403 and CSC 407

CSC 472
MOBILE APPLICATION DEVELOPMENT FOR ANDROID
Graduate
This course introduces the core issues associated with application development for mobile devices using the Android platform. Students will learn the Eclipse IDE, frameworks, the elements and architecture of user interfaces, graphics, and more. Students will be exposed to the Android system architecture, including Views, Widgets, Resources, Adapters, Intents and Activities. Topics will also include understanding and handling of threads, multi-touch events, gestures, and motion events. PREREQUISITE(S): CSC 403 and CSC 407

CSC 475
INTRODUCTION TO ROBOTICS
Graduate
An introduction to the field of Robotics. Topics include history of robotics, kinematics, control theory, and sensor theory. A large portion of class time will be lab based, building and programming robots using the Lego Mindstorms NXT Robotics Kit. The programming will be using a C derivative and knowledge of C and general systems concepts is required. PREREQUISITES: CSC 407
CSC 478
PROGRAMMING DATA MINING APPLICATIONS
Graduate
The course will focus on the implementations of various data mining and machine learning techniques using a high-level programming language. Students will have hands on experience developing both supervised and unsupervised machine learning algorithms and will learn how to employ these techniques in the context of popular applications including automatic personalization, recommender systems, searching and ranking, text mining, group and community discovery, and social media analytics. PREREQUISITE(S): IT 403 and CSC 401

CSC 480
ARTIFICIAL INTELLIGENCE I
Graduate
An in-depth survey of important concepts, problems, and techniques in artificial intelligence, including search, knowledge representation, logical reasoning, and reasoning with uncertainty. A particular focus and a unifying theme of the course will be the concept of intelligent agents. No prior knowledge of AI is required. The course is particularly suitable for graduate and advanced undergraduate students who want to gain the technical background necessary to build intelligent systems, or who want to prepare for more advanced work in AI. The concepts and techniques learned in this course will be directly applicable to many other areas of computer science including software design, distributed systems, databases, and information management and retrieval. PREREQUISITE(S): CSC 403

CSC 481
INTRODUCTION TO IMAGE PROCESSING
Graduate
The course is a prerequisite for more advanced Visual Computing (VC) courses and the students will be challenged to implement VC algorithms for real world applications. The topics covered in the course include: components of an image processing system and its applications, elements of visual perception, sampling and quantization, image enhancement by histogram equalization, color spaces and transformations, introduction to segmentation (Edge detection), and morphological image processing. PREREQUISITE(S): Calculus or Linear Algebra.

CSC 482
APPLIED IMAGE ANALYSIS
Graduate
Fundamentals of computational image analysis will be explored in terms of its two most important components, image information extraction and modeling of image patterns. These components will be studied in the context of image representation, segmentation, classification, retrieval and recognition. The course will be useful for students interested in image analysis related to areas such as image databases, multimedia management, animation, GIS, computer graphics, medical imaging, remote sensing and robotics. Specific topics include, but are not limited to segmentation, multi-scale representation, shape analysis, texture analysis, Fourier analysis, wavelets, Gabor and fractal analysis, template matching, and object recognition. PREREQUISITE(S) CSC 481

CSC 485
NUMERICAL ANALYSIS
Graduate

CSC 487
OPERATIONS RESEARCH I: LINEAR PROGRAMMING
Graduate
Linear Programming. The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. PREREQUISITE(S): CSC 400  and Linear Algebra

CSC 489
THEORY OF COMPUTATION
Graduate
Advanced topics in the mathematical foundations of computation. Topics may include random access and Turing machines, recursive functions, algorithms, computability and computational complexity, intractable problems, NP-complete problems. PREREQUISITE(S): CSC 444 or CSC 421.
CSC 495
SOCIAL NETWORK ANALYSIS
Graduate
This course is an introduction to the concepts and methods of social network analysis. Students will learn to extract and manage data about network structure and dynamics, and to analyze, model and visualize such data. Students will use software tools to model and visualize network structure and dynamics. Specific network applications to be discussed include online social networks, collaboration networks, and communication networks. PREREQUISITE(S): CSC 423 or CSC 400 or SOC 412

CSC 500
RESEARCH COLLOQUIUM
Graduate
The research colloquium consists of weekly talks by a variety of speakers including faculty, students, and guests from the academic and business communities. The lectures feature new creative and scholarly works that encompass the disciplines and areas of interest of the School of Computing. Student evaluation is based on attendance as well as an online journal with reflections on each of the presentations. The educational objectives are to expose students to creative and scholarly research at DePaul and elsewhere, and to engage students in the thought process of identifying and solving challenging research problems. PREREQUISITE(S): None

CSC 503
PARALLEL ALGORITHMS
Graduate
Development, implementation, and applications of parallel algorithms. Models of parallel computation. Parallel sorting, searching and graph algorithms, as well as other parallel algorithms, will be studied and implemented on both simulated and actual parallel machines. PREREQUISITE(S): CSC 421

CSC 521
MONTE CARLO ALGORITHMS
Graduate
A course about the use of random numbers for numerical computation with particular emphasis on implementation issues and applications in science and finance. Covered topics include: pseudo random number generators, the inversion method, the accept-reject method, discrete event simulations, multi-dimensional integration, the Metropolis and the Bootstrap algorithms. PREREQUISITE(S): (CSC 402 or CSC 404) and CSC 423 or consent of instructor

CSC 525
COMBINATORIAL OPTIMIZATION
Graduate
This course defines and introduces the concepts and techniques needed to formulate and model optimization problems. A set of fundamental problems in combinatorial optimization will be covered together with their applications. The emphasis will be on the design and analysis of algorithms for such problems. The computational complexity of this set of problems (easy/hard to solve/approximate) will be discussed, and techniques for coping with intractable problems will be introduced. PREREQUISITE(S): CSC 421.

CSC 528
COMPUTER VISION
Graduate
Computer Vision techniques for analysis of patterns in visual images and videos of 2D and 3D scenes will be explored with the goal of interpreting, understanding, and reconstructing 3D scenes. Topics to be covered include image formation and representation, 2D and 3D feature extraction, camera calibration, reconstruction of depth based on stereo, shading, focus, texture, and geometry, object detection and tracking, motion analysis, analytical performance characterization, and 3D recognition of objects and scenes using statistical and model-based techniques. The course will be useful for students interested in computer vision related areas such as robotics, remote sensing, and medical imaging. A significant part of the course will be dedicated to the discussion of articles recently published in the literature. PREREQUISITE(S): CSC 481

CSC 529
ADVANCED DATA MINING
Graduate
The course is for students with prior background in data mining or machine learning techniques, and covers more advanced modeling techniques, including ensemble learning, extended linear models such as support vector machines, probabilistic graphical models, mixture and latent variable models, matrix factorization and link analysis. Application of the models will be presented in popular domains such as Web and social media analytics, text mining, crime analysis, community discovery, and health informatics. PREREQUISITE(S): CSC 424 and (IS 567 or ECT 584 or CSC 578)
CSC 531
INTRODUCTION TO BIOINFORMATICS
Graduate
An introduction to the field of Bioinformatics, which is computational modeling of biological and biochemical processes. Some programming in Java will be involved. Little biological knowledge will be assumed: any required will be taught in the course. Topics will include genomics, biological databases, sequence alignment (longest common subsequence), phylogenetic trees, and protein folding. Prerequisites: CSC 421 and SE 450.

CSC 534
SOFTWARE DEVELOPMENT FOR LIMITED AND EMBEDDED DEVICES
Graduate
This course will focus on the unique aspects, tools, and techniques of developing software applications for limited and embedded devices, such as set-top boxes and smart cards. Formerly CSC 542. PREREQUISITE(S): SE 450.

CSC 535
FORMAL SEMANTICS OF PROGRAMMING LANGUAGES
Graduate

CSC 536
DISTRIBUTED SYSTEMS II
Graduate
An intermediate course on distributed systems. Topics may include: clock synchronization; mutual exclusion; distributed transactions; consistency models; distribution and consistency protocols; failure models; achieving fault tolerance; distributed object-based systems; distributed file systems. PREREQUISITE(S): CSC 435.

CSC 538
VISION SYSTEMS
Graduate
Vision Systems will cover the geometry of computer vision as well as a survey of working vision systems to include 1) Content-based Image Retrieval Systems; 2) Object Detection and Tracking Systems; 3) Medical Visual Systems; 4) Robotic Navigation Systems. PREREQUISITE(S): CSC 528.

CSC 540
MOBILE APPLICATION DEVELOPMENT II
Graduate
This course will cover advanced topics in mobile and wireless application development. The topics covered will be made explicit by the course instructor when the course is offered. PREREQUISITE(S): CSC 471.

CSC 541
INTRODUCTION TO PROTEOMICS
Graduate
An introduction to the field of Proteomics, continuing in more depth and detail from the prerequisite course Introduction to Bioinformatics. Proteomics is computational modeling of biological and biochemical processes related to the Proteome. The Proteome is the set of proteins expressed by a cell in a specific tissue at a specific point in its life. Some programming in Java will be involved. The only biological knowledge required is that taught in the prerequisite course. Topics will include mass spectrometry analysis of proteins, protein folding, and proteomic databases PREREQUISITE(S): CSC 531.
CSC 542
RESEARCH PRACTICUM IN COMPUTATIONAL BIOLOGY
Graduate
An advanced course in Bioinformatics that draws on and enhances the information learned in CSC 531 Introduction to Bioinformatics, CSC 541 Introduction to Proteomics, and on all computer science classes. The student will spend 15 hours each week during the quarter in the laboratory of a biological or biochemical research scientist at a suitable research laboratory determined by the instructor. The student will work in the biology research group performing the computational components. The student will be able to take this course several times, working in different types of laboratories. The course title in the transcript will reflect the work performed, and will be different each time this course is taken. PREREQUISITE(S): CSC 531, CSC 541 AND permission of instructor.

CSC 543
SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS
Graduate
This course considers how spatial databases work within a GIS, how data is structured, stored, indexed, retrieved, and displayed. Other topics may include fuzzy spatial databases, temporal spatial databases, and multiple criteria spatial decision making. The class will consist of hands-on work with commercial products, as well as investigating the state-of-the art research in the field. Prerequisites: CSC 453 or CSC 455.

CSC 546
OPERATING SYSTEMS DESIGN
Graduate
A project/seminar oriented course examining the details of the design of operating systems. The ideas from CSC 446 will be extended and incorporated into the design details. PREREQUISITE(S): CSC 443.

CSC 547
ADVANCED TOPICS IN PROGRAM LANGUAGES
Graduate
A project-based course on advanced topics related to programming languages and programming environments. The course does not have any formal exams or homework assignments, but participants are expected to read papers on current research, actively participate in discussions, and complete a significant course project. PREREQUISITE(S): Permission of the instructor.

CSC 548
ADVANCED COMPILER DESIGN
Graduate
Emphasis on practical problems in implementing compilers, data flow analysis, code optimization, error analysis. Discussion of compiler generators. As a class project, students will write a compiler. PREREQUISITE(S): CSC 448.

CSC 549
DATABASE SYSTEM IMPLEMENTATION
Graduate
This is an advanced database course that covers issues in DBMS implementation. Topics covered in this course include: physical data organizations, indexing and hashing, query processing and optimization, database recovery techniques, transaction management, concurrency control, and security. PREREQUISITE(S): CSC 453.

CSC 550
OBJECT-ORIENTED DATABASES
Graduate

CSC 551
DISTRIBUTED DATABASE SYSTEMS
Graduate
Distributed database architecture, distributed database design, distributed query processing, query decomposition and optimization of distributed queries, distributed transaction management and concurrency control, distributed DBMS reliability, distributed database operating systems. Distributed multidatabase systems. Client/Server database systems. PREREQUISITE(S): CSC 453 and (CSC 435 or TDC 405 or TDC 463).
CSC 552
CONCURRENT SOFTWARE DEVELOPMENT
Graduate
Fundamentals and techniques of developing concurrent object-oriented applications, using a patterns-based approach. Concepts covered include: threads, synchronization and object locking, thread blocking and deadlock, safety and liveness, state-dependent action and concurrency control. Formerly SE 552. PREREQUISITE(S): SE 450 and CSC 407

CSC 553
ADVANCED DATABASE CONCEPTS
Graduate
An introduction to advanced selected topics in databases. The topics include: intelligent and deductive databases, temporal databases, multimedia databases, spatial and geographic databases, fuzzy databases, mobile databases, data mining and data warehousing, as well as emerging issues and concepts in database design, implementation and management. PREREQUISITE(S): CSC 453.

CSC 554
ADVANCED DATABASE MANAGEMENT
Graduate
In this class, we will discuss concepts, technologies, guiding principles, processes and best practices in managing database environment to meet high availability, scalability, and compliance needs. Organizations with business critical applications must reduce their risk of downtime, manage database environment efficiently and ensure data meets compliance requirements effectively. IT now has additional responsibilities to secure and manage information in alignment with legal, records management and regulations. This class explores methods and techniques to achieve the availability needs and also focuses on how to protect the database against disasters by maintaining multiple copies of the databases in separate locations, synchronized in real-time. Students learn to design and manage key business resumption functions including disaster recovery plans and business continuity plans. Data governance challenges will be discussed along with solutions including data life cycle management, preservation, retention, and disposition. Prerequisite(s): CSC 453 or CSC 454

CSC 555
MINING BIG DATA
Graduate
Introduction to fundamentals of distributed file systems and map-reduce technology (e.g., Hadoop); tuning map-reduce performance in a distributed network. Algorithms and tools for mining massive data sets and discussion of current challenges. Applications in clustering, similarity search, classification, data warehousing (e.g., Hive), machine learning (e.g., Mahout). PREREQUISITE(S): (CSC 453 or CSC 455) and (IS 567 or CSC 478)

CSC 557
FOUNDATIONS OF COMPUTER SECURITY
Graduate
This course provides an overview of foundational techniques in the specification and verification of computer systems in the presence of malicious attackers. Topics may include: formal models of interaction, attacker models, robust safety properties such as confidentiality and authenticity, information flow properties such as noninterference, and tools such as model checkers, type checkers and theorem provers. Formerly 557. PREREQUISITE(S): CSC 439

CSC 559
SOFTWARE ENGINEERING FOR FINANCIAL MARKETS
Graduate
This course focuses on software engineering issues in creating a financial engine that drives automation and execution in a financial market. The course will cover different types of financial engines from back-office to front-office, exchange matching engines, data gathering engines, trading engines and straight through processing. The emphasis will be on the engines themselves rather than the financial models beneath them. Students will be required to work individually and/or in teams and create a financial engine. This is a project course and it will put students in the role of a domain architect who will need the skills required to communicate with financial traders and software engineers at the same time. PREREQUISITE(S): CSC 404 and (CSC 431 or CSC 521 or CSC 425)
CSC 575  
INTELLIGENT INFORMATION RETRIEVAL  
Graduate  
Examination of the design, implementation, and evaluation of information retrieval systems. The focus is on the underlying retrieval models, algorithms, and system implementations. Also examined is how an effective information search and retrieval is interrelated with the organization and description of information to be retrieved. Topics include: automatic indexing; thesaurus generation; Boolean, vector-space, and probabilistic models; clustering and classification; information filtering; distributed IR on the WWW; intelligent information agents; IR system evaluation; information visualization; and natural language processing in IR. Throughout the course, current literature from the viewpoints of both research and practical retrieval technologies both on and off the World Wide Web will be examined. PREREQUISITE(S): CSC 403

CSC 576  
COMPUTATIONAL ADVERTISING  
Graduate  
Computational advertising is the problem of finding the best advertisement for a given user in a given on-line context. It is a complex and emerging area at the intersection of quantitative marketing, web search, data mining, recommendation, optimization, and algorithmic game theory. Students will read current scientific papers and explore a range of models both mathematically and empirically. Students can choose from three types of final course projects: implementation projects, research papers, or data analysis projects.

CSC 578  
NEURAL NETWORKS AND MACHINE LEARNING  
Graduate  
A study of the basic structure of neural networks and how machines may learn. This will include analyses of decision trees, Bayesian learning, genetic algorithms, PAC, analytical and reinforcement learning. Neural networks to be studied include Hopfield, backpropagation, Kohonen, ART, and Neuro-Fuzzy. Students will explore current applications and design several learning systems. No prior background in artificial intelligence is assumed. PREREQUISITE(S): (MAT 220 or MAT 262 or MAT 151) and CSC 401

CSC 580  
DESIGN OF OBJECT-ORIENTED LANGUAGES  
Graduate  
This course covers issues in the design and specification of object-oriented programming languages. Sample topics include the use of patterns in program representation, static and dynamic semantics, subject reduction, subtyping, inheritance, polymorphism, genericity and concurrency. Formerly SE 580. PREREQUISITE(S): SE 450.

CSC 582  
MACHINE LEARNING  
Graduate  

CSC 583  
ARTIFICIAL INTELLIGENCE II  
Graduate  
The course provides an in-depth coverage of advanced topics in Artificial Intelligence, including planning, reasoning with uncertainty, decision theoretic agents, constraint satisfaction and optimization problems, as well as selected topics of interest in knowledge representation, machine learning, and natural language processing. These topics are discussed in the context of design and implementation of real-world intelligent agents. This course is suitable for advanced students with interest in further study in artificial intelligence and related topics, as well as those interested in the application of AI techniques in building systems with intelligent components. PREREQUISITE(S): CSC 480

CSC 587  
COGNITIVE SCIENCE  
Graduate  
A study of the relationships between our knowledge of human and computer intelligence. Levels of analysis of intelligent system, examples of cognitive models, and exposure to current publications, with an emphasis on those related to human computer interaction. Students will participate in the design and testing of models of human intelligence, both experimentally and using computer models. PREREQUISITE(S): CSC 403 or HCI 460.
CSC 589
TOPICS IN DATABASE
Graduate
Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit.
PREREQUISITE(S): For specific prerequisites, see syllabus or consult with course instructor.

CSC 590
TOPICS IN USER INTERFACES
Graduate
Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit.
PREREQUISITE(S): For specific prerequisites, see syllabus or consult with course instructor.

CSC 591
TOPICS IN ALGORITHMS
Graduate
Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit.
PREREQUISITE(S): For specific prerequisites, see syllabus or consult course instructor.

CSC 592
TOPICS IN COMPUTER VISION AND PATTERN RECOGNITION
Graduate
This is an independent study course. May be repeated for credit. PREREQUISITE(S): Completion of the corresponding visual computing core sequence or consent of instructor.

CSC 594
TOPICS IN ARTIFICIAL INTELLIGENCE
Graduate
Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit.
PREREQUISITE(S): For specific prerequisites, see syllabus or consult course instructor.

CSC 595
TOPICS IN COMPUTER SCIENCE
Graduate
Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit.
PREREQUISITE(S): For specific prerequisites, see syllabus or consult course instructor.

CSC 598
TOPICS IN DATA ANALYSIS
Graduate
Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit.
PREREQUISITE(S): For specific prerequisites, see syllabus or consult course instructor.

CSC 599
INDEPENDENT STUDY
Graduate
Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable Credit.
PREREQUISITE(S): None.

CSC 601
MASTER’S RESEARCH CONTINUATION
Graduate
Non-credit. This course is intended for master's degree students who have completed all course registration requirements and who are regularly using the facilities of the University for study and research, thesis or project completion. These students are required to be registered in this course each quarter of the academic year until all requirements have been completed. PREREQUISITE(S): Completion of required courses. Independent Study form required.
CSC 672
PREDICTIVE ANALYTICS CAPSTONE
Graduate
The capstone course provides an opportunity for students to integrate and apply the analytics skills and knowledge learned in the classroom to real world data. Students work in teams on a large scale analytics project. At the end of the course, students submit a report summarizing their analyses and study outcomes, and present results to the class. PREREQUISITE(S): Consent of the instructor.

CSC 690
RESEARCH SEMINAR
Graduate
Readings and discussion on current research topics. PREREQUISITE(S): Consent of the instructor.

CSC 695
MASTER'S RESEARCH
Graduate
Students interested in a more in-depth study of a particular area will register for this course and work with a faculty member (not necessarily their academic advisor) on a research project. The work involved may include system development, empirical studies, or theoretical work. 4 credit hours of CSC 695 replaces one 500level elective course in student's degree program. This course can be taken for 1-4 credit hours for up 8 credit-hours. PREREQUISITE(S): Consent of research advisor. Independent study form required. Students must successfully complete the foundation courses prior to their first enrollment in CSC 695.

CSC 696
MASTER'S RESEARCH
Graduate
A student who has made a significant contribution to a research project, through work done in two quarters of CSC 695 (8 credit-hours), may choose to complete the Master's Research option. At the end of the two quarters, the student must submit a technical report detailing the results of the research project. This report must be approved by the student's research supervisor and the faculty advisor, at which point it will be made available to the public as a CDM Departmental Master's Research Technical Report. In that case, the student will be allowed to register for this course. The transcript will show the Research project title as the course topic.PREREQUISITE(S): CSC 695 taken twice and approval of report by student's research supervisor and faculty advisor.

CSC 697
GRADUATE INTERNSHIP
Graduate
In cooperation with local employers, the graduate program offers students the opportunity to integrate their academic experience with on-the-job training in computer related work areas. This course is variable credit and may be taken for one to four credits. This course may be repeated for a maximum of four credits total. Admission to the internship program requires consent of the Instructor and a Student Services Advisor. International students may complete curricular practical training (CPT) through this class provided they first obtain CPT authorization from the Office for International Students and Scholars (OISS) before beginning the internship.

CSC 698
MASTER'S THESIS
Graduate
A student who has made an original contribution to the area (typically through 8 credit-hours' worth of work done in CSC 695, but not necessarily) may choose to complete a Master's Thesis. The student and the student's research advisor form a Master's Thesis Committee. The student submits to the committee a thesis detailing the original results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for this course and the transcript will show the thesis title as the course topic. PREREQUISITE(S): Successful defense of a Master's Thesis.

CSC 699
RESEARCH
Graduate
PREREQUISITE(S): Research course supervised by an instructor. Independent Study Form required. Variable credit. Can be repeated for credit.
CSC 701
RESIDENT CANDIDACY CONTINUATION
Graduate
Non-credit. Students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements and who are regularly using the facilities of the University for study and research are required to be registered each quarter of the academic year until the dissertation and final examination have been completed. PREREQUISITE(S): Admission to Candidacy. Independent Study form required.

CSC 702
NON-RESIDENT CANDIDACY CONTINUATION (PREREQUISITE: ADMISSION TO CANDIDACY)
Graduate
Non-credit. This registration provides for doctoral candidates who have been admitted to candidacy who are not in residence and need only occasional use of University facilities, including the libraries. PREREQUISITE(S): Admission to Candidacy. Independent Study form required.

CSL 95
CLINICAL ORIENTATION
Graduate
Students will be oriented to the expectations and requirements of the practicum and internship experiences in Human Services and Counseling Program.

CSL 96
CLINICAL APPLICATION
Graduate
This milestone course ensures that all students have met the requirements for clinical placement.

CSL 97
CLINICAL PLACEMENT
Graduate
This milestone course ensures that students have secured a clinical placement that fulfills all requirements for Human Services and Counseling Program.

CSL 200
LEADERSHIP AND SOCIAL CHANGE
Undergraduate
This is an advanced course exploring how leadership theory interacts with organizational structures, advocacy, and social justice. The class is structured to expand from the individual to the group/organization/school level to the societal macro view of leadership. The topics of leadership development and leadership education in P-16 settings will be included. Contemporary topics in leadership will be addressed to coincide with social change and leadership. (Cross-listed with CSL 500).

CSL 377
SOCIAL EMOTIONAL LEARNING IN THE MIDDLE GRADES
Undergraduate
This course introduces social-emotional learning standards and their relevance and application to middle grades content area classrooms. Topics addressed include the relationship between social emotional learning and classroom management as well as bullying and cyberbullying in school communities. Co-requisites for this course are MGE 341, MGE 351 and MGE 361.In this course, students will: 1. Assign and integrate social-emotional learning standards into content-area lesson plans. 2. Apply social-emotional learning standards to strategies for classroom management, plans for community-building among students, and anti-bullying awareness programs. 3. Assess middle grades teaching practices for their sensitivity to middle grades students' social-emotional needs.
CSL 451
LEGAL AND ETHICAL ISSUES IN COUNSELING
Graduate
Professional counseling involves interplay of ethics, personal values and legal implications of practice. A core component of the course is a focus on how personal values intersect with ethical decision-making. Ethical codes and ethical decision-making models related to the profession are studied so that the students will have the knowledge of professional ethical practice. An examination of local and federal laws in relation to the previously mentioned components will be examined. Students engage in case conceptualization, small group activities, role-playing with lectures, and video technology.

Admission to the Counseling Masters Program is a prerequisite for this course.

CSL 452
INTRODUCTION TO THE COUNSELING PROFESSION
Graduate
This introductory course provides students with a broad yet comprehensive overview of the Counseling profession. Through lectures, discussions, activities, and group work, students learn and apply core concepts and aspects of counseling including basic counseling skills, advocacy, multiculturalism, ethics, evaluation, and assessment. For most of the primary topics covered, students will take a full course on them later in the program.

Admission to the Counseling Masters Program is a prerequisite for this course.

CSL 454
CAREER COUNSELING
Graduate
This course introduces students to methods for assisting individuals in choosing, preparing for, and progressing in a career. Vocational testing and sources for occupational information are explored and technology tools designed for career exploration are demonstrated. The study of vocational behavior in relation to career patterns is also considered, with special attention to the analysis of empirical data and theories pertaining to vocational choice.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 458
GROUP COUNSELING
Graduate
This course includes the study and ethics of group process, theoretical application, leadership and membership styles and problems such as conflict resolution. Students will engage in a regular group experience as a part of the course. In addition, opportunities to observe and participate in group work in the community are also part of the course. In addition, CSL 501 Counseling Skills must be taken either before or concurrently with CSL 458 Group Counseling.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 461
TESTING AND APPRAISAL
Graduate
This course includes a detailed analysis of intelligence, aptitude, personality, and achievement tests used with groups and individuals. The course is intended to familiarize students with various appraisal procedures and their utilization. Attention is given to the development of the institutional testing program.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 466
ASSESSMENT AND TREATMENT OF CHEMICAL DEPENDENCY
Graduate
This course seeks to develop skills and understanding relevant to the assessment and treatment of chemical dependency. The major alternative assessment approaches and treatment interventions for chemical dependency are surveyed and analyzed.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.
CSL 467
COUNSELING THEORIES
Graduate
This course reviews counseling a broad range of counseling theories. Counseling techniques and process derived from these various counseling theories will be used in classroom experiences and with follow-up assignments. Students will begin to develop their own theoretical orientation. Theoretical frameworks will be considered for a variety of counseling contexts.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and 452 are prerequisites for this course.

CSL 475
COLLEGE AND CAREER READINESS COUNSELING FOR SCHOOL COUNSELORS
Graduate
This course provides an introduction to college and career readiness counseling in the school context. Students are introduced to career theories and resources, as well as strategies to promote access and readiness for postsecondary education.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 477
SOCIAL EMOTIONAL LEARNING IN THE MIDDLE GRADES
Graduate
This course introduces social-emotional learning standards and their relevance and application to middle grades content area classrooms. Topics addressed include the relationship between social emotional learning and classroom management as well as bullying and cyberbullying in school communities. Co-requisites for this course are MGE 441, MGE 451 and MGE 461. In this course, students will: 1. Assign and integrate social-emotional learning standards into content-area lesson plans. 2. Apply social-emotional learning standards to strategies for classroom management, plans for community-building among students, and anti-bullying awareness programs. 3. Assess middle grades teaching practices for their sensitivity to middle grades students' social-emotional needs.

CSL 480
SPECIAL TOPICS IN COUNSELING
Graduate
The content and format of this course are variable. This course includes an in-depth study of a specific topic in counseling. Subject matter will be indicated in the class schedule.

A grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 481
SPECIAL TOPICS IN COUNSELING:
Graduate
The content and format of this course are variable. This course includes an in-depth study of a specific topic in counseling. Subject matter will be indicated in the class schedule.

A grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 482
SPECIAL TOPICS IN COUNSELING:
Graduate
The content and format of this course are variable. This course includes an in-depth study of a specific topic in counseling. Subject matter will be indicated in the class schedule.

A grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 483
COUNSELING INTERVENTIONS AND TREATMENT PLANNING
Graduate
This course provides students with an introduction to empirically supported treatments for specific disorders occurring across the lifespan. Opportunities for hands-on practice with several treatments are required.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451, CSL 452 and CSL 489 are prerequisites for this course.
CSL 484  
ISSUES IN CLINICAL MENTAL HEALTH COUNSELING  
Graduate  
This course provides students with a review of up-to-date information on the issues related to community and clinical mental health counseling including but not limited to outcome evaluation, prevention and wellness strategies, advocacy strategies, counselor roles, reimbursement, paperwork, and referral processes.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 485  
SEXUALITY COUNSELING  
Graduate  
This course provides students with an overview of human sexual development and the assessment and treatment of various sexual issues and disorders. Topics covered include common development of human sexuality, sexual concerns, sexual behavior, sexual orientation, gender identity, diagnostic and assessment techniques, treatment planning, and therapeutic interventions for individuals and couples.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 489  
PSYCHOPATHOLOGY  
Graduate  
This course provides students with an overview of normal and abnormal personality and behavior, and the DSM-5 and ICD classifications and descriptions of mental health disorders. Specific attention is given to diverse cultural perspectives in diagnosis and assessment.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 490  
FOUNDATIONS OF STUDENT AFFAIRS  
Graduate  
The course examines historical and philosophical elements relative to the role of student affairs in higher education as well as the impact of changing demographics on current trends pertinent to the management of student affairs. The course also provides students with theoretical and practical knowledge about organization structure, services, and faculty/staff/administrative functions in student affairs.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 491  
CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT  
Graduate  
This course examines the impact of institutional mission and state and national policies on access, retention and graduation rates. Organizational change, decision-making and conflict resolution strategies are explored within the context of strategic planning, organizational structure and leadership style and management. Personnel selection, management theories and performance evaluations are also studied. Various assessment practices are reviewed and analyzed. Within this framework, student demographics, campus culture and student development theory (traditional and contemporary) are examined.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 490 are prerequisites for this course.

CSL 492  
PROGRAM DEVELOPMENT IN STUDENT AFFAIRS  
Graduate  
This course explores models for designing, managing, and evaluating student affairs programs, including the use of technological applications. Students become familiar with models and methodologies of program development and implementation in higher education and understand how to use professional standards and other resources for program development.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 491 are prerequisites for this course.
CSL 500
LEADERSHIP AND SOCIAL CHANGE
Graduate
This is an advanced course exploring how leadership theory interacts with organizational structures, advocacy, and social justice. The class is structured to expand from the individual to the group/organization/school level to the societal macro view of leadership. The topics of leadership development and leadership education in P-16 settings are included. Contemporary topics in leadership are addressed to coincide with social change and leadership. (Cross-listed with CSL 200).

CSL 501
COUNSELING SKILLS
Graduate
This course is designed to provide students with a comprehensive application and integration of the basic counseling skills used in the helping profession. Skills emphasized in the course include: active listening, attending, rapport building, empathy, paraphrasing, confrontation, reflection, and goal setting. These skills enable students to establish a helping relationship with a client, facilitate the client's self-exploration and engagement in counseling, and encourage the client's active progression towards achieving specified counseling goals. Students practice basic counseling skills and participate in in-vivo role-play through laboratory exercises in the Education and Counseling Center (ECC). The instructor gives feedback on skill development to students during face-to-face consultation and through the viewing of videotaped sessions.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 510
MULTICULTURAL COUNSELING
Graduate
This course is designed to provide students with a basic foundation in multicultural counseling with an emphasis on culturally proficient counseling practices. Students learn multicultural models and counseling interventions for working with culturally and linguistically diverse populations. Attention is given to issues such as worldview, acculturation, racial/ethnic identity, culture-centered interventions, and various dimensions of diversity. Role play is used throughout the course to provide students with a more in-depth application of culturally responsive services.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 511
SUPERVISION
Graduate
This course is an introduction to the theory and practice of supervision in the Counseling profession. There is a focus on developing the basic skills necessary for the effective supervision of counselors.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 512
CRISIS INTERVENTION
Graduate
This course provides students with an understanding of the principles of crisis intervention and crisis management with a focus on the school setting. Focus is on the common characteristics and manifestations of crisis and addresses methods and techniques of crisis intervention.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 513
CONSULTATION FOR COUNSELORS
Graduate
This course focuses on the theory, techniques, practice and skill development needed to effectively provide consultation in communities and schools. Emphasis is on the application of consultation, collaboration and the role of the consultant.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.
CSL 514
CRISIS INTERVENTION FOR SCHOOL COUNSELING
Graduate
This course provides students with an understanding of the principles of crisis intervention and crisis management with a focus on the school setting. Working with individuals and groups in crisis is significantly different than other counseling situations, both in the characteristics of the clients and in the types of intervention strategies employed. This course provides the skills and knowledge needed to employ crisis intervention strategies in school settings.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 515
CRISIS INTERVENTION AND TRAUMA COUNSELING
Graduate
This course provides students with an understanding of the individual in crisis and the impact of trauma. Students develop the knowledge and skills needed to access and treat both the acute and long-term effects of trauma. Subjects such as disaster response, psychological first-aid, and evidence-based treatment models are examined and students explore perspectives on the causes and prevention of trauma as it applies to the individual, family, local, national, and international community. The role of power and oppression in the experience of trauma within family, socio-political, and ethno-cultural systems is also addressed.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 519
SPECIAL EDUCATION: LEGAL AND PROFESSIONAL ISSUES FOR SCHOOL COUNSELORS
Graduate
This course introduces students to special education law including relevant legislation, cases, and regulations. Students also learn about the development, monitoring, and implementation of IEPs. In addition, this course addresses the school counselor's potential role in the evaluation, referral, monitoring, and consultation of students with special needs.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 520
COUNSELING CHILDREN AND ADOLESCENTS
Graduate
This course considers the theoretical foundations of working with children and adolescents. It addresses developmentally appropriate counseling perspectives and interventions. Emphasis is on the child/adolescent in various systemic contexts, multicultural factors, specific child/adolescent problems, and the role of the school counselor in helping to prevent and remediate them.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451, 452, 467 and 501 are prerequisites for this course.

CSL 521
CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING
Graduate
This course addresses the role of the school counselor and provides an understanding of the coordination of counseling program components as they relate to the school and the wider community. Students explore the various roles of the school counselor as advocate, leader, consultant, collaborator and counselor. The developmental approach to school counseling programs and the Transformed School Counseling Initiative are introduced and integrated throughout the course. Students must take CSL 521 and CSL 522 consecutively.

CSL 451, CSL 452 (B- or better required) and Advanced Masters Education (Counseling) student or Counseling (Licensure) student are prerequisites for this course.

CSL 522
DELIVERY OF COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAMS
Graduate
This course focuses on the comprehensive development, delivery, and evaluation of school counseling programs based on the Illinois state model and the American School Counselor Association national model. Students learn strategies to develop school counseling programs that align with school wide goals, to promote the value of counseling activities and programs, to plan for and present school counseling core curricula, and to use data to effect systemic change. Students must take CSL 521 and CSL 522 consecutively.

CSL 521 (B- or better required), and status as an Advanced Masters Education (Counseling) student or Counseling (Licensure) student are prerequisites for this course.
CSL 523
LEARNING AND CLASSROOM MANAGEMENT FOR SCHOOL COUNSELORS
Graduate
This course explores current learning frameworks in education and education reform movements that impact learning and classroom management. The history of foundational learning approaches is also covered particularly those from the 19th and 20th centuries. Classroom management models and theories of inner discipline and consistency management are discussed so that the school counselor can assist educators and parents in home-school management of youth. Students develop original lesson plans, and observe and interview current educators as a part of this course.

Advanced Masters Education (Counseling) or Counseling (Licensure) student and a grade of B- or better in CSL 451, 452, 467, 501, and 510 are prerequisites for this course.

CSL 552
PRACTICUM IN COUNSELING
Graduate
The practicum course is the initial professional practice experience for the CSL student. The student begins to see her- or himself as a counselor-in-training in an actual counseling setting and will develop and continue to work on mastery of counseling skills in a clinical setting. The practicum requires a minimum of 100 clock hours during the quarter. Note: School Counseling students must have also met the TAP testing requirement before registering into this course.

Grade of B- or better in CSL 451, CSL 452, CSL 458, CSL 467, CSL 501, and CSL 510 or CSL 511 or (CSL 475 and CSL 522) and status as an Advanced Masters Education (Counseling) student are prerequisites for this course.

CSL 553
INTERNSHIP IN COUNSELING I
Graduate
After the completion of required courses and consultation with one's advisor, the student-intern is approved to be in a professional practice site such as a school, community agency, college or university. The student-intern functions under the joint supervision of a professionally qualified site supervisor and a University faculty supervisor. The internship requires a minimum of 200 clock hours on site each quarter with a minimum of 80 clock hours in direct service work. At the conclusion of the three-quarter internship, a total of 600 clock hours with a minimum of 240 direct service work is completed. A structured contract requires specific experiences and expectations of the student, the site and the University, and is signed by all parties. This contract is used as an evaluation tool for the internship. Ongoing reflective seminars are a part of the internship experience and are related to concentration specific topics and the skill and process development of students.

Admission to the Counseling Masters Program and a grade of B or better in CSL 552 are prerequisites for this course.

CSL 554
INTERNSHIP IN COUNSELING II
Graduate
This course is a continuation of Internship I. The student-intern continues with a minimum of 200 clock hours under supervision of the site supervisor and University faculty supervisor using a structured contract. Note: School Counseling students must have also met the 181 testing requirement for this course.

Admission to the Counseling Masters Program and a grade of B or better in CSL 553 are prerequisites for this course. (School Counseling students must have also met the 181 testing requirement as a prerequisite for this course.)

CSL 555
INTERNSHIP IN COUNSELING III
Graduate
This course is a continuation of Internship II. The student-intern continues with a minimum of 200 clock hours under supervision of the setting supervisor and University faculty supervisor using a structured contract.

Admission to the Counseling Masters Program and a grade of B or better in CSL 554 are prerequisites for this course.
CSL 556
COUPLES AND FAMILY COUNSELING
Graduate
This course focuses on providing theoretical formulations and practical illustrations applicable to the practice of marriage and family counseling. Students engage in role-playing, case study, and observation of counseling techniques. Skills expected in this course include understanding the process of marriage and family counseling and the role of the counselor in the marriage and family setting. Students will learn to develop effective marriage and family strategies, and to conduct complete case analysis.

Admission to the Counseling Masters Program and a grade of B- or better in CSL 451 and CSL 452 are prerequisites for this course.

CSL 558
INDEPENDENT STUDY IN COUNSELING
Graduate
Admission to the Counseling Masters Program and the permission of instructor, department chair and associate dean are required for this course.

Admission to the Counseling Masters Program is a prerequisite for this course.

CSL 559
THESIS RESEARCH IN COUNSELING
Graduate
A student writing a thesis registers for this non-credit course. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

SCG 410, an approved thesis and status as an Advanced Master’s student is a prerequisite for this class.

CSL 600
REGISTERED STUDENT IN GOOD STANDING
Graduate
(0 credit) Registration in this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required.

Status as a student in a College of Education Advanced Master’s program is a prerequisite for this class.

CSL 625
CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING)
Graduate
(0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. This course provides access to university facilities. Permission of an advisor is required and registration is limited to three terms.

Status as a student in a College of Education Advanced Master’s program is a prerequisite for this class.

CSS 101
CATHOLIC SOCIAL TEACHING AND REFLECTION
Undergraduate
CSS 101 is a mandatory year-long course sequence for all students serving as tutors at San Miguel schools and Visitation Catholic Elementary through the Stean’s Center Catholic Schools Initiative. Utilizing the pastoral cycle of “See, Judge, and Act” within the Catholic Social tradition, students will critically reflect on their tutoring experience as it relates to local economic, cultural and political issues surrounding the Englewood and Back of the Yards neighborhoods. In addition they will explore a variety of domestic and global justice issues through the lens of Catholic Social Teaching. Through this hermeneutic, they will gain a familiarity with terms and concepts to more thoroughly analyze and critique social systems. The students will also learn more about the Dominican and LaSallian charm towards marginalized populations and reflect on their own personal responsibility as members of a community bound to their religious mission. As a service-enhanced course, students will actively engage in critical reflection and dialogue on their tutoring experience through the use of readings, videos, guest speakers, group projects/presentations, and designated field trips to related organizations. Variable credit.
CSS 201
CRITICAL COMMUNITY ENGAGEMENT
Undergraduate
This course explores the relationship between social justice movements and non-profit organizations in the U.S. by providing a structure within which students can learn about issues and theory and the organizational settings in which they are serving.

CSS 300
INTRODUCTION TO NON-PROFIT MANAGEMENT
Undergraduate
This course provides students with an understanding of the functioning of the organizations that conduct the vital work of the non-profit sector. Students will complete the course with the knowledge base to be effective program managers and board members in these organizations.

CSS 310
RESTORATIVE JUSTICE: ENGAGEMENT WITH THE PRISON
Undergraduate
This course will provide an opportunity for students to 1.) reflect deeply on the meaning of justice, 2.) examine institutionalized forms of justice, and, above all, 3.) explore alternative models of justice. Using a dialectic process, students will actively scrutinize theories of justice and investigate issues and movements of social justice. Additionally, they will be asked to consider how each of these areas informs the other, since theories often influence as well as emerge from issues and movements. Assumptions about crime and justice will be considered by comparing and contrasting retributive and restorative paradigms. The role of offender, victim and community will be analyzed in the context of crime and justice. Students will also look into programs in restorative justice to discern their outcome effectiveness.

CSS 311
MASCULINITY, JUSTICE AND LAW
Undergraduate
This course examines the social practices as well as the legal and institutional culture of masculinity. We will explore the sociocultural, historical and political debates surrounding masculinity and address why it is frequently thought to be "in crisis." Focusing on a number of different sociopolitical movements, we shall consider the construction of masculinity in relation to other social theories, including feminism and postcolonial theory. Furthermore, the effects of various types of violence, and strategies for intervention and prevention shall be addressed.

CSS 312
LAW AND POLITICS: PRISON POLICIES AND RESTORATIVE JUSTICE
Undergraduate
This course is about the intersections between law and politics. The learning outcomes for this course include helping students understand the U.S. Constitution, civil liberties and civil rights; the tensions between democracy and the rule of law. The course readings will address restorative justice, community service, redemption, and social justice. We will apply particular concepts from readings, lectures, etc. to an analysis of lived experiences in the American penal system. Collaborating with the Inside-out program, we will examine the ethics of drug sentencing, "three strikes and you are out" sentencing laws, mass incarceration, felon disenfranchisement, and prison-based gerrymandering. The main course assignment asks students to frame a constitutional amendment to rectify one of the issues covered in the course. Their amendments must reflect a thorough understanding of the legal, political, and ethical aspects of the issue they wish to address.

CSS 320
COMMUNITY FOOD SYSTEMS
Undergraduate
This course offers a critical analysis of the concept of community food systems as they have been employed as an alternative to the global agro-food system. Readings, lectures, films, guest speakers, site visits, and field projects will provide students with an overview of emerging community-driven efforts at producing, distributing and consuming food. Emphasis will be placed on (1) local, community-based food projects within urban contexts in North America; (2) whether or not these projects constitute more environmentally, socially, and economically sustainable approaches to provisioning households, neighborhoods, towns and cities; and (3) the degree to which such projects enhance the control over, accessibility to, and healthiness of food. Students will gain an understanding of the current global food system in relation to producing, processing, packaging, transporting, marketing, and eventually discarding food. Comparisons will be drawn with emerging local production, distribution and procurement processes driven by the interests of community groups and organizations concerned with health and nutrition, the environment and social justice. There will be a specific focus on the application of community food systems in urban sectors where access to fresh food is challenged, for example, as a result of historical patterns of racial segregation and social exclusion. Students will gain an understanding of such challenges through engaging in field projects in support of local food production and distribution within Chicago communities.
This course is about the intersections between law and politics. The learning outcomes for this course include helping students understand the U.S. Constitution, civil liberties and civil rights; the tensions between democracy and the rule of law. The course readings will address restorative justice, community service, redemption, and social justice. We will apply particular concepts from readings, lectures, etc. to an analysis of lived experiences in the American penal system. Collaborating with the Inside-out program, we will examine the ethics of drug sentencing, 'three strikes and you are out' sentencing laws, mass incarceration, felon disenfranchisement, and prison-based gerrymandering. The main course assignment asks students to frame a constitutional amendment to rectify one of the issues covered in the course. Their amendments must reflect a thorough understanding of the legal, political, and ethical aspects of the issue they wish to address. Cross-listed with PSC 260.

SPECIAL TOPICS IN COMMUNITY SERVICE STUDIES

Special topics in Community Service Studies are designed to cover emerging or specialized issues in community service, development, nonprofit management, and/or social and global responsibility.

COMMUNITY INTERNSHIP

Community Internship exposes students to career potentials in non-profit and government agencies through an intensive internship experience in a community organization.

INDEPENDENT STUDY

Independent study. Enrollment by instructor and/or with approval by program director. Variable credit.

THE CHRISTIAN EXPERIENCE

An introductory course surveying the range of traditions that have emerged within the Christian movement, and offering an historical perspective on the life and thought of Christian communities, and their prospects for the future. Cross-listed as REL 110.

INTRODUCTION TO CATHOLICISM

An examination of the breadth of the Catholic experience from a 1st-century Jewish religious movement to a 21st-century global religion.

THE LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES

An examination of the diverse nature of Latino religion, from its indigenous roots to its institutional forms, within the social and political context of American culture. Cross-listed with REL 113.

THEMES IN CATHOLIC SOCIAL THOUGHT

An initial, systematic examination of major themes in modern Catholic social thought. Cross-listed as REL 183.
CATHOLICISM AND BIBLICAL INTERPRETATION  
Undergraduate
An historical and theological study of the ways in which the Scripture have been interpreted in the Catholic Tradition. In addition to the historical survey, the interpretation of particular texts (creation, resurrection, miracle stories, moral discourses, etc.) will be examined. Formerly CTH 225.

THE EXPERIENCE OF CATHOLICISM IN CHICAGO  
Undergraduate
An experience-centered introduction to the Catholic Church in Chicago. Includes site visits.

CATHOLICS AND Scripture  
Undergraduate
This course serves as an introduction to the content of the Old and New Testaments and to Catholic ways of reading Scripture in relation to the history of the early Church. The course will cover, for example, passages from Genesis, Exodus, the historical writings, the prophets, the Gospels, and the letters of Paul. The course will also treat questions of canon, interpretation, and the relation of Scripture to tradition.

WHAT CATHOLICS BELIEVE  
Undergraduate
This course will cover the basic elements of Catholic belief, following the pattern of the Nicene Creed. The course will deal with God, Jesus Christ, salvation, the Holy Spirit, the Church, sacraments, and the afterlife, as these ideas have been discussed and debated in classical, modern, and contemporary periods.

CATHOLICISM IN WORLD HISTORY I: JESUS TO 1500  
Undergraduate
A study of the development of the Catholic Church from the time of Jesus to the Renaissance. Religious movements, piety and art as well as theology and ecclesiastical history will be examined.

CATHOLICISM IN WORLD HISTORY II: MODERN & POST-MODERN TIMES  
Undergraduate
A study of the development of Catholicism since 1500 exploring the Catholic Reformation, Catholicism's encounter with the Enlightenment, the missionary movement and the Catholic Church in the United States.

THEORIES OF THE CHURCH: CONCEPTS AND CONTROVERSIES  
Undergraduate
Introduction to several ecclesiologies that co-exist in Catholicism. Both historical and contemporary ecclesiologies will be considered. Cross-listed as PSC 335.

CATHOLIC SOCIAL TEACHING  
Undergraduate
This course will introduce students both to the development of Catholic Social Teaching (CST) and the lived witness of social engagement by a variety of Catholics in varied contexts. The course will cover essential passages from Scripture (e.g., the Beatitudes, key sections of the Hebrew Bible), as well as the ongoing development of Catholic thought and practice in modern papal encyclicals and the Second Vatican Council. Witnesses who embody, challenge and contribute to Catholic Social Teaching will be explored; these may include, for example, Catherine of Siena, Bartolome de las Casas, Vincent DePaul, Louise DeMarillac, Dorothy Day, and Oscar Romero.
CTH 212
ANCIENT ISRAEL: HISTORY, LITERATURE AND RELIGION
Undergraduate
The development of Judaism from Moses to the Rabbinic era with special attention to social and historical questions. Cross-listed with REL 232.

CTH 213
THE NEW TESTAMENT
Undergraduate
A critical investigation of the New Testament. Topics include the earliest Christian writings (letters of Paul), the production of "gospels" about Jesus, and the development of early churches in the context of ancient history and society. Cross-listed with REL 233.

CTH 214
THE HISTORICAL JESUS
Undergraduate
An investigation of the early Christian Gospels and other sources for reconstructing the life of Jesus of Nazareth. The relation of historical reconstruction and religious interpretation, and the significance of conflicting interpretations of Jesus, will also be considered. Cross-listed as REL 238.

CTH 215
VARIETIES OF EARLY CHRISTIANITY
Undergraduate
An examination of multicultural diversity in early Christianity through a study of materials excluded from the New Testament canon; Christian apologists defending the church against pagan intellectuals and Roman imperial magistrates; comparisons of early Christian fiction and ancient Greek novels; and an examination of Gnostic writings. Cross-listed as REL 234.

CTH 216
PAUL AND HIS INFLUENCE IN EARLY CHRISTIANITY
Undergraduate
A critical study of Paul's literary remains as primary sources for reconstructing the development of the Christian movement, focusing on Paul's communities, ethics and theology. Early interpretations and assessments of Paul will also be considered. Cross-listed as REL 235.

CTH 220
CATHOLIC EXPERIENCE I: EARLY CHURCH - 1200
Undergraduate
This course is an introduction to the history of the Catholic Church and the evolution of Christian thought and practices, from the early Church to the thirteenth century. The course will include not only institutional history but also ecclesiastical, cultural, and social history of Catholicism in relation to foundational theological and spiritual texts written in this period. Main topics: The Early Church; Councils and Heresies; Missions in Northern Europe; Charlemagne, Carolingians and a new Roman Empire; Monasticism; Eastern Orthodoxy; Christianity and Islam (the Age of the Crusades); the Mystical Tradition; the Investiture Controversy.

CTH 221
CATHOLIC EXPERIENCE II: 1200 - FRENCH REVOLUTION
Undergraduate
This course provides an overview of the history of Catholicism and its interactions with institutional, political, and social history from 1200 to the French Revolution. The main topics of the class are the origins of the Universities and Scholasticism; Mendicant Orders and their impact on the Medieval Society; the Challenges to Papal Monarchy; Humanism and Erasmus; the impact of the Age of the Reformation; the Council of Trent; the geographic discoveries and the New Worlds; the Enlightenment and the Scientific Revolution; the Catholic Church and the French Revolution.

CTH 222
CATHOLIC EXPERIENCE III: FRENCH REVOLUTION - PRESENT
Undergraduate
This course will offer a survey of the political, cultural and intellectual history of the Catholic Church from 1789 through the early twenty-first century. It will include discussions of the Catholic Church in relation to the French Revolution; the Catholic Church and the formation of modern nation-states (including, inter alia, the unification of Italy and the German Kulturkampf); the relation between the Church and Liberalism; intellectual movements like theological Modernism and ressourcement theology; the First Vatican Council; the Church, Fascism and Communism; the Second Vatican Council; the Emergence of a Global Church, Latin American Liberation Theology, and more.
CTH 223
THE SECOND VATICAN COUNCIL
Undergraduate
A detailed exploration of the history, issues, personalities, theologies and results of Vatican II studied against the backdrop of modernity and post-modernity.

CTH 224
CHRISTIAN PREACHING AS COMMUNICATION
Undergraduate
Rooted in Catholic tradition but inclusive of the call for all Christians to proclaim the Good News. This class explores preaching as a graced communication and, in addition to transactional and theological communication theory, examines the preacher's call, spiritual formation, present mandates and future potentials, scripture study fundamentals and presentational approaches. The course provides opportunities for in-class, on-campus, and off-campus preaching and observation experiences as well as listener feedback and diversity education.

CTH 226
ROMAN CATHOLIC SPIRITUAL LITERATURE
Undergraduate
A study of the foundational religious experiences that underlie the Roman Catholic tradition, of the narratives they generate, and of their representations in various media such as poetry, music, myths, sacred legends and apologetic stories.

CTH 228
MEDIEVAL MYSTICS IN EUROPE: 1000-1600 A.D.
Undergraduate
The evolution of theories and experiences of human union with God, and of varied Christian spiritual paths and practices as described in mystical literature, saint's lives, religious art and music. Emphasis on the monastic, urban and courtly institutional context of the documents. Cross-listed with HST 213.

CTH 229
CATHOLICISM AS A SPIRITUAL PATH
Undergraduate
An experience-centered study of the relationship between contemplation and action, prayer and service, liturgy and social justice, personal religious experience and the wider experience of Catholics. Both historical as well as contemporary spiritualities will be explored. Cross-listed as REL 284.

CTH 230
THINKING ABOUT GOD
Undergraduate
This course centers on the question of the relationship between reason and faith, between as it were "thinking" and "God." According to the Catholic tradition, reason's search for wisdom initiated by such classical thinkers as Plato and Aristotle is fulfilled in Christian faith. As such, it regards philosophy "as a mode of reflection that holds God as the source of all being and action and brings multiple disciplines together into a lived synthesis" (Vision Statement, Department of Catholic Studies). This holistic vision entails theses regarding the character of reason as open to theology and faith as an extension of reason. It entails the Christian doctrines of the Logos, the Trinity, revelation, and sin. It requires careful considerations of the human person's powers of intellect and will. It extends to considerations of the relationship between the theological virtues of faith, hope, and charity that in turn extend to all of the moral life. And it must offer an account of reasonableness that begins to answer the challenges of Nominalism, the Reformation, the Enlightenment, and postmodernity. Possible topics of a more interdisciplinary nature include the public/private distinction, the compatibility of science and religion, and the validity of truth claims in a pluralistic world.

CTH 231
ROMAN CATHOLIC LITURGY
Undergraduate
A study of the emergence, meaning and dynamics of community, and of the interaction between community and ritual in the Roman Catholic tradition. Cross-listed as REL 281.
CTH 232
INTRODUCTION TO LITURGY
Undergraduate
Basic issues and elements of Christian liturgy with special attention given to the liturgical documents of the Roman Catholic Church. Required lab sessions on dates announced at the beginning of the quarter. Taught at Catholic Theological Union.

CTH 233
LA MORENITA DE CHICAGO: FAITH, CULTURE AND IDENTITY IN MEXICAN CATHOLICISM
Undergraduate
The course will enable the students to "read" the image of Our Lady of Guadalupe in distinct contexts, especially in the light of the struggle of the Mexican Catholic community in Chicago and will allow them to think and write about the image of la Morenita de Chicago (an affectionate term used by Mexican-Americans to refer to the image that literally translates as “the brown-skinned woman of Chicago”). The learning process will lead to an integration of varied personal experiences, guided theological reflection, and the common study of history, art, culture, and politics.

CTH 238
ANCIENT PHILOSOPHY
Undergraduate
A study of selected thinkers and issues from ancient Greece. Cross-listed with PHL 293.

CTH 239
MEDIEVAL PHILOSOPHY
Undergraduate
A study of selected thinkers and issues from the Medieval period. Cross-listed as PHL 294.

CTH 240
TOPICS IN CATHOLIC THOUGHT
Undergraduate
A study of selected topics and controversies.

CTH 241
ROMAN CATHOLIC MORAL TRADITIONS
Undergraduate
This course examines various moral topics within a Roman Catholic framework. Papal pronouncements, Magisterial statements, Episcopal texts, the works of influential theologians, and critical voices both within and beyond the Church will be critically examined. Special attention will be paid to the method of moral argumentation. Cross-listed as REL 287.

CTH 242
PHILOSOPHICAL THEOLOGY
Undergraduate
A survey of the interaction between philosophy and Christian theology. Cross-listed as PHL 244.

CTH 243
ROMAN CATHOLIC THEOLOGICAL THINKING
Undergraduate
A study of the Roman Catholic tradition of “faith seeking understanding” examining the content and the process of emergence of Catholic beliefs about such matters as God, sin, Jesus Christ, revelation, the church and eschatology. Cross-listed with REL 280.

CTH 244
DEBATES ABOUT GOD
Undergraduate
A study of classical and contemporary arguments regarding the existence and meaning of "God" as developed in a variety of theistic traditions. Cross-listed as REL 200.
CTH 245
INTRODUCTION TO THEOLOGY
Undergraduate
A consideration of the nature, sources and methods of theology from a study of several case histories. Special emphasis on historical revelation in Christianity and the developing awareness of faith in relation to shifting horizons. Taught at Catholic Theological Union.

CTH 246
INTRODUCTION TO CHRISTIAN ETHICS
Undergraduate
This course is an introductory study of the basic themes of Christian ethics. Particular attention will be paid to the Roman Catholic moral tradition, including such topics as the virtues, the natural law, moral decision-making and narrative.

CTH 247
ROMAN CATHOLIC SOCIAL THOUGHT IN CONTEXT
Undergraduate
A study of Roman Catholicism's understanding of its relation to the social world, including such matters as the relation between Church and state, and the moral authority of the Church, and of its teaching on such issues as social ethics, politics and economics. Cross-listed with REL 283.

CTH 248
CONTEMPORARY MORAL ISSUES
Undergraduate
A study of the relations between religious beliefs and moral action to be carried out through an examination of the ethical and moral response of Catholicism to selected moral issues such as war and peace, sexual behavior, etc.

CTH 249
NATURE, COSMOS AND GOD: CATHOLICISM AND SCIENCE
Undergraduate
A constructive correlation of Catholic thought and contemporary scientific theory about the origins and development of the universe. Modern and contemporary cosmologies will be put into dialogue with Christology, Trinity and Incarnation. A particular concern will be today's environmental crisis and an authentically Christian response.

CTH 250
ART IN THE SPANISH AMERICAN EMPIRE
Undergraduate
This course offers a critical survey of the art of colonial Latin America (circa 1520s-1820s), from the Caribbean to Mexico, Central America, and South America. Framed by the Spanish Conquest of the 16th century and Independence in the early 19th century, lectures will survey state-sanctioned arts of the Iberian colonizers, including the foundations of the Catholic Church across the "New World" landscape. Race will be a frequent issue of discussion as we consider both indigenous American and African participation in social realities and artistic practice in this colonial context. Cross-listed with HAA 246.

CTH 251
CATHOLIC THEMES IN CONTEMPORARY CINEMA
Undergraduate
This course will explore and examine the interaction of Catholic themes, symbols, and images through Hollywood and foreign films. Students are required to analyze films outside of class, give oral presentations, and compose papers on selected films.

CTH 252
BYZANTINE ART
Undergraduate
This course will explore the art of the Byzantine Empire from the founding of Constantinople in A.D. 330 to the fall of the city to the Ottomans in 1453. Lectures and readings will primarily focus on how contemporaries understood and interacted with a diverse group of monuments and objects now classified as Byzantine art. Significant attention will be devoted to how works of art functioned in the service of imperial and ecclesiastical ideology. Discussions will analyze how Byzantine art was appreciated and appropriated in both the medieval Mediterranean and in modern scholarship. Cross-listed with HAA 294.
CTH 253
EARLY MEDIEVAL ART
Undergraduate
This course explores the art of the Medieval period from a broad range of cultures: Early Christian, Byzantine, Islamic, Carolingian, and Ottonian. We will discuss major stylistic trends and explore the relationship between art, culture, and religion. Works of art will be evaluated in terms of their social functions in the societies that produced them and our analysis will incorporate the perspectives of both the producers (patrons, artists) and consumers of art. Cross-listed as HAA 231.

CTH 254
LATE MEDIEVAL ART
Undergraduate
This course will explore the art of the late Medieval period from a broad range of cultures and styles: Byzantine, Romanesque, Gothic, and Islamic. We will discuss major stylistic trends and explore the relationship between art, culture, and religion. Works of art will be evaluated in terms of their social functions in the societies that produced them and our analysis will incorporate the perspectives of both the producers (patrons, artists) and consumers of art. Cross-listed as HAA 232.

CTH 255
ANCIENT AND MEDIEVAL ART
Undergraduate
A survey of the principal works of architecture, sculpture, painting and the industrial arts created in the Mediterranean basin and in Europe from the Byzantine through the Gothic age.

CTH 256
ITALIAN RENAISSANCE ART
Undergraduate
This course provides an overview of the history of Italian Renaissance art and architecture in Italy's primary centers of artistic production. Cross-listed as HAA 237.

CTH 257
BAROQUE ART
Undergraduate
Starting in 1600, from the vantage point of the Counter-Reformation and the rise of modern European states, Baroque Art covers the principal works of art & architecture; artists and patrons; and a wide sweep of social, religious, and political, conditions that impacted cultural thinking and production in the 17th century. Attention is focused on the most prominent artistic centers in Italy, the Spanish Netherlands, England, Spain, the Dutch Republic, and France. The in-class lectures with discussion are accompanied by field work to the Baroque collections of the Art Institute of Chicago. Cross-listed as HAA 238.

CTH 258
NORTHERN RENAISSANCE ART
Undergraduate
This course features the most significant works of art, their artists & patrons, the social and economic aspects of artistic production, and the dominant cultural issues that flowed brilliantly in Northern Europe - above all, in France, the Netherlands, Bohemia, and German-speaking lands - between 1300 and 1600, during the volatile period of the Renaissance and the outbreak of the Protestant Reformation. Although Flemish oil painting offers the most evident legacy of the Northern Renaissance to the casual museum visitor, this course also introduces the most important outputs in printmaking, sculpture, and the industrial arts, as in tapestry weaving and the fabrication of luxury articles in metalwork. Cross-listed with HAA 236.

CTH 259
THE ART AND ARCHITECTURE OF CATHOLICISM IN CHICAGO
Undergraduate
An experience-centered study of Catholic art and architecture. The history, ethnic origins and theology of the pieces will be considered.

HAA 130 is a prerequisite for this course.
CTH 260
ART, LITURGY AND LIFE
Undergraduate
This class examines how beauty and its antithesis, ugliness, permeate Catholic life and thought. Students will be introduced to the topic by considering examples from a variety of media, including ritual, painting, sculpture, architecture, crafts, and mural art. The students will learn not only how works of art accompany the performance and celebration of worship but also how Christians have learned to discern the living presence of the incarnate form of the divine Word within both art and liturgy. This course will demonstrate with concrete examples how art in Catholicism is the nexus that joins spirituality and liturgy. Theoretical orientation can be gleaned from the Christian theological tradition (St. Augustine, Hans Urs von Balthasar), Christian aesthetic theory (Jacques Maritain, Flannery O'Connor, Walker Percy, or Alejandro Garcia Rivera), liturgical reformers (Odo Cassel, Louis Bouyer, or Virgil Michel), or the document of Vatican II on liturgy, namely, Sacrosanctum Concilium.

CTH 261
CATHOLIC FAITH AND MUSICAL EXPRESSION
Undergraduate
An investigation of the relationship between Catholic life and music. The development of Catholic service music (masses, canticles, hymns, motets, etc.) as well as religious choral works may be studied.

CTH 264
CATHOLICISM AND LITERATURE
Undergraduate
This course will offer a broad introduction to some of the most important works of Catholic literature over an expansive temporal and geographic ambit. The course introduces poetry, fiction and essays by men and women from diverse cultural, political, linguistic and social points of departure. The students will think through the various ways in which Catholicism has engaged the creative faculties of diverse artists - most of whom are Catholic, but some of whom (e.g., Dostoevsky, Fermor) are not, even as they write extensively about Catholicism. As a result of the course, the students will be able to think about diverse literary genres and traditions in relation to Catholic faith, history and practice. They will also be given instruction in the terminology and techniques most useful for the textual analysis of literature, from the terms used to describe prosody to learning about the various novelistic genres presented in the course.

CTH 265
LITERATURE AND THE SACRED
Undergraduate
How human beings across cultures express their intimations of ultimate meaning in a variety of genres ranging from aphorisms and autobiographies to mythic and fictional narratives. Cross-listed with REL 223.

CTH 270
JESUS ACROSS CULTURES
Undergraduate
A study of the multiple and diverse (primarily theological, but also literary, artistic and philosophical) historical and contemporary images of Jesus, as a way of understanding the diversity of the Christian tradition and its impacts on society, and of understanding the issue of plurality or diversity itself in religious traditions. Cross-listed with REL 273

CTH 271
ROMAN CATHOLICISM'S ENCOUNTER WITH OTHER RELIGIONS
Undergraduate
A study of how Roman Catholicism understands and responds to other religious traditions, other ways of being religious, and how the encounter with those other traditions affects Roman Catholicism's understanding of itself and its teachings. Cross-listed with REL 285.

CTH 273
HISTORY OF THE CATHOLIC CHURCH IN THE U.S.
Undergraduate
This course traces the developments of the Catholic Church from the missionary enterprise to the position of a major social, political and economic institution. The course will examine the manner in which the hierarchical institution of the Catholic Church has related to the Liberal ideal of American Democracy. Cross-listed with HST 243.
CTH 274
IRELAND: RELIGION AND THE CONTEMPORARY "TROUBLES"
Undergraduate
An examination of the role of two Christian denominations (Protestant and Roman Catholic) in the more recent "Troubles" in the north of Ireland. Attempts to discover the contributions of religious differences in fueling and resolving the animosities between the Unionist and Republican sides; studies the social-historical dimension of the troubles and the Protestant and Catholic religious activities and official responses to them.

CTH 275
MEDIEVAL PEOPLE: 400 TO 1400 A.D.
Undergraduate
The important components of European society during the Middle Ages, including rulers, knights, and peasants, churchmen and nuns, urban merchants, intellectuals, and artisans. Who were these Medieval people, what differentiated them, how did they interact with each other, and how and why did these interactions change over time? Cross-listed with HST 210.

CTH 276
CATHOLICISM IN AFRICA
Undergraduate
An exploration of issues regarding the inculturation of Catholicism in Africa. Theological (Christology, authority, gender, the nature of marriage) and pastoral (style of worship, education, sacramental theology) issues may be examined.

CTH 279
CATHOLICISM AND THE FAMILY
Undergraduate
An historical and theological study of the family in Catholic life and thought. Images of family life in contemporary film and literature will be given special consideration.

CTH 280
RELIGION AND EDUCATION IN WESTERN CULTURE
Undergraduate
A study of the relationship between Catholicism and education in Western culture. The historical relationship between Catholic faith and educational institutions will be studied. A major part of the course will explore the theological meaning of education with special attention to the issues of freedom and indoctrination, moral education, authorities in education and issues of the modern Western university.

CTH 282
GOD, JUSTICE AND REDEMPTIVE ACTION
Undergraduate
A practicum and seminar combining student participation in social outreach programs with an examination of the theological and ethical issues raised therein. Students will volunteer at a field site for the quarter.

CTH 285
THE SOCIAL ECONOMY OF CATHOLICISM
Undergraduate
An examination of selected economic and sociological aspects of Catholics and Catholic institutions. Problems in the sociological definition of Catholicism will be explored as a prerequisite to the study of Catholic demographics, patterns of financial contributions, the economic impact of Catholic schools and other institutions, international economic development and other social and economic issues.

CTH 288
IRELAND, 1450-1800, CONQUEST, COLONIZATION & REBELLION
Undergraduate
This course offers a survey of Irish history from the end of the middle ages to the union of Ireland and Great Britain in 1800. It traces the ways in which Ireland was brought under great English (later British) control through processes of agreement, conquest and colonization; and the ways in which various groups within Ireland sought to resist such developments.
CTH 289  
IRELAND, 1800 - 2000  
Undergraduate  
Survey of Irish history from 1800 to 2000. Examines the course of Irish history from the Act of Union (creating the United Kingdom), through the struggles and reforms of the 19th century (Catholic Emancipation, the Famine and Irish diaspora, Fenianism, Land Reform and Home Rule), to the creation of the modern nation-state of the 20th century (the Easter Rising, partition and civil war, the role of Eamon deValera, the Republic, and the Troubles). Topics include the contributions of Irish culture and its influence in Europe and the world.

CTH 290  
THE LIFE AND TIMES OF VINCENT DE PAUL  
Undergraduate  
A study of Vincent de Paul in his cultural and religious context.

CTH 292  
WOMEN AND SAINT VINCENT DE PAUL  
Undergraduate  
The changing roles of women in 17th century France, the importance of women in Vincent de Paul's life, the key relationships of Vincent with Madame de Gondi, Jane de Chantel and Louise de Marillac will be studied in depth. The flowering of Vincent's new conception of possibilities for women in the Ladies of Charity, the Daughters of Charity and other groups of women will be explored.

CTH 293  
THE DAUGHTERS OF CHARITY  
Undergraduate  
An historical study of the Daughters of Charity from their foundation to the present.

CTH 295  
THE VINCENTIANS IN AMERICA  
Undergraduate  
An examination of the history of the Congregation of the Mission from 1816 to the present.

CTH 312  
THE GOSPEL ACCORDING TO MATTHEW  
Undergraduate  
A study of the context, structure and major motifs of the Gospel of Matthew. Particular attention will be given to the evangelist's role as an interpreter of tradition and history for a community in transition. (Taught at Catholic Theological Union.)

CTH 313  
THE GOSPEL ACCORDING TO MARK  
Undergraduate  
A study of the Gospel of Mark with attention to its structure, major themes and key (Taught at Catholic Theological Union.)

CTH 314  
THE GOSPEL ACCORDING TO LUKE  
Undergraduate  
A study of the Third Gospel and its major theological themes. Particular focus on Luke's Christology and portrayal of discipleship for women and men followers of “the Way”. (Taught at Catholic Theological Union.)

CTH 315  
THE GOSPEL ACCORDING TO JOHN  
Undergraduate  
A study of the Gospel of John with attention to its distinctive style and theology, its overall structure and content. Key sections will be used to highlight such major Johannine motifs as religious symbolism, sacraments, community and spirituality. (Taught at Catholic Theological Union.)
CTH 325
SPECIAL TOPICS IN SCRIPTURES, COUNCILS AND CREEDS
Undergraduate
SPECIAL TOPICS IN SCRIPTURES, COUNCILS AND CREEDS

CTH 326
INTRODUCTION TO THE CHRISTIAN SPIRITUAL LIFE
Undergraduate
A survey of traditional and contemporary practices of prayer, community, service, discernment and spiritual guidance, with the aim of assisting development of an integrated vision of the Christian spiritual life. (Taught at Catholic Theological Union.)

CTH 327
THEOLOGY AND PRACTICE OF PRAYER
Undergraduate
A survey of traditional and contemporary Christian prayer styles, the development of a life of prayer and the role of prayer in individual and ecclesial life. (Taught at Catholic Theological Union.)

CTH 328
RELIGIOUS EXPERIENCE AND THE LIFE CYCLE
Undergraduate
Using Erikson's eight stages of the life cycle as a framework, explores aspects of psychological development undergirding the experience of religion. Aspects covered include faith, symbolism, ritual, conscience, commitment, humility and mysticism. (Taught at Catholic Theological Union.)

CTH 329
SPIRITUAL CLASSICS OF THE EARLY CHURCH
Undergraduate
Study of selections from the most influential spiritual writings of the second to the sixth centuries: Ignatius of Antioch, Origen, Gregory of Nyssa, Athanasius, Desert Fathers and Mothers, Benedict, Augustine, Pseudo-Dionysius and others. (Taught at Catholic Theological Union.)

CTH 335
SPECIAL TOPICS IN RELIGIOUS EXPERIENCE, PRAYER AND LITURGY
Undergraduate
SPECIAL TOPICS IN RELIGIOUS EXPERIENCE, PRAYER AND LITURGY

CTH 336
THEORIES OF INTERPRETATION
Undergraduate
Philosophical hermeneutics and biblical interpretation. Cross-listed with PHL 355.

CTH 337
GREEK AND MEDIEVAL THOUGHT
Undergraduate
A study of selected thinkers and issues from the ancient Greek and Medieval periods.

CTH 338
EARLY MODERN PHILOSOPHY
Undergraduate
A study of some of the main philosophers and philosophical movements from the 17th to the 19th centuries. Cross-listed as PHL 295.
CTH 339
PHILOSOPHY SINCE KANT
Undergraduate
A study of some of the most influential thinkers of the last 150 years.

PHL 100 or HON 105 is a prerequisite for this course.

CTH 340
ISSUES IN CONTEMPORARY THEOLOGY
Undergraduate
A study of methods, issues and movements in 20th-century theology. Specific topics vary and are noted in the current schedule.

CTH 341
LIBERATION THEOLOGY: THEORY AND PRACTICE
Undergraduate
Focuses upon the ideas and practices of a radical movement for the transformation of Christianity and for social justice that originated in the “Basic Christian Communities” of Latin America and spread from there to North America and the Third World. Cross-listed as REL 351.

CTH 346
THE PROBLEM OF GOD IN CONTEMPORARY SOCIETY
Undergraduate
Analysis of why God has become problematic for contemporary society is followed by a critical review of representative Christian attempts to respond. The course helps students evaluate their experience and respond intelligently to the modern problem of God. (Taught at Catholic Theological Union.)

CTH 347
ORIGINS AND ESCHATOLOGY
Undergraduate
A study of the notion of myth, mythic consciousness and the way myths are used in the Bible and in various cultures to express the origin of the world and humankind, the origin of evil and the individual and collective end. (Taught at Catholic Theological Union.)

CTH 348
CHRISTOLOGY
Undergraduate
A study of the foundational questions of Christology in the light of the critical, historical study of the Scriptures and theological tradition. (Taught at Catholic Theological Union.)

CTH 349
CHRISTOLOGY AND CULTURES
Undergraduate
A study of how the confession of Jesus Christ interacts with cultural processes. Special attention is given to the New Testament and patristic periods and also to contemporary movements in the world Church today. (Taught at Catholic Theological Union.)

CTH 351
NATURAL LAW AND CHRISTIAN ETHICS
Undergraduate
A study of the relevance of some Western and non-Western Natural Law traditions in view of arriving at a vision of a universal common good that can generate a Christian ethical discourse capable of intercultural and interreligious communication. (Taught at Catholic Theological Union.)

CTH 352
THE ETHICS OF THOMAS AQUINAS
Undergraduate
This course is a study in the moral theology of Aquinas. Particular attention is given to his treatment of happiness, charity, the passions, the virtues and the gifts of the Spirit. (Taught at Catholic Theological Union.)
CTH 354
SPECIAL TOPICS IN CATHOLIC THOUGHT
Undergraduate
Special topics in Catholic Thought; see schedule for current offerings.

CTH 355
THEOLOGICAL IDEAS AND ARTISTIC EXPRESSION
Undergraduate
An advanced study of various theological ideas (creation, martyrdom, death, resurrection, love, eschatology, etc.) as expressed in the arts.

CTH 369
SPECIAL TOPICS IN THE ART, MUSIC AND LITERATURE OF CATHOLICISM
Undergraduate
Special topics in the Art, Music and Literature of Catholicism; see schedule for current offerings.

CTH 370
THE CULTURES OF EARLY CHRISTI ANITY
Undergraduate
Late Antique and early Medieval intellectual history in social context. Focus on Patristic theology and hagiography in the eastern and western Mediterranean, German oral epic, monastic exegesis and history and the Carolingian Renaissance. Cross-listed with HST 323.

CTH 376
GOD, SELF, AND SOCIETY IN MEDIEVAL CULTURE
Undergraduate
The roots of Western thought in medieval education, literature, philosophy, and science. The interactions between high theology, mysticism, and popular culture. History and autobiography. Cross-listed with HST 316.

CTH 377
INDIVIDUAL AND SOCIETY IN RENAISSANCE ITALY
Undergraduate
The flowering of culture, humanism and the arts in fourteenth and fifteenth-century Italy. Renaissance politics, patronage and diplomacy. Religion and the Papacy. Cross-listed with HST 317.

CTH 378
THE AGE OF REFORMATIONS
Undergraduate
Late medieval religion and society; the Reformations of Luther and Calvin, and the Catholic reform movements. Nationalism and the state in sixteenth-century Europe. The expanding world. Cross-listed with HST 318.

CTH 384
THE CULTURE OF AMERICAN CATHOLICS
Undergraduate
A sociological and historical investigation of the culture of American Catholics, with special attention to the literary works of contemporary American Catholic writers including Flannery O’Connor, Mary Gordon and Walker Percy. Cross-listed with REL 384 and MLS 464.

CTH 386
THE CATHOLIC CHURCH IN WORLD POLITICS
Undergraduate
Catholicism as it affects (and is affected by) world politics. Various topics might include war and peace, global economy, immigration, nationalism, etc. Cross-listed with PSC 345.
Under this number, students taking courses in religion or theology as part of a DePaul-sponsored program of study abroad may receive Catholic Studies credit when approved in advance by the Director of the Foreign Study Program and the Director of the Program in Catholic Studies.

In this course, students will study St. Vincent de Paul in his cultural and religious context, including a trip to Vincentian locations in France. Students will reflect upon their time abroad, linking their experiential activity to a detailed academic exploration of St. Vincent’s life.

In this course, students will study St. Vincent de Paul in his cultural and religious context, including a trip to Vincentian locations in France. Students will reflect upon their time abroad, linking their experiential activity to a detailed academic exploration of St. Vincent’s life.

In this course, students will study St. Vincent de Paul in his cultural and religious context, including a trip to Vincentian locations in France. Students will reflect upon their time abroad, linking their experiential activity to a detailed academic exploration of St. Vincent’s life.

In this course, students will study St. Vincent de Paul in his cultural and religious context, including a trip to Vincentian locations in France. Students will reflect upon their time abroad, linking their experiential activity to a detailed academic exploration of St. Vincent’s life.

In this course, students will study St. Vincent de Paul in his cultural and religious context, including a trip to Vincentian locations in France. Students will reflect upon their time abroad, linking their experiential activity to a detailed academic exploration of St. Vincent’s life.

In this course, students will study St. Vincent de Paul in his cultural and religious context, including a trip to Vincentian locations in France. Students will reflect upon their time abroad, linking their experiential activity to a detailed academic exploration of St. Vincent’s life.

In this course, students will study St. Vincent de Paul in his cultural and religious context, including a trip to Vincentian locations in France. Students will reflect upon their time abroad, linking their experiential activity to a detailed academic exploration of St. Vincent’s life.

In this course, students will study St. Vincent de Paul in his cultural and religious context, including a trip to Vincentian locations in France. Students will reflect upon their time abroad, linking their experiential activity to a detailed academic exploration of St. Vincent’s life.

In this course, students will study St. Vincent de Paul in his cultural and religious context, including a trip to Vincentian locations in France. Students will reflect upon their time abroad, linking their experiential activity to a detailed academic exploration of St. Vincent’s life.

In this course, students will study St. Vincent de Paul in his cultural and religious context, including a trip to Vincentian locations in France. Students will reflect upon their time abroad, linking their experiential activity to a detailed academic exploration of St. Vincent’s life.

In this course, students will study St. Vincent de Paul in his cultural and religious context, including a trip to Vincentian locations in France. Students will reflect upon their time abroad, linking their experiential activity to a detailed academic exploration of St. Vincent’s life.

In this course, students will study St. Vincent de Paul in his cultural and religious context, including a trip to Vincentian locations in France. Students will reflect upon their time abroad, linking their experiential activity to a detailed academic exploration of St. Vincent’s life.

In this course, students will study St. Vincent de Paul in his cultural and religious context, including a trip to Vincentian locations in France. Students will reflect upon their time abroad, linking their experiential activity to a detailed academic exploration of St. Vincent’s life.

In this course, students will study St. Vincent de Paul in his cultural and religious context, including a trip to Vincentian locations in France. Students will reflect upon their time abroad, linking their experiential activity to a detailed academic exploration of St. Vincent’s life.
DA 200
FOUNDATIONS OF DECISION ANALYTICS
Undergraduate
This course is designed as an introduction to the emerging field of analytics, an inductive approach to gaining insights on big data, thus informing decision-making. It covers various fundamental techniques rooted in management and decision sciences to solve problems in various functional areas, such as marketing and production. In this course, students will learn various analytical tools and demonstrate their ability to understand, present and discuss the results, thus building a strong foundation in supporting decision-making in a variety of scenarios. Major topics include the applications of logical and financial functions; data visualization and manipulation, what-if analysis; and linear programming for decision making.

DA 150
ANALYTICS IN ACTION SEMINARS
Undergraduate
In these seminars, students describe and assess how they have applied or are applying something that they have learned to their work in industry or community, and students learn from practicing decision analytics professionals about the specific opportunities and challenges these individuals encounter in their work with data.

DA 220
DATA MINING
Undergraduate
In this course, students will be introduced to data mining and will learn techniques including cluster, classification, association, and decision tree analysis to discover patterns in datasets. Students are expected to have a good understanding of databases and parametric statistics prior to the course. The course is highly applied and hands-on, using a problem-based approach to problem solving.

DA 240
TEXT ANALYTICS
Undergraduate
Although analytics can be thought of as inductive data analysis, involving huge data sets, the data organizations face are not always quantitative. From the comments on rating scales to consumer reports, some quantitative scales can be arbitrary. Using a market-leading analytics tool, students will explore a different form of analytics - text analytics - to perform content analysis of unstructured textual documents, or textual data. The course takes a hands-on, scenario-based approach, thus enabling students to have multiple opportunities to apply their skills to different problems. Upon completion, students will not only learn about text analytics, but also have a strong grasp of a market-leading analytics tool.

DA 310
DESCRIPTIVE ANALYTICS
Undergraduate
This course is a follow up to the Foundations of Analytics course. Students will use a variety of tools to gain insights to problems by analyzing various data sets. Major topics include data visualizations, probability distributions, sampling, cross tabulations and pivot tables (including power pivots), correlation and causation, as well as applications of non-parametric statistics, such as chi-square, and Wilcoxon Signed Rank. Students are expected to be able to determine the appropriate analytical tools for different problems and draw inferences from their analysis, thus developing organizational intelligence to support decision-making.

DA 320
PREDICTIVE ANALYTICS
Undergraduate
In this course, students will build decision models that predict outcomes based on various inputs and assumptions. Major topics include applications of regression analysis and forecasting, exponential smoothing, logistic regression, and Monte Carlo simulations. Students will be expected to have a good understanding of time series data to determine the appropriate models for different problems through sound reasoning, ask appropriate questions for decision-making, and critique the results.

DA 330
PRESCRIPTIVE ANALYTICS
Undergraduate
In this third course on techniques in advanced analytics, students will build optimization models for optimal decision-making. These models are designed to provide specific courses of action. Major topics include linear, non-linear and integer programming. In addition, the course covers sensitivity analyses from the optimization models. The course is highly applied and uses a hands-on problem-based approach to problem solving.
DA 340
ACCELERATING ORGANIZATION INTELLIGENCE: WHAT'S THE STORY?
Undergraduate
This course focuses on developing the curiosity of students in decision analytics. Rather than verifying hypotheses, students will dig deeper to discover the right questions to ask and develop solutions. Having understood the emerging field of decision analytics and how analyzing Big Data can solve many current organization problems, this course adopts market-leading software to answer the preceding two questions. In this course, students will use this software to understand datasets, analyze datasets, visualize and share their findings. Through a series of problems, students will analyze a company’s current position, identify problematic areas, develop insights for decision-making, develop compelling visuals and dashboards, build scenarios, and work collaboratively with companies (subject to availability). The hands-on approach enables students to build on existing knowledge on analytics to develop specific skills in using market-leading software. In addition, students will have the opportunity to use their own data for analysis in their focus areas.

DC 100
INTRODUCTION TO CINEMA: THE ART OF MAKING MOVIES
Undergraduate
This lecture-based course will introduce students to the art of cinema, from the point of view of the filmmaker. Through screenings of contemporary and classic films, students will gain an appreciation of the various crafts involved in the making of movies, such as: acting, directing, producing, screenwriting, cinematography, production design, editing, sound, or visual effects. This course is not intended for students who intend to major or minor in Digital Cinema.  PREREQUISITE(S): None

DC 101
SCREENWRITING FOR MAJORS
Undergraduate
This course introduces digital cinema majors to dramatic writing for motion pictures. The topics covered include theme, plot, story structure, character, and dialogue. Emphasis is placed on telling a story in visual terms. Students are expected to develop and write a short screenplay.  PREREQUISITE(S): None

DC 104
STAND-UP COMEDY
Undergraduate
Students will analyze and practice stand-up comedy as an art form, both onstage and as a foundation for film and television work. Students will learn about the history of stand-up comedy, particularly about the comedians who parlayed success on the stage into success in television and films, such as Bob Hope, Bill Cosby, Richard Pryor, Jerry Seinfeld, Dave Chappelle, Ellen Degeneres, Louis C.K., etc. The process of how comedians create material and hone it on stage will be analyzed. Additionally, students will mine their own lives for material, creating original stand-up comedy routines and work-shopping them in class. Finally, these routines will be performed in public, at venues such as the Main Stage at the world-renowned Zanies Comedy Club.

DC 105
DIGITAL MEDIA LITERACIES
Undergraduate
This course is designed to help students develop an informed, critical and practical understanding of new communication media, including ways to read, write and produce in a digital environment. We will explore implications of these technologies and their uses in schools, communities, and workplaces. The course also focuses on practices involving current and future technologies that hold promise for the creation and distribution of all media.

DC 110
FOUNDATIONS OF CINEMA FOR MAJORS
Undergraduate
This course deals with visualization and cinema literacy skills. Drawing heavily on a wide array of historical examples, the course will examine the many expressive strategies potentially usable in the creation of moving image art forms: image construction and manipulation, editing, composition, sound, narrative, and performance. An emphasis will be placed on story and storytelling. In addition to analyzing the works of others, students will also produce their own projects - putting theory into practice. Prerequisite(s): None
DC 111
VIDEO FOR SOCIAL MEDIA
Undergraduate
An introduction to video production for social media. Students learn how to produce videos with consumer-grade equipment (including cell phones). The course covers the basic principles of shooting, editing and uploading to social media sites. The course offers students an opportunity to create media specifically targeted for social websites such as: Facebook, MySpace, Twitter, etc. Students will learn the production process from idea execution to distribution. PREREQUISITE(S): None

DC 113
AUDIO FOR PODCASTS AND OTHER MEDIA
Undergraduate
This course is an introduction to the uses and practical applications of sound for multimedia. Students will study various uses of sound and music on the Internet from creative to professional websites. Using free or inexpensive hardware and software, students will learn to create and edit podcasts and attach audio files to programs and web pages such as Facebook, Itunes, Keynote, PowerPoint and other sites. The course will cover both Mac and PC applications so all students will be able to work on projects from their home computers. The course will also cover current legalities of digital media. PREREQUISITES: NONE

DC 120
VIDEO EDITING
Undergraduate
Students analyze and assemble dramatic scenes under a variety of conditions and narrative strategies. Editing theories, techniques and procedures, issues of continuity, effects, movement and sound are examined as they relate to the fundamentals of cinematic montage and visual storytelling. This class presents a variety of topics and experiences that are designed to broaden the student's understanding of the art of cinematic storytelling and montage. Work on more advanced projects is integrated into the class as a means to an understanding of advanced editing tools and techniques. PREREQUISITE(S): NONE

DC 121
THE ART OF PRODUCTION DESIGN
Undergraduate
This course explores production design and art direction as a narrative art form in cinema and examines the collaborative relationship between director, production designer and cinematographer. Using films, observational readings, screenplays, lectures, research, and discussion, students will study the fundamentals of a production designer's approach towards visualizing and conceptualizing story. Students will also gain a historical perspective of how the role of production design has evolved and how advances in technology have influenced the various crafts.

DC 125
DIGITAL STILL PHOTOGRAPHY FOR NON-MAJORS
Undergraduate
This course is an introduction to the history and aesthetics of still photography and to the concept of photography as a descriptive and interpretive artistic medium. Students studying photographs in this context will discover relationships between individual photographers' choices and their own understanding of meaning. Discussions of the photos' cultural contexts and meanings will deepen their understanding of the role of still photography as a conduit for cultural values. Students will learn the fundamental concepts necessary to shoot, edit, manipulate, and print digital still photographs. Also, students will acquire the knowledge needed to analyze and critique existing work. Students will be required to use their own digital still cameras for this course.

DC 200
MEDIA LITERACIES
Undergraduate
This course is designed to help students develop an informed, critical and practical understanding of new communication media, including ways to read, write and produce in a digital environment. We will explore implications of these technologies and their uses in schools, communities, and workplaces. The course also focuses on practices involving current and future technologies that hold promise for the creation and distribution of all media. Prerequisites: None

DC 201
INTRODUCTION TO SCREENWRITING
Undergraduate
This course is an introduction to and overview of the elements of theme, plot, character, and dialogue in dramatic writing for cinema. Emphasis is placed on telling a story in terms of action and the reality of characters. The difference between the literary and visual medium is explored through individual writing projects and group analysis. Development of synopsis and treatment for a short theatrical screen play: theme, plot, character, mise-en-scene and utilization of cinematic elements. PREREQUISITE(S): None.
DC 202
HISTORY OF MOTION PICTURE EDITING
Undergraduate
This course studies the origins and rise of film editing as an art form, an industry, a set of technological practices ranging from analog film to digital video. The course examines critical historical events that impacted film editing: the emergence of the studio system, the coming of sound, narrative, experimental and documentary film, MTV, and audience shifts. For many, editing is the unique source of the art of filmmaking. This course addresses this question. PREREQUISITE(S): NONE

DC 204
HISTORY OF DOCUMENTARY
Undergraduate
Course explores the variety of styles and concerns that shape documentaries. Content covers the first outdoor films made at the beginning of film history, the lyrical documentaries of Robert Flaherty, and the institutional documentaries inspired by John Grierson. Course also examines the broad range of developments of the post-World War II era, including the television documentary, cinema verite movement, collective and personal documentaries of anti-war and women's movements, role and impact of video in the '80s and '90s, and recent trend to incorporate narrative techniques. PREREQUISITE(S): NONE

DC 205
FOUNDATIONS OF CINEMA FOR NON-MAJORS
Undergraduate
This course will examine the craft, technology, and aesthetic principles of media production. Drawing heavily on a wide array of historical examples, the course will examine the many expressive strategies potentially usable in the creation of moving image art forms: the importance of story and controlling ideas, storytelling with images, the basics of composition and editing, and an examination of narrative, documentary, and experimental approaches. In addition to analyzing the works of others, students will also produce their own projects thus, putting theory into practice.

DC 206
HISTORY OF CINEMA PRODUCTION
Undergraduate
This course studies the origins and rise of cinema production from the perspective of a filmmaker. The course examines critical historical events that impacted the industry and the craft of filmmaking; the emergence of the studio system, the coming of sound, audience shifts, emergence of other media and the rise of digital technology. PREREQUISITE(S): NONE.

DC 207
HISTORY OF CINEMA I, 1890-1945
Undergraduate
This course examines the history of cinema as one of the most influential cultural forms of the 20th Century. We will study the aesthetic and technological developments of cinema during its first 50 years, as well as examine the social and economic factors shaping its history. Initially influenced by other art forms (theater, literature, painting) filmmaking quickly acquired its own formal system, language, and traditions. We will trace the changing styles, techniques, content, and methods of filmmaking as an art form, as popular culture, and as an industry. We will consider how cinema is bound to its social context via audience relations, economics, technology, and ideology. The limited scope of this course will cover primarily feature-length, narrative films as the dominant mode of filmmaking, although we will also look at the development of documentary and experimental filmmaking. The class will consist of lectures, screenings, and discussions.

DC 208
HISTORY OF AMERICAN CINEMA, 1946-1975
Undergraduate
From Film Noir to Hitchcock, an examination of post war Hollywood, film noir, wide screen and epic films, the development of the star system, the director as auteur, and the influence of international film movements and directors. Screenings, lecture, and discussion. PREREQUISITE(S): NONE
DC 209  
**HISTORY OF CINEMA III, 1975-PRESENT**  
*Undergraduate*  
This final course in the film history sequence is designed to introduce students to a sense of modern film history and the multiple permutations of cinema around the modern film history and the multiple permutations of cinema around the globe. It presents film history from a global perspective, concentrating primarily on the development of new national and transnational cinemas. The course continues to chart the development of the American studios since the mid-1970s while examining the effects of media consolidation and convergence. Moreover, the course seeks to examine how global cinemas have reacted to and dealt with the formal influence and economic domination of Hollywood filmmaking on international audiences. Class lectures, screenings, and discussions will consider how cinema has changed from a primarily national phenomenon to a transnational form of communication in the 21st century.

DC 210  
**DIGITAL CINEMA PRODUCTION I**  
*Undergraduate*  
This course is a beginning workshop in narrative film production. The course provides an introduction to the fundamentals of cinema, including camera and lens technology, composition, lighting, directing and sound recording. Utilizing digital technology, students will produce several films with an emphasis on visual storytelling and personal expression. **PREREQUISITE(S): DC 220**

DC 212  
**SAFETY TRAINING CERTIFICATION WORKSHOP**  
*Undergraduate*  
This workshop will take students through a safety program that mirrors OSHA/I.A.T.S.E. Union standards in the industry. Students will be informed on all aspects of safety issues that arise everyday on the film set. Students will learn the safety protocols of lighting gear, safe storage on set, and working with electricity. Students will need this class in order to reserve CIM stage space and CIM equipment.

DC 214  
**INTRODUCTORY PRO TOOLS WORKSHOP**  
*Undergraduate*  
This workshop course offers introductory training on Pro Tools software. Topics include recording, editing, mixing, and processing functions. No experience necessary. **PREREQUISITE(S): None**

DC 215  
**INTRODUCTION TO SOUND DESIGN**  
*Undergraduate*  
This course is an introduction to sound editing and sound design. The course examines the place of sound in cinema, both artistic and technological. The course will cover the basics of sound, microphones, and analogue-to-digital conversion. Lectures, readings, and film clips will be used to illustrate the language of film sound, as practiced by film directors, sound designers, and editors. Students will learn to edit sound assignments with Pro Tools and current technologies. **PREREQUISITE(S): None**

DC 220  
**EDITING I**  
*Undergraduate*  
Students analyze and assemble dramatic scenes under a variety of conditions and narrative strategies. Editing theories, techniques and procedures, issues of continuity, effects, movement and sound are examined as they relate to the fundamentals of cinematic montage and visual storytelling. **PREREQUISITE(S): NONE.**

DC 221  
**FILM STRUCTURE FOR MAJORS**  
*Undergraduate*  
A critical analysis of three-act film structure as well as an introduction to alternative narrative structures including, but not limited to, dual protagonist, ensemble, and non-linear structures. Films of various genres and eras will be examined. Students will develop a cinematic language with which to discuss films as well as a toolbox of techniques to use when making films. **PREREQUISITE(S): None**
DC 222  
CLASSIC HOLLYWOOD FILM STRUCTURE  
Undergraduate  
Critical analysis of successful Hollywood films and their narrative structures. Films of various genres and eras will be examined. Students will learn how to recognize classical three-act structure in finished films and scripts. Students will develop a cinematic language with which to discuss films as well as a toolbox of techniques to use when making films. Key story concepts to be discussed include: protagonist, antagonist, want versus need, elements of the future, poetic justice, planting and payoff, catalyst, climax, and Aristotelian terminology. 
PREREQUISITE(S): NONE  

DC 224  
SCRIPT TO SCREEN  
Undergraduate  
This analytical course examines the screenplay's evolution to the screen from a writer's perspective. Students will read feature length scripts of varying genres and then perform a critical analysis and comparison of the text to the final produced versions of the films. Storytelling conventions such as structure, character development, theme, and the creation of tension will be used to uncover alterations and how these adjustments ultimately impacted the film's reception.  

DC 225  
DIGITAL STILL PHOTOGRAPHY  
Undergraduate  
This course is an introduction to the history and aesthetics of still photography and to the concept of photography as a descriptive and interpretive artistic medium. Students will learn the fundamental concepts necessary to shoot, edit, manipulate, and print digital still photographs. Students will learn to scan, capture, correct and enhance digital images and prepare files for output on black and white and color printing devices. Introduces students to theories, terminology, and applications of digital imaging technologies. Students will acquire the knowledge needed to analyze and critique existing work. In addition, students will involve themselves in hands-on exercises with digital still photography, manipulation and printing. Demonstrations will facilitate learning software techniques and systems of working. Use of Adobe Photoshop will be extensively covered in this course.  

DC 226  
FILM PHILOSOPHY FOR MAJORS  
Undergraduate  
Using film as a lens through which philosophical ideas are examined, students will analyze narrative or documentary films (classic or contemporary) on enduring philosophical questions such as: what is truth; what is right; or what is the meaning of life. Particular attention will be paid to the possible influence of philosophy on aesthetic and storytelling choices made by filmmakers. PREREQUISITE(S): None  

DC 227  
FILM PHILOSOPHY  
Undergraduate  
An introduction to philosophy, using film as a lens through which philosophical ideas are examined. In discussion and writing, students analyze narrative or documentary films (classic or contemporary) on enduring philosophical questions such as: what is truth; what is right; or what is the meaning of life.  

DC 228  
ETHICS IN COMPUTER GAMES AND CINEMA  
Undergraduate  
Societies function based on normative ethics utilizing common sense to distinguish between ethical and unethical behavior. Most of us are not aware of the underlying theories when arriving at ethical judgments about right and wrong. However, the fast pace of progress in information technologies and digital entertainment creates an environment, in which ethical challenges are particularly complex. In the eyes of many, games and movies are violent, offensive and immoral. This course will concentrate on analyzing the impact of digital entertainment on an individual and society. Implications of certain values embedded in games and movies will be discussed. Elements of the ethical code of conduct for a game or movie creator will be formulated. The issue of balancing individual creativity vs. cultural impact particularly on children will be discussed.
DC 229
TELEVISION GENRES
Undergraduate
Students will analyze and discuss some of the most important and influential shows in television history. Students will learn all about the writer-centric form of scripted television, where it's been and where it's heading. Students study serials and procedurals, network and cable shows, principal leads, partnerships and ensembles, comedy and drama, prevalent themes, innovations in content and form, the impact of DVR, and the impact of the internet.

DC 232
CINEMA AND SOCIAL CHANGE
Undergraduate
This course explores cinema that is created with the primary intention of effecting social, cultural or political change. Forms as varied as propaganda, documentary, narrative feature films, and music video will be discussed. In conjunction with this study, students will make a film or animation with the primary intention of effecting some measure of social change.

DC 233
CINEMA & ART
Undergraduate
This course will provide an overview of avant-garde film, video, animation and installation, and the relationship of these cinematic forms to Modern and Contemporary art. Students will be introduced to the major styles and themes of alternative and experimental moving image work from the past hundred years. Cinema & Art places emphasis on moving image work that is not usually included in a survey of mainstream cinema or film history. A major concern for the class is first-hand exposure to these original sources, and an examination of the relationship of these works to mainstream cinema and other types of popular culture. Topics covered in the class include the avant-garde and kitsch, Surrealism, experimental film, abstract animation, video art, camp, and video installation. In addition to lectures by visiting artists and viewing films, videos, and installation work, students will produce a short creative work in the style of their choice that responds to the work studied during the quarter.

DC 235
ADAPTATION: THE CINEMATIC RECRAFTING OF MEANING
Undergraduate
This course explores contemporary cinematic adaptations of literature and how recent re-workings in film open viewers up to critical analysis of the cultural practices surrounding the promotion and reception of these narratives. What issues have an impact upon the borrowing and reinterpretations of narratives of film? How, when, and where can we identify such borrowings and reinterpretations in multiple contemporary iterations of the same narrative? PREREQUISITE(S): NONE

DC 237
RELIGION IN THE MOVIES
Undergraduate
The purpose of this class is to provide a forum for students to examine various religions and how they are portrayed in the movies. Students will have the opportunity to learn about multiple religions, as well as the opportunity to study the different ways each religion is represented in film. Different genres of films will be used to facilitate discussions about various dimensions of and issues in religion. PREREQUISITE(S): None

DC 238
CINEMATIC DEPICTIONS OF GOD
Undergraduate
The purpose of this class is to provide a forum for students to examine various interpretations and portrayals of a "God" figured in contemporary cinema. Students will reflect upon the way that cinematic depictions of "God" have changed, challenged, or helped shape their own personal perception of a "God" figure, or whether film/media has shaped their beliefs on the existence of (or lack of) a "God". PREREQUISITE(S): None
DC 250
THE ART OF SCREEN ACTING
Undergraduate
This course will examine the role of acting, actors, and actor-director collaboration in the development of narrative cinema. The screen demanded a new approach to acting which differed markedly from the theatrical traditions which preceded it. Seminal practitioners of actor training such as Constantin Stanislavski and his American interpreters Lee Strasberg, Sanford Meisner, and Stella Adler and their students (such as Brando, Pacino, DeNiro, Hoffman, and Duvall) have had an incalculable influence on how screen actors prepare for a role and work with directors. This course will survey the major acting techniques and approaches, examine major films as case studies, and explore contemporary approaches to screen acting and actor-director collaboration in the cinema.

DC 251
ACTING FOR THE CAMERA
Undergraduate
This course is designed for acting and directing students who want to develop skills and gain experience in acting and directing for the camera. Course sessions include lecture, practical exercises and preparation for analyzing and blocking a scene and working on a set. Students will screen select film clips to evaluate performances, explore methods to prepare for an audition, discuss the actor/director relationship and examine the professional requirements of relating to a crew. The final project will include directing or acting in a short dialogue scene for analysis and critique. Prerequisites: DC 250 and DC 310 or PRF 313

DC 261
FIRST FILMS
Undergraduate
This course will explore the first feature films of contemporary filmmakers, studying the roots of their respective styles of filmmaking, the obstacles they faced in making their first films and their respective filmmaking styles that have evolved in later films. Prerequisites: none

DC 270
TOPICS IN DIGITAL CINEMA
Undergraduate
Advanced study in cinema focusing on a specific genre each quarter such as: Science Fiction, Film Noir, Comedy, Action-Adventure, Nonfiction, etc. Please check the CDMI website for description of specific quarter offering.

DC 271
INTRODUCTION TO TELEVISION PRODUCTION
Undergraduate
An introduction to the basic principles, procedures, and techniques of television production. The course heavily utilizes Digital Cinema's TV studio. Students are organized in teams and create various TV broadcasts. Students learn how to operate TV switchers, TV cameras, sound, and graphic equipment. The course covers the fundamentals of producing, scripting, directing, and editing for television.

DC 272
INTRODUCTION TO TELEVISION WRITING
Undergraduate
The primary objective of this course is to learn how to write for television, for both network and cable, focusing on fiction and non-fiction TV programs including news, talk, documentaries, dramas and comedies. The course will assist students in improving their writing skills as well as help them understand the basic approaches and techniques in writing for television. Prerequisites: DC 201

DC 273
FILM/VIDEO AESTHETICS I
Undergraduate
Course covers basic concepts and terminology of film and video as forms of art and mass culture. This course covers the aesthetic systems that constitute film and video: plot structures, sets, costumes and makeup, acting, lighting, cinematography, editing, and sound. We consider how the interaction of these elements produces meaning in film and video. We also examine how these concepts are practiced in film production. After mastering the aesthetic concepts, students also examine their use in three different modes of film communications: fiction, documentary, and the avant-garde. PREREQUISITE(S): NONE
DC 274  
**IMAGE, OPTICS AND CINEMATIC MOTION**  
*Undergraduate*  
Cinematography is the scientifically grounded discipline of making lighting and camera choices in order to record moving images. This course deals with the basic mathematics, physics, and photochemistry that underlie cinematography and that motivate camera design and construction. A student who masters the foundations of cinematography through a mixture of lectures, readings, exercises, and labs will be able to evaluate and understand how motion based recording choices affect perception of moving images they see every day.

DC 275  
**CINEMATOGRAPHY I**  
*Undergraduate*  
This course is an intensive exploration of the craft, technologies and aesthetic principles of cinematography and lighting techniques. Lectures and in-class demonstrations will cover film and video formats, film stocks, film and digital cameras, exposure, lenses and optics, lighting units, lighting placement, lighting control, camera support, and camera movement. Class sessions will consist of lectures, demonstrations, hands on with cameras and lighting units, exercises, and screenings of selected film clips which demonstrate specific cinematography and lighting techniques. PREREQUISITES: DC 210, DC 220

DC 280  
**STORYTELLING WITH MACHINIMA**  
*Undergraduate*  
The course will focus on two areas: the craft and technology of Machinima filmmaking and the use of Machinima in storytelling. Within the context of learning the craft of Machinima, students will explore character and character development, production design, and the fundamentals of visual storytelling.

DC 298  
**INTERNSHIP IN MEDIA PRODUCTON/ POST-PRODUCTION**  
*Undergraduate*  
This course offers students the opportunity to reflect on an internship while gaining professional experience, industry contact, and referrals while still in school. The class fulfills the Junior Year Experiential Learning credit and must be taken concurrently with an approved internship. Opportunities in post-production, motion picture production, advertising, television, animation, game design, graphic design, motion graphics and interactive media can qualify for the course. Classroom time is required. Admission to the program requires consent of internship course instructor after the verification of the student's internship. Prerequisites: Internship

DC 299  
**INTERNSHIPS IN MEDIA AND DESIGN (NON-JYEL)**  
*Undergraduate*  
This course is an internship/independent study course for students who have already fulfilled their JYEL credit. This course offers students the opportunity to reflect on an internship while gaining professional experience, industry contact and referrals while still in school. Opportunities in post-production, motion picture production, advertising, television, animation, game design, graphic design, motion graphics and interactive media can qualify for this course. Students will work independently on class assignments. Assignments will be determined by the instructor and based on the number of credits in which the student is enrolled. Admission to the program requires consent of the internship course instructor after verification of the student's internship. PREREQUISITE(S): Internship

DC 301  
**ADVANCED SCREENWRITING I**  
*Undergraduate*  
In this course, students study, analyze and produce motion picture scripts. This course emphasizes the use of traditional storytelling, classic mythology and how these devices apply to contemporary screenplays. Students will move from concept/treatment to a completed first act of a feature length screenplay of their own. This script will be completed, revised, and polished in DC 302 and DC 303. PREREQUISITE(S): NONE

DC 302  
**ADVANCED SCREENWRITING II**  
*Undergraduate*  
This course focuses on the writing of the second and third acts of feature length screenplays. Students finish and begin revising the first draft of the script started in DC 301. Emphasis is placed on proper character development, effective use of conflict, and adherence to the three act structure. PREREQUISITE(S): DC301
DC 303
REWRI TING THE FEATURE FILM SCRIP T
Undergraduate
This class focuses on practical ways to approach the rewriting process for feature film screenplays. Through group workshops and assignments, students isolate issues with plot, character development, dialogue and pacing in their script and work on addressing them in a full draft rewrite. Student must possess a complete feature length script in order to enroll in the course. PREREQUISITE(S): DC 302

DC 304
TOPI CS IN SCREENWRITING
Undergraduate
Advanced study in screenwriting focusing on a specific genre each quarter such as: Science Fiction, Film Noir, Comedy, Action-Adventure, Nonfiction, etc. May be repeated for credit. PREREQUISITE(S): DC 101, DC 201 or by consent of the instructor

DC 305
PITCHING SEMINAR
Undergraduate
Students will learn about various forms of pitching, including pitching existing spec scripts, new ideas, and developing takes on existing properties. They will learn tips and techniques for having successful meetings, including how to prepare and how to read the dynamics of a room. They will write, practice, and workshop their own pitches. PREREQUISITE(S): DC 101 or DC 201

DC 306
WRITING THE SITCOM
Undergraduate
This course focuses on the fundamentals of writing the half-hour situational comedy. Creating comedic characters, situations, and developing multiple storylines are covered. Students will create an original sitcom pilot. PREREQUISITE(S): DC 272

DC 307
WRITING THE EPISODIC DRAMA
Undergraduate
This course examines the storytelling techniques necessary to write an hour long television dramatic series with an emphasis on characterization and structure. Students will create an original hour long pilot. PREREQUISITE(S): DC 272

DC 308
WRITING ON ASSIGNMENT
Undergraduate
Modeled after professional writing assignments, this advanced course challenges students to complete a feature length screenplay within specific parameters provided by the instructor in ten weeks. Lectures and strict weekly page submission deadlines provide a practical framework on how to write quickly without sacrificing quality. Constructive analysis will be used in discussing produced scripts, weekly assignments and group workshops to reveal the writer's unique voice and perspective. PREREQUISITE(S): DC 301

DC 309
FEATURE DEVELOPMENT
Undergraduate
This course offers a practical approach to the screenwriter's role in the development of a feature film. Emphasis will be placed on obtaining a greater understanding of narrative conventions, script analysis and the film market. From agents to studio executives, we will examine the varying points of view that comprise the development process. Constructive analysis will be used to break down feature length produced screenplays and student work. The assignments and class discussions are designed to expose the inner workings of Hollywood and provide a framework for what it takes to succeed in the entertainment industry. PREREQUISITE(S): DC 101 or DC 201

DC 310
DIGITAL CINEMA PRODUCTION II
Undergraduate
This course expands on topics covered in DC 210 Production I. Students will refine their skills in the areas of line-producing, pre-production, cinematography, lighting, sound recording, post production work flow. PREREQUISITES: DC 210, DC 215, DC 220, DC 275
DC 311
MUSIC VIDEO PRODUCTION
Undergraduate
In this course, we will analyze ways in which artists combine visual imagery with music as with MTV-style music videos. The music business and how it relates/effects music videos. Each student will develop his or her own music video project from script to final edit with a local band of their choice, through their own scheduling process. PREREQUISITE(S): DC 210, DC 220

DC 312
SCORING FOR FILM AND VIDEO
Undergraduate
Students are introduced to elements of music and ways in which these elements may be used to create a musical style that enhances the visual statement. Course emphasizes understanding the function of the score and how it relates to texture, color, and drama in music. Students explore their creativity using the tools available, work on projects of increasing complexity, and complete a score for their own film or video as a final project. Listening skills, music vocabulary, and business and legal aspects of the profession are also studied. PREREQUISITE(S): DC 215

DC 313
PRODUCTION SOUND
Undergraduate
This workshop based course offers production recording and mixing techniques. Subjects include microphone selection, basic acoustics, boom techniques, dual system recording practices, and mixing. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 215

DC 314
ADVANCED PRO TOOLS WORKSHOP
Undergraduate
This workshop course offers advanced training on Pro Tools software. Topics include advanced recording, editing, mixing, and processing functions. This course is appropriate for undergraduate and graduate students who have taken a sound class but need a refresher on Pro Tools before taking DC 315/415, DC 317/417, DC 318/418, or DC 319/419. PREREQUISITE(S): Some Pro Tools or other digital audio workstation experience necessary.

DC 315
POST-PRODUCTION SOUND DESIGN
Undergraduate
This course expands on topics covered in DC 215. Emphasis will be on mixing and editing techniques for music and sound effects. Coursework also includes the recording of natural sounds and special effects to reinforce images and the story. The course is intended for advanced students who wish to develop their skills and gain more experience in preparing and mixing sound tracks for traditional as well as interactive narratives. PREREQUISITE(S): DC 215

DC 316
TOPICS IN POST-PRODUCTION SOUND
Undergraduate
Advanced study in post-production sound focusing on a specific area each quarter such as: A.D.R., Foley, Scoring, Sound Effects, Mixing, etc. May be repeated for credit. PREREQUISITES: DC 215 or by consent of the instructor.

DC 317
ADVANCED SOUND MIXING
Undergraduate
This workshop based course offers advanced mixing techniques for Stereo and Surround Sound. Subjects include mixing philosophies, techniques, advanced digital signal processing, and monitoring. A history of Surround Sound and contemporary surround techniques will be covered. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 315

DC 318
ADVANCED DIALOGUE EDITING
Undergraduate
This workshop based course offers dialogue recording and editing techniques. Subjects include voice processing, basic acoustics, room tone matching, proximity processing, frequency analysis and dialogue mixing. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 315
DC 319  
**ADVANCED SOUND EFFECTS RECORDING AND EDITING**  
**Undergraduate**  
This workshop-based course offers sound effects recording and editing techniques. Subjects include hard effects, backgrounds, room tone, Foley, basic acoustics, sound processing, layering, and mixing. Several projects will be completed throughout the quarter. **PREREQUISITE(S):** DC 315

DC 320  
**EDITING II**  
**Undergraduate**  
This course expands on topics covered in DC 220. Emphasis is on developing the student's understanding of the art of cinematic storytelling and montage. Work on more advanced projects is integrated into the class as a means of mastering advanced editing tools and techniques. **PREREQUISITE(S):** DC 220

DC 321  
**PRODUCTION DESIGN**  
**Undergraduate**  
In this course, students will analyze the collaborative relationship between production designer, director, and cinematographer as it relates to the role of production design. By the end of the term, students will be able to demonstrate a comprehensive understanding of a production designer's role, critique the synthesis of stagecraft, set decoration, prop, costume, and makeup choices as narrative tools, and evaluate existing works as well as their own work. **PREREQUISITE(S):** DC 121

DC 322  
**EDITING STYLES AND TECHNIQUES**  
**Undergraduate**  
This course is designed for editors looking for innovative ways to tell stories, by exploring how editing techniques have been pushed by artists working in the margins. Cutting edge editing techniques are a co-opting of historical and experimental styles, repackaged and used in a narrative context. A series of practical exercises and a freeform final project using found footage allow editors to explore the array of editing techniques adopted from experimental work while discovering their personal style as editors and storytellers. Editors will consider how form affects content and will reinvent techniques in ways to surprise modern audiences. **PREREQUISITE(S):** DC 220

DC 323  
**PRE-PRODUCTION FOR CINEMA**  
**Undergraduate**  
This course will cover the pre-production phase of short and feature-length filmmaking, including fundraising, breaking down scripts, scheduling, budgeting, and pre-visualizing. Professional scheduling, budgeting, and pre-visualization software will be utilized. Additionally, the roles of the creative producer, line producer, and assistant director will be examined. **Prerequisite(s):** DC 210

DC 324  
**LOGIC PRO MIDI SEQUENCING WORKSHOP**  
**Undergraduate**  
This course offers training on all aspects of MIDI sequencing in Logic Pro software. All aspects of MIDI will be covered including recording, programming, editing, mixing, and processing functions. **PREREQUISITE(S):** None

DC 325  
**COLOR CORRECTION**  
**Undergraduate**  
Students acquire a working knowledge of the aesthetics and technical aspects of the post-production phase of color correction. Content addresses theory and application of color correction, image control, and manipulation techniques. Principles of color theory and the tools available to filmmakers engaged in the processes of electronic media and image manipulation are explored through lecture, interactive computer exercises, and hands-on experience with professional color correction software. **PREREQUISITE(S):** DC 320
DC 326
ADVANCED COLOR CORRECTION
Undergraduate
This class expands on topics covered in DC 325. Students will refine their skills in the areas of Primary, Secondary and Color FX room advanced grading techniques used by professional colorists. This class will explore more in detail colorist strategies, grading workflows, aesthetics and technical aspects of color correction for the digital cinema. Students will explore color correcting trends that are popular in feature films and national television commercials. Through a series of three short projects and a final project, students will practice using the techniques they study in class. PREREQUISITE(S): DC 325

DC 328
WRITING THE WEB SERIES
Undergraduate
Students will examine various websisode structures, pitch original concepts for a web series, and ultimately write a complete season consisting of one dozen 5-10 minute episodes. PREREQUISITE(S): DC 101 or DC 201

DC 330
REWRITING THE ORIGINAL TELEVISION PILOT
Undergraduate
This class focuses on practical ways to approaching the process of rewriting a script; specifically this class will focus on students' original television pilots. Through group workshops, lectures, readings, and assignments, students identify and improve problems in various areas of their teleplay including, but not limited to: plot, character development, dialogue and pacing. By the end of the quarter, students will have completed a full rewrite of their complete pilot script; therefore, students must posses a complete television pilot in order to enroll in the course. This course is repeatable. PREREQUISITE(S): DC 306 or DC 307

DC 331
ADVANCED PRODUCTION DESIGN
Undergraduate
In this course, students will construct a set from a prepared script. Beginning with the written page, students will synthesize through all the stages of construction including visualizing, drafting, constructing, painting and finishing. PREREQUISITE(S): DC 321

DC 333
CINEMATIC SPACE
Undergraduate
This seminar mixes theory and practice to expose students to an in-depth exploration of different techniques and possibilities concerning cinematic space. Beginning with an introduction to the fundamental differences between montage and mise-en-scene, the course will teach students the art and craft of designing, blocking and executing plan sequences, starting with static camera shots and ending in complex 3D camera moves. PREREQUISITE(S), DC 210 and DC 275

DC 340
EDITING III
Undergraduate
This course provides an advanced workshop for students to edit their own narrative or documentary projects. Students will be expected to bring in their own footage, and will take their projects from logging, through rough cut, to picture lock. Post-production workflow, and basic sound design and color correction for picture editors will also be emphasized. PREREQUISITE(S): DC 320

DC 341
STORYTELLING FOR VIDEO GAMES
Undergraduate
This course examines the writer's role in the game development process and how storytelling conventions like character, conflict, and plot are utilized to enhance gameplay. Emphasis will be placed on building an understanding of game narratives, interactivity, and working with design teams. Students will develop a design document highlighting characters, locations, dialogue scripting, and overall gameplay for an original video game idea. PREREQUISITE(S): DC 101 or DC 201
DC 342
ADVANCED TOPICS IN EDITING
Undergraduate
This class will be an in-depth examination of an editor, editing style, or editing theory that has had a significant influence on the development of cinematic storytelling and expression. Through lectures, screenings, readings, discussions, and editing assignments, students will analyze the distinctive traits of the selected topic within the broader context of cinema history and culture. Editing projects will be assigned through the quarter. Specific topics will be selected by the instructor and will vary with each quarter. PREREQUISITE(S): DC 220

DC 343
WRITING THE SHORT FILM FOR PRODUCTION
Undergraduate
Students will study the essential elements and conventions for writing the short film including but not limited to character, structure, and tension. Students will write a polished short film (no longer than 25 pages) designed to be produced. Students will learn how to put together a professional proposal to apply for internal or external production funds and financing. PREREQUISITE(S): DC 101 or DC 201

DC 344
ADVANCED SCREENWRITING LAB
Undergraduate
This advanced course is designed to take existing writing projects (including but not limited to features, pilots, television specs, web series, short scripts) at various stages of development and provide the practical means to move forward through constructive workshop sessions. Stories will be broken down to examine concept viability and the overall execution of the narrative. Instructor and peer critiques will challenge the writer to enhance their voice on the page with the goal of creating work that is unique, engaging, and commercial. PREREQUISITE(S): DC 101 or DC 201

DC 345
EXPERIMENTAL FILMMAKING
Undergraduate
This production-based course explores breaking the boundaries of conventional cinema through experimental formal approaches, techniques and content. Students will create projects in the modes of key figures form the history of experimental and avant-garde film and video, such as Kenneth Anger, Stan Brakhage, Luis Bunuel, Maya Deren, Dana Hodgdon, David Lynch, Bill Viola, or Andy Warhol. Additionally, students will be encouraged to capture, edit and process material through non-traditional means, and to explore unconventional content. Screenings of experimental works may be tailored to the specific interests of students as projects develop. The influences of experimental cinema on conventional media such as Hollywood movies, commercials, and music video will also be analyzed. PREREQUISITE(S): DC 220 and DC 210

DC 349
ACTING FOR FILMMAKERS
Undergraduate
This course is designed to provide students who plan to work with actors in any aspect of cinema or interactive media, with a foundation in the actor's craft. This will be a hands-on, practical class in which all students will be required to participate fully in the exercises and scene work. Topics to be covered include: relaxation, concentration, trust, listening, sensory work, physical actions, improvisation, imagination, needs, circumstances, objectives, obstacles, scene analysis and scene work. The course will culminate in a staged scene to be presented in class. PREREQUISITE(S): None

DC 350
MODES OF DIGITAL DISTRIBUTION
Undergraduate
This course deals with the process of creating video for multiple modes of distribution, i.e.: DVD authoring, compression and streaming. It also covers the various outlets available for content distribution. Students will learn content creation, authoring, capture, encoding and serving with an emphasis on video compression and encoding. Students will also come to have a working understanding of codecs, DVD chapters, Easter eggs, region coding, and be able to create a working web page with embedded streaming content. PREREQUISITE: DC 320

DC 360
3D MOVIE PRODUCTION
Undergraduate
This course provides an introduction to stereoscopy which is the creation of a 3D effect in still images and movies. The course covers the history of stereoscopy, the perceptual theories that make 3D images possible, and the technologies that can be used to create the effect of stereoscopic depth. Designed for both animators and live-action filmmakers, students taking this course will get hands-on experience producing stereoscopic images and movies using a variety of tools. PREREQUISITE(S): ANI 230 or DC 275
**DC 361**
**COMMERCIAL PRODUCTION**
**Undergraduate**
This course will study the commercial production industry and the production techniques and processes of televised commercials and public service announcements. Industry standards for creating commercials for a client will be discussed. Additional topics include copywriting, style guides, casting, media, and client-relations.

**DC 362**
**TITLES FOR CINEMA AND ANIMATION**
**Undergraduate**
This course explores concepts and techniques involved in creating movie titles, TV openings, and supporting graphics for video and animation. The use of alluring sound and imagery is essential to a successful and professional-looking film. A conceptual understanding of the role time and motion have in the presentation of visual content is explored through lectures and projects. Students will gain an appreciation and skill for producing time-based media that will add value, clarity, and sophistication to cinema and animation projects. Students are encouraged to enter the course with projects in need of titles and graphics. **PREREQUISITE(S):** ANI 101 or ANI 201 or VFX 200

**DC 369**
**DOCUMENTARY STORY AND DEVELOPMENT**
**Undergraduate**
The course is designed to further develop the skills needed for creating compelling and dramatic non-fictional storytelling. The class will focus on the Development/Pre-Production stage of documentary production and will help students learn how to research and focus their story, define their audience, develop a proposal and budget, and plan for production. The class will investigate various approaches to documentary and analyze the basic narrative principles in various media. Regular viewing of documentary films will encourage discussion on topics of finding original stories, research and development of narratives, developing characters, story structure, the ethics of representation, and the question of 'what is truth?'

**DC 370**
**ADVANCED TOPICS IN CINEMA**
**Undergraduate**
This class will be an in-depth examination of a filmmaker, film genre, or film movement that has had a significant influence on the development of cinematic storytelling and expression. Through lectures, screenings, readings, discussions, and critical writing assignments, students will analyze the distinctive traits of the selected topic within the broader context of cinema history and culture. Specific topics will be selected by the instructor and will vary with each quarter. **PREREQUISITE(S):** None

**DC 371**
**DOCUMENTARY PRODUCTION**
**Undergraduate**
This course covers all phases of documentary filmmaking including interview techniques, storytelling with interviews and B roll, and documentary cinematography. For the final project each student will produce a completed documentary film. **PREREQUISITE(S):** DC 210, DC 220

**DC 372**
**TOPICS IN TV PRODUCTION**
**Undergraduate**
This course is a hands-on experience in television production of news and public affairs programs. Students learn through theory and practice the role TV Producers and their teams play in creating various TV programs.

**DC 373**
**ADVANCED DOCUMENTARY PRODUCTION**
**Undergraduate**
This advanced course in documentary production is designed for students who already have experience with making documentaries. In this course, each student will direct and produce a substantial short subject documentary and serve as a crew member on at least one other student project. Topics covered will include choice of subject matter, filmmaker's POV, dramatic structure, proposal writing, and a variety of technical, aesthetic, practical, and ethical concerns related to producing professional documentary projects. **PREREQUISITE(S):** DC 371/471
DC 374
ADVANCED TOPICS IN DOCUMENTARY
Undergraduate
This class will be an in-depth examination of a documentary filmmaker, film movement, production style or technique that has had a significant influence on the development of documentary storytelling and expression. Through lectures, screenings, readings, discussions, and creative assignments, students will analyze the distinctive traits of the selected topics within the broader context of cinema history and culture and apply them to their own projects. Specific topics will be selected by the instructor and will vary with each quarter.

DC 375
CINEMATOGRAPHY II
Undergraduate
This class explores the emerging HDTV/HDV technologies along with advanced production techniques of camera movement, lighting, rigging, camera filtration and shot composition. Students will be given hands on training in the use of the latest High Definition Video cameras and then create a short script which they will shoot and edit in High Definition. PREREQUISITE(S): DC 275

DC 376
VISUAL DESIGN
Undergraduate
Definition, analysis, and structure of visual components that cinema employs to support and emphasize the story. Theory of visual design will be applied through student still photos, as well as an original, visually-oriented, narrative or documentary short film, animation or game design. PREREQUISITES: DC 220

DC 377
LIGHTING I
Undergraduate
Introduction to safe and established practical operation of studio lighting and grip equipment. Students will learn a variety of basic lighting techniques, set electrical distribution, dolly set up, grip and lighting equipment. PREREQUISITE(S): DC 210

DC 378
COMPOSITING AND SPECIAL EFFECTS
Undergraduate
Layering of live action and rendered 3D graphics to produce special effects. Includes such techniques as layered texturing / rendering, depth-based effects, motion tracking, and camera matching. Prerequisite: DC 210.

DC 379
PRE-PRODUCTION WORKSHOP
Undergraduate
This two-credit course will provide valuable pre-production work on targeted productions, such as Project Bluelight (faculty or student-led), large-scale class projects, faculty creative projects, or independent and/or professional productions. Professional scheduling, budgeting and pre-visualization software may be utilized. PREREQUISITE(S): By instructor permission only.

DC 380
PROJECT BLUELIGHT
Undergraduate
Production of a feature-length digital motion picture written by students or faculty within the Digital Cinema program. Students will work as crew under supervision of faculty members heading each of the various production areas. Goal is to produce a completed digital motion picture suitable for festivals or distribution.

DC 381
DISTRIBUTION AND EXHIBITION
Undergraduate
This course explores the commercial and economic structure of the contemporary film industry. Topics to be covered include: the development of "Hollywood" as a distribution mechanism; the subsequent emergence of an independent commercial sector; the revenue stream from "box office" and ancillary markets, through distributors and to producers; the history and current state of theatrical exhibition; and emerging modes of content delivery.
DC 382
POST-PRODUCTION WORKSHOP  
Undergraduate
This two-credit course will provide an opportunity for students to apply their post-production skills and work collaboratively on projects happening during the academic year. These projects can be Project Bluelight (faculty or student-led), large-scale class projects, faculty creative projects, or independent and/or professional productions. Students will work under faculty supervision and gain valuable experience collaborating as part of post-production team. Professional post-production applications, equipment, and facilities will be utilized. PREREQUISITE(S): By instructor permission only.

DC 383
COMEDY, JOKE, AND SKETCH WRITING  
Undergraduate
Students will learn techniques and formulas for joke writing, writing sketch comedy packages, and writing for news driven comedy shows. Students will apply these skills to their existing scripts as well as to developing new material. PREREQUISITE(S): DC 101 or DC 201

DC 384
LIGHTING II  
Undergraduate
Continuation of Lighting for Cinema 1 with introduction to more advanced lighting setups. Students will learn a variety of lighting techniques - night exterior, practical location, complex lighting cues, etc... Advanced lighting and grip equipment will be utilized - Hmi, LED, theatrical and fluorescent.

DC 385
PRODUCING  
Undergraduate
This course focuses on the role of the producer from idea origination and script development to financing and physical production and, finally, to distribution and exhibition. Students master the concepts of revenue streams, constructing deals (gross and net point participation), copyright, marketing, and box office analysis. Production management and line producing are also covered. From script breakdown and production preparation to post-production supervision and delivery, the physical production process is defined. PREREQUISITE(S): None

DC 386
DOCUMENTARY PRODUCING  
Undergraduate
The course will cover the key areas of producing for documentaries, which encompasses pre-production, production, marketing, fundraising, and community outreach and engagement. Students will gain knowledge of the ways in which producers engage with writers, directors, editors, grant making institutions, individual donors, festival marketplaces, exhibitors and broadcasters. This course will be project-based and include developing a fundraising and distribution plan, identifying audiences, grant writing and developing a proposal.

DC 387
HOLLYWOOD HISTORY  
Undergraduate
Students will gain a deep understanding of the history and foundation of the film industry through behind-the-scenes access to working studios, historical readings and discussions of the material, and the unique opportunity to have access to the Warner Brothers Archives, the largest single studio collection in the world, housing all of the WB materials from 1918 (the release of the studio's first feature film) through 1968 (when the studio was sold to Seven Arts). Note: Students must be participating in the DePaul LA program to be eligible to enroll.

DC 388
FILMMAKERS SEMINAR  
Undergraduate
Each week, students will be given the rare opportunity to speak directly with some of the industry's biggest players. Hollywood directors, writers, cinematographers, editors, producers, agents, managers, entertainment lawyers, development executives and others will come to class, discuss their journeys, offer advice, and answer questions. The class will culminate with an industry mixer, where these professionals, along with dozens more, will join the students for a relaxed evening of networking. This is an invaluable opportunity for students to begin to form meaningful relationships that can help them as they transition from student to filmmaker. Note: Students must be participating in the DePaul LA program to be eligible to enroll.
DC 389  
THE BIG PICTURE: THE ENTERTAINMENT INDUSTRY  
Undergraduate  
This course introduces students to vital information about the industry in which they will work. Students will learn industrial analysis of production, distribution, and exhibition sectors, including mastering concepts of revenue streams, constructing deals (gross points and net point participation), copyright, marketing, and box office analysis. Students will also study the structure of organizations and groups crucial to the entertainment industry: studios, talent, agents, exhibition (markets: theatrical, virtual and ancillary), professional organizations including guilds like ASC, and media licensing firms like ASCAP and BMI. There will be an emphasis on global industry. Prerequisite: DC 205

DC 390  
DIRECTING  
Undergraduate  
This is a course in directing motion pictures. Topics include casting, rehearsals, the basic relationship between the director, actor, and script, script breakdown, camera placement, and shooting for continuity editing. Each student will produce and direct a scene study and a short narrative film. PREREQUISITE(S): DC 220, DC 310

DC 391  
POST-PRODUCTION SEMINAR  
Undergraduate  
This course is an introduction and overview of Post Production, from the end of principle photography, through editing, to final delivery. Students will learn workflows, technical aspects, the online environment, and the best way to finish and deliver a film. PREREQUISITE(S): DC 220

DC 392  
DIRECTING II  
Undergraduate  
Advanced study of directing for cinema. Students will continue exploration of directing concepts including: casting, rehearsing, analyzing script, blocking and working with actors, blocking and moving camera, and re-directing through editing and sound. Course will culminate in a final project directed by each student, using professional actors, professional equipment and/or facilities, and an original screenplay. PREREQUISITE(S): DC 390

DC 393  
FILM FESTIVALS WORKSHOP  
Undergraduate  
An introduction to film festivals and their role in independent cinema and the Hollywood studio system. The global proliferation of film festivals will be examined from the perspective of both film studies scholars and filmmaking professionals. Students will research the history of major festivals, develop festival strategies for student or independent films, and attend film festival screenings, panels, and/or networking events. PREREQUISITE(S): None

DC 394  
CINEMATOGRAPHY III  
Undergraduate  
This seminar focuses on the art and craft of designing, blocking and executing planned sequences. It mixes theory and practice to expose students to an in-depth exploration of different techniques and possibilities concerning cinematic space. Emphasis will be on storytelling from the perspective of the cinematographer, specifically exploring how the camera is used to serve the narrative. PREREQUISITE(S): DC 375

DC 395  
TOPICS IN PRODUCTION  
Undergraduate  
This course allows advanced students to work in close conjunction with a faculty member to develop a digital media project. Topics focus on a specific genre or medium each quarter such as: traditional movie production (horror, comedy, action/adventure, documentary, experimental, etc.), animation (narrative, non-narrative, web-based, cinematic, etc.), and advanced digital game design (story, strategy, graphics, etc.). Students work to produce a five to ten minute project. PREREQUISITE(S): DC 310, DC 315 AND DC 320
DC 396  
TOPICS IN STUDY ABROAD  
Undergraduate  
This practical course offers students an intensive experience studying cinema and/or television production abroad. Students will be introduced to the cultural context, practices, philosophies, styles and business of film and TV. Facility tours, screenings and cultural experiences may be used to supplement the classroom activities in order to deepen the understanding of the experience abroad. PREREQUISITE(S): None

DC 397  
CAPSTONE DEVELOPMENT  
Undergraduate  
In this course, students will create a proposal that outlines what they will do for their Senior Capstone Project. The project should be a culmination of all of the course work that the student did during their time in the School of the Cinematic Arts. Each project must adhere to the guidelines for their degree concentration. Students will begin to work on their projects in this class; the first version, cut, or draft of their project must be ready by the time the student begins DC 398 Digital Cinema Capstone. PREREQUISITE(S): DC 310 or DC 370 or DC 306 or DC 307 or DC 308

DC 398  
DIGITAL CINEMA CAPSTONE  
Undergraduate  
This course provides a Digital Cinema-specific capstone experience for the student. Students must have completed at least one of the three Topics in Production courses before they enroll in this course. The capstone course will connect the students’ Digital Cinema course work with the University courses s/he has taken through three components: student-generated production packages, class/instructor discussions, and the actual creation/production of the student's proposal. The production piece is the primary focus of this course. PREREQUISITE(S): DC 303 OR DC 310 OR ANI 350

DC 399  
INDEPENDENT STUDY  
Undergraduate  
Variable credit.  PREREQUISITE(S): Consent of dean.

DC 400  
WRITING THE TELEVISION SPEC SCRIPT  
Graduate  
In this class, students will learn the basic teleplay structures for both half-hour and hour-long television shows. Students will choose an existing show and write a spec episode, practicing the skills of matching character voice, structure, and tone. PREREQUISITE(S): DC 101, DC 201, or DC 501

DC 401  
WRITING THE SHORT MOTION PICTURE  
Graduate  
Students will study the essential elements and conventions for writing the short film including, character, structure, and tension; they will examine the fundamental differences between a feature script and short form. Students will write a polished short film designed to be produced as the student’s MFA thesis or other route of production.

DC 402  
WRITING THE FEATURE I  
Graduate  
This course focuses on creating a well-vetted original concept, step outline, and first act for a feature length screenplay. Students will analyze the conventions of plot and character-driven narratives and participation in workshop sessions in an effort to develop their unique voice on the page. This script should be completed, revised and polished in DC 403 and DC 404. PREREQUISITE(S): DC 501

DC 403  
WRITING THE FEATURE II  
Graduate  
This course focuses on completing the second and third acts of the feature length screenplay that was developed in DC 402. Class discussions and workshop sessions will help students support the main conflict of their narrative through the use of rising action, character development and adherence to three-act structure. Students must possess a completed first act for a feature length screenplay in order to enroll in the course. PREREQUISITE(S): DC 402 or DC 405
DC 404
REWRITING THE FEATURE
Graduate
This class focuses on rewriting the feature film screenplay. Through workshops and course discussions, students will learn how to identify missteps in their writing and develop a practical means to efficiently address these issues moving forward. Students must possess a complete feature length script to rewrite in order to enroll in the course. PREREQUISITE(S): None

DC 405
TOPICS IN SCREENWRITING
Graduate
Advanced study in screenwriting focusing on a specific genre each quarter such as: Science Fiction, Film Noir, Comedy, Action-Adventure, Nonfiction, etc. May be repeated for credit. PREREQUISITE(S): DC 201

DC 406
WRITING THE SITCOM
Graduate
In this course, students analyze half hour situational comedy teleplays. The course will feature a specific focus on story-telling styles and techniques of successful sitcom predecessors, various formats of sitcom teleplays, and methods for pushing original projects out into the world. Students will create an original sitcom pilot. PREREQUISITE(S): DC 400

DC 407
WRITING THE EPISODIC DRAMA
Graduate
In this course, students analyze hour-long dramatic teleplays. This course features a specific focus on story-telling styles and techniques of successful dramatic predecessors, various formats of hour-long drama teleplays, and the definition and significance of “show bibles”. Students will create an original hour long pilot. PREREQUISITE(S): DC 400

DC 408
ADVANCED WRITING ON ASSIGNMENT
Graduate
This course provides a framework for students to complete a feature length screenplay within specific parameters provided by the instructor in ten weeks plus an additional treatment that would compliment their existing portfolio. Modeled after the techniques and deadlines of professional writing assignments, students learn how to meet the expectations of studio executives and producers without sacrificing their unique voice. PREREQUISITE(S): DC 101, DC 201, DC 501

DC 409
DIGITAL CINEMA PROSEMINAR
Graduate
In this course, students develop basic proficiency in the areas of cinematography, editing, and sound. This course is intended for all incoming graduate students in cinema. PREREQUISITE(S): None

DC 410
DIGITAL CINEMA PRODUCTION II
Graduate
This course expands on topics covered in DC 210 Production I. Students will refine their skills in the areas of line-producing, pre-production, cinematography, lighting, sound recording, post production work flow. PREREQUISITES: (DC 210 and DC 220 and DC 275) or DC 460 or DC 409

DC 411
MUSIC VIDEO PRODUCTION
Graduate
In this course, we will analyze ways in which artists combine visual imagery with music as with MTV-style music videos. The music business and how it relates/effects music videos. Each student will develop his or her own music video project from script to final edit with a local band of their choice, through their own scheduling process. PREREQUISITE(S): (DC 210 and DC 220) or DC 460 or DC 409
DC 412
SCORING FOR FILM AND VIDEO
Graduate
Students are introduced to elements of music and ways in which these elements may be used to create a musical style that enhances the visual statement. Course emphasizes understanding the function of the score and how it relates to texture, color, and drama in music. Students explore their creativity using the tools available, work on projects of increasing complexity, and complete a score of their own film or video as a final project. Listening skills, music vocabulary, and business and legal aspects of the profession are also studied. PREREQUISITE(S): DC 215

DC 413
PRODUCTION SOUND
Graduate
This workshop based course offers production recording and mixing techniques. Subjects include microphone selection, basic acoustics, boom techniques, dual system recording practices, and mixing. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 215 or DC 460 or DC 409

DC 414
FUNDAMENTALS OF CINEMA PRODUCTION
Graduate
This graduate level course is a beginning workshop in narrative film production for non-majors. The course provides an introduction to the fundamentals of cinema, including camera and lens technology, composition, lighting, directing, sound recording, and basic editing. Utilizing digital technology, students will produce several films with an emphasis on visual storytelling and personal expression. MFA in Screenwriting, MFA in Cinema, and MS in Cinema Production students are prohibited from enrolling in this course. PREREQUISITE(S): None

DC 415
POST-PRODUCTION SOUND DESIGN
Graduate
This course expands on topics covered in DC 215. Emphasis will be on mixing and editing techniques for music and sound effects. Coursework also includes the recording of natural sounds and special effects to reinforce images and the story. The course is intended for advanced students who wish to develop their skills and gain more experience in preparing and mixing sound tracks for traditional as well as interactive narratives. PREREQUISITE(S): DC 215

DC 416
TOPICS IN POST-PRODUCTION SOUND
Graduate
Advanced study in post-production sound focusing on a specific area each quarter such as: A.D.R., Foley, Scoring, Sound Effects, Mixing, etc. May be repeated for credit. PREREQUISITE(S): DC 215 or DC 409 or by consent of the instructor.

DC 417
ADVANCED SOUND MIXING
Graduate
This workshop based course offers advanced mixing techniques for Stereo and Surround Sound. Subjects include mixing philosophies, techniques, advanced digital signal processing, and monitoring. A history of Surround Sound and contemporary surround techniques will be covered. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 315

DC 418
ADVANCED DIALOGUE EDITING
Graduate
This workshop based course offers dialogue recording and editing techniques. Subjects include voice processing, basic acoustics, room tone matching, proximity processing, frequency analysis and dialogue mixing. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 315

DC 419
ADVANCED SOUND EFFECTS RECORDING AND EDITING
Graduate
This workshop based course offers sound effects recording and editing techniques. Subjects include hard effects, backgrounds, room tone, Foley, basic acoustics, sound processing, layering and mixing. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 315
DC 420
EDITING
Graduate
Emphasis is on developing the student's understanding of the art of cinematic storytelling and montage. Work on more advanced projects is integrated into the class as a means of mastering advanced editing tools and techniques. PREREQUISITE(S): DC 220 or DC 460 or DC 409

DC 421
PRODUCTION DESIGN
Graduate
Analysis of production design and art direction in motion pictures.

DC 422
EDITING STYLES AND TECHNIQUES
Graduate
This course is designed for editors looking for innovative ways to tell stories, by exploring how editing techniques have been pushed by artists working in the margins. Cutting edge editing techniques are a co-opting of historical and experimental styles, repackaged and used in a narrative context. A series of practical exercises and a freeform final project using found footage allow editors to explore the array of editing techniques adopted from experimental work while discovering their personal style as editors and storytellers. Editors will consider how form affects content and will reinvent techniques in ways to surprise modern audiences. PREREQUISITE(S): DC 220 or DC 460 or DC 409

DC 423
PRE-PRODUCTION FOR CINEMA
Graduate
This course will cover the pre-production phase of short and feature-length filmmaking, including fundraising, breaking down scripts, scheduling, budgeting and pre-visualizing. Professional scheduling, budgeting and pre-visualization software will be utilized. Additionally, the roles of the creative producer, line producer and assistant director will be examined. Prerequisite(s): DC 210 or DC 460 or DC 409

DC 424
SCRIPT TO SCREEN FILM ANALYSIS
Graduate
This analytical course examines the evolution of a story from screenplay to final film. Students will read screenplays of varying genres and perform a critical analysis and comparison to the produced versions of the films. Storytelling conventions such as structure, character development, theme, and the creation of tension will be used to examine alterations and how these adjustments ultimately impacted the film's reception both critically and at the box office.

DC 425
COLOR CORRECTION
Graduate
Students acquire a working knowledge of the aesthetics and technical aspects of the post-production phase of color correction. Content addresses theory and application of color correction, image control, and manipulation techniques. Principles of color theory and the tools available to filmmakers engaged in the processes of electronic media and image manipulation are explored through lecture, interactive computer exercises, and hands-on experience with professional color correction software. PREREQUISITE(S): DC 420

DC 426
ADVANCED COLOR CORRECTION
Graduate
This class expands on topics covered in DC 425. Students will refine their skills in the areas of Primary, Secondary and Color FX room advanced grading techniques used by professional colorists. This class will explore more in detail colorist strategies, grading workflows, aesthetics and technical aspects of color correction for the digital cinema. Students will explore color correcting trends that are popular in feature films and national television commercials. Through a series of three short projects and a final project, students will practice using the techniques they study in class. PREREQUISITE(S): DC 425
DC 427
LOGIC PRO MIDI SEQUENCING WORKSHOP
Graduate
This course offers training on all aspects of MIDI sequencing in Logic Pro software. All aspects of MIDI will be covered including recording, programming, editing, mixing and processing functions. Advanced functions such as impulse response capture/programming, expression/velocity programming and digital signal processing automation will also be covered. Students will evidence their learning via programming and film scoring projects. PREREQUISITE(S): None

DC 428
WRITING THE WEB SERIES
Graduate
Students will examine various webisode structures, pitch original concepts for a web series, and ultimately write a complete season consisting of one dozen 5-10 minute episodes. PREREQUISITE(S): DC 501

DC 429
TELEVISION GENRES AND ANALYSIS
Graduate
The purpose of this class is to enable you to study scripted television from the professional's point of view. The course involves critical analysis of successful scripted television shows, their narrative structures and themes. Programs of various genres and eras will be examined. Students will learn how to recognize basic structural elements in finished episodes. Students will develop a language with which to discuss television as well as a toolbox of techniques to use when creating television. Key concepts to be discussed include: basic structure, types of shows, character tropes, means of creating and sustaining tension, themes and advancements in form.

DC 430
VISUAL EFFECTS
Graduate
Exploration of the expanding field of visual effects. Students explore contemporary concepts and approaches to production in the current stage of film and video effects work. Digital and traditional methodologies will be covered, with a concentration on digital exercises illustrating modern techniques.

DC 431
FILM THEORY AND PRACTICE
Graduate
A study of film movements or periods that have articulated their own theoretical origins, and then implemented or investigated these theories through cinema praxis. Movements as diverse as Soviet montage, neo-realism, French New Wave, feminist film, Dogme 95 and punk cinema will be explored. In the same mode of these historical movements, students will make a film or animation rooted in one of these theoretical frameworks. PREREQUISITE(S): DC 460 or DC 409

DC 432
REWRI TING THE ORIGINAL TELEVISION PILOT
Graduate
This class focuses on practical ways to approaching the rewriting of a script; specifically this class will focus on students' original television pilots. Through group workshops, lectures, and readings, students will identify and improve problems in various areas of their teleplay including, but not limited to: plot, character development, dialogue, and pacing. By the end of the quarter, students will have completed a full rewrite of their complete pilot script; therefore, students must posses a complete television pilot in order to enroll in the course. This course is repeatable. PREREQUISITE(S): DC 406 or DC 407

DC 433
CINEMATIC SPACE
Graduate
This seminar mixes theory and practice to expose students to an in-depth exploration of different techniques and possibilities concerning cinematic space. Beginning with an introduction to the fundamental differences between montage and mise-en-scene, the course will teach students the art and craft of designing, blocking and executing plan sequences, starting with static camera shots and ending in complex 3D camera moves. PREREQUISITE(S), DC 460
DC 440
ADVANCED EDITING
Graduate
This course provides an advanced workshop for students to edit their own narrative or documentary projects. Students will be expected to bring in their own footage, and will take the projects from logging, through rough cut, to picture lock. Post-production workflow, and basic sound design and color correction for picture editors will also be emphasized. PREREQUISITE(S): DC 420

DC 441
STORYTELLING FOR VIDEO GAMES
Graduate
This course examines the writer's role in the game development process and how storytelling conventions like character, conflict, and plot are utilized to enhance gameplay. Emphasis will be placed on building an understanding of game narratives, interactivity, and working with design teams. Students will develop a design document highlighting characters, locations, dialogue scripting, and overall gameplay for an original video game idea.

DC 442
ADVANCED WRITERS ROOM: DEVELOPING THE HOUR LONG DRAMA
Graduate
This advanced course provides students the opportunity to develop a one-hour television drama series bible, plus episode outlines, in workshops modeled after a professional writers room. From Show Runner to Writer's Assistant, we will examine the various roles that make up the writers room and help you develop a sound blueprint for a full season of your original one-hour drama series. Students must have a completed pilot episode before enrolling. PREREQUISITE(S): DC 407

DC 443
ADVANCED WRITERS ROOM: DEVELOPING THE HALF HOUR COMEDY
Graduate
This advanced course provides students the opportunity to develop a half-hour television comedy series bible, plus episode outlines, in workshops modeled after a professional writers room. From Show Runner to Writer's Assistant, we will examine the various roles that make the writers room a creative and dynamic environment and help you develop a sound blueprint for a full season of your original half-hour comedy series. Students must have a completed television pilot script before enrolling. PREREQUISITE(S): DC 406

DC 444
SCREENWRITING LAB
Graduate
This course focuses on instructor led workshop sessions to help writers take existing projects (including but not limited to features, pilots, television specs, web series, short scripts) at various stages of development and provide a means to move forward. Story will be deconstructed, from concept to individual scene work, in an effort to craft a viable narrative for the screen. PREREQUISITE(S): None

DC 449
ACTING FOR FILMMAKERS
Graduate
This course is designed to provide students who plan to work with actors in any aspect of cinema or interactive media, with a foundation in the actor's craft. This will be a hands-on, practical class in which all students will be required to participate fully in the exercises and scene work. Topics to be covered include: relaxation, concentration, trust, listening, sensory work, physical actions, improvisation, imagination, needs, circumstances, objectives, obstacles, scene analysis and scene work. The course will culminate in a staged scene to be presented in class. PREREQUISITE(S): None

DC 450
DIRECTING ACTORS FOR THE CAMERA
Graduate
This course will consist of scene studies emphasizing the actor/director relationship, the relationship between the camera and performer, casting, blocking for the camera, and scene analysis. Each week students will shoot and edit short dialogue scenes. The scenes will be analyzed for the quality of the performance and effectiveness of direction. Students will work toward the creation of a final, polished short film. Digital Cinema students are expected to enter the class with a shoot-able five to ten minute script they can use as their final project. Prerequisites: DC 460, DC 461, DC 462
MODES OF DIGITAL DISTRIBUTION
Graduate
This course deals with the process of creating video for multiple modes of distribution, i.e.: DVD authoring, compression and streaming. It also covers the various outlets available for content distribution. Students will learn content creation, authoring, capture, encoding and serving with an emphasis on video compression and encoding. Students will also come to have a working understanding of codecs, DVD chapters, Easter eggs, region coding, and be able to create a working web page with embedded streaming content. PREREQUISITE(S): DC 320 or DC 420

WORKING WITH ACTORS
Graduate
This course is an introduction and examination of the collaborative process between the actor and director. The class will examine the fundamentals of the craft of acting, provide students with a basic understanding of acting terminology, script analysis, the creative process, and explore effective ways to communicate with the actor. Methods of study include lecture, discussion, assignments, and in-class acting exercises. PREREQUISITE(S): None

DIGITAL CINEMA PROSEMINAR
Graduate
In this course, students develop basic proficiency in the areas of cinematography, editing, and sound. This course is intended for all incoming graduate students in cinema.

PRODUCTION WORKSHOP
Graduate
Students work in teams to produce a completed project every two weeks. Each team will be assigned a specific genre or medium of cinema/media production. Students will be exposed to every aspect of media production from live action shooting to visual effects. Students will also learn how to work well in a team environment and be forced to adhere to deadlines, time constraints and medium limitations. PREREQUISITE(S): DC 460 or DC 409

DIRECTING WORKSHOP
Graduate
Emphasis on directing actors, with production skills such as camera, lighting, editing and sound used in service of the performance. Topics covered include objectives, beats, script analysis, casting, rehearsal, and actor/director relationships. Students will cast working actors or actors from the Theatre School, in short films from adapted screenplays, and produce sample reel material for both actors and directors. PREREQUISITE(S): DC 461

DOCUMENTARY LAW AND ETHICS
Graduate
Students will explore the legal and ethical issues that can arise in the course of documentary and non-fiction media production. The course will discuss standards and practices; decision making and creative control; archival footage and its fair use, legal requirements and implications; the question of informed consent; and ethical issues ranging from paying subjects, staging and reenactments, to sale and resale footage. Case studies of selected documentary films will be presented and analyzed by the class.

INTERACTIVE DOCUMENTARY
Graduate
This course will introduce the evolving media form of interactive non-fiction storytelling. Students will examine the historical context of the genre, analyze the advantages and effectiveness of one media form over another, and explore current production styles and techniques of transmedia and interactive narratives. Students will create individual and group projects revolving around a contemporary theme utilizing different forms of media including film, audio, photography, animation, illustration, writing, and game design.
DC 469
NON-FICTION STORYTELLING AND DEVELOPMENT
Graduate
The course is designed to develop the skills needed for creating compelling and dramatic non-fiction storytelling. The course will familiarize students with the skills to conceptualize and develop a documentary project beginning with brainstorming ideas, research, developing characters and a dramatic narrative structure, developing the proposal and initiating pre-production on the project. Non-fiction projects can range from television, shorts, features, and digital series, to transmedia projects and explore storytelling through live-action, re-enactments, animation, experimental narrative structures, or a combination of the above. The class will investigate various approaches to documentary and analyze the basic narrative principles in various media. Regular viewing of documentary films will encourage discussion on topics of finding original stories, research and development of narratives, developing characters, story structure, the ethics of representation, and the question of "what is truth?".

DC 470
ADVANCED TOPICS IN CINEMA
Graduate
This class will be an in-depth examination of a filmmaker, film genre, or film movement that has had a significant influence on the development of cinematic storytelling and expression. Through lectures, screenings, readings, discussions, and critical writing assignments, students will analyze the distinctive traits of the selected topic within the broader context of cinema history and culture. Specific topics will be selected by the instructor and will vary with each quarter. PREREQUISITE(S): None

DC 471
DOCUMENTARY PRODUCTION
Graduate
This course covers all phases of documentary filmmaking including interview techniques, storytelling with interviews and B roll, and documentary cinematography. For the final project each student will produce a completed documentary film. PREREQUISITE(S): (DC 210 and DC 220) or DC 460 or DC 409

DC 472
TOPICS IN TELEVISION PRODUCTION
Graduate
This course is a hands-on experience in television production of news and public affairs programs. Students learn through theory and practice the role TV Producers and their teams play in creating various TV programs.

DC 473
ADVANCED DOCUMENTARY PRODUCTION
Graduate
This advanced course in documentary production is designed for students who already have experience with making documentaries. In this course, each student will direct and produce a substantial short subject documentary and serve as a crew member on at least one other student project. Topics covered will include choice of subject matter, filmmaker’s POV, dramatic structure, proposal writing, and a variety of technical, aesthetic, practical, and ethical concerns related to producing professional documentary projects. PREREQUISITE(S): DC 371/471

DC 474
ADVANCED TOPICS IN DOCUMENTARY
Graduate
This class will be an in-depth examination of a filmmaker, film genre, film movement, or film production technique that has had a significant influence on the development of non-fiction storytelling and expression. Through lectures, screenings, readings, discussions, critical writing assignments, and/or creative projects, students will analyze the distinctive traits of the selected topic within the broader context of documentary history and culture. Specific topics will be selected by the instructor and will vary with each quarter. Classes will consist of lectures, screenings, in-class discussions, analyses, as well as creative assignments. Students are encouraged to explore their individual creative "voice" and to use this knowledge to stimulate original work in their areas of interest.

DC 475
CINEMATOGRAPHY
Graduate
In this course, students learn advanced production techniques of camera movement, lighting, rigging, filtration and shot composition. Students will be given hands on training in the use of the latest high definition cameras and then create a short script which they will shoot and edit. PREREQUISITE(S): DC 275 or DC 460 or DC 409
DC 476
VISUAL DESIGN
Graduate
Definition, analysis, and structure of visual components that cinema employs to support and emphasize the story. Theory of visual design will be applied through student still photos, as well as an original, visually-oriented, narrative or documentary short film, animation or game design. PREREQUISITE(S): DC 460 or Permission of Instructor

DC 477
LIGHTING I
Graduate
Introduction to safe and established practical operation of studio lighting and grip equipment. Students will learn a variety of basic lighting techniques, set electrical distribution, dolly set up, grip and lighting equipment. PREREQUISITE(S): None or instructor permission

DC 478
SPECIAL EFFECTS AND COMPOSITING
Graduate
Special effects for motion pictures including stop motion, motion control, green screen, and compositing.

DC 479
PRE-PRODUCTION WORKSHOP
Graduate
This two-credit course will provide valuable pre-production work on targeted productions, such as Project Bluelight (faculty or student-led), large-scale class projects, faculty creative projects, or independent and/or professional productions. Professional scheduling, budgeting and pre-visualization software may be utilized. PREREQUISITE(S): By instructor permission only.

DC 480
PROJECT BLUELIGHT
Graduate
Production of a feature-length digital motion picture written by students or faculty within the Digital Cinema program. Students will work as crew under supervision of faculty members heading each of the various production areas. Goal is to produce a completed digital motion picture suitable for festivals or distribution. In addition to production work, graduate students are required to write a 7-10 page paper which analyzes the experience and how it relates to their MS/MFA course of study.

DC 481
DISTRIBUTION AND EXHIBITION
Graduate
Conventional and emerging modes of motion picture distribution with special emphasis on digital streaming and exhibition.

DC 482
POST-PRODUCTION WORKSHOP
Graduate
This two-credit course will provide an opportunity for students to apply their post-production skills and work collaboratively on projects happening during the academic year. These projects can be Project Bluelight (faculty or student-led), large-scale class projects, faculty creative projects, or independent and/or professional productions. Students will work under faculty supervision and gain valuable experience collaborating as part of post-production team. Professional post-production applications, equipment, and facilities will be utilized. PREREQUISITE(S): By instructor permission only.

DC 483
COMEDY, JOKE, AND SKETCH WRITING
Graduate
Students will learn techniques and formulas for joke writing, writing sketch comedy packets, and writing for news driven comedy shows. Students will apply these skills to their existing scripts as well as to developing new material. PREREQUISITE(S): DC 501
DC 484
LIGHTING FOR CINEMA II
Graduate
This continuation of Lighting for Cinema I is a hands-on, experiential class exploring advanced lighting techniques with an emphasis on engaging the audience visually. Students will learn night exterior lighting techniques, practical location lighting approaches, Hollywood gag and moving lights applications. The proper, efficient and safe use of advanced lighting and grip equipment will be demonstrated - Hmi, LED, theatrical, large tungsten, fluorescent, overheads, rigging and dollies. Students will work together in groups to accomplish visual tasks in class each week. PREREQUISITE(S): dc 477

DC 485
PRODUCING
Graduate
This course focuses on the role of the contemporary producer from idea origination and script development to financing and physical production and, finally, to distribution and exhibition. Students master the concepts of revenue streams, constructing deals (gross and net point participation), copyright, marketing, and box office analysis. Production management and line producing are also covered. From script breakdown and production preparation to post-production supervision and delivery, the physical production process is defined.

DC 486
DOCUMENTARY PRODUCING
Graduate
The course will cover the key areas of producing for documentaries, which encompasses pre-production, production, marketing, fundraising, and community outreach and engagement. Students will demonstrate a knowledge of the ways in which producers engage with directors, editors, grant making institutions, individual donors, festival marketplaces, exhibitors and broadcasters. This course will be project-based and students will develop a proposal for a documentary, identify target audiences, identify relevant funding organizations and foundations, write grants, and develop a fundraising and distribution plan. Prerequisite(s): none

DC 487
HOLLYWOOD HISTORY
Graduate
Students will gain a deep understanding of the history and foundation of the film industry through behind-the-scenes access to working studios, historical readings and discussions of the material, and the unique opportunity to have access to the Warner Brothers Archives, the largest single studio collection in the world, housing all of the WB materials from 1918 (the release of the studio's first feature film) through 1968 (when the studio was sold to Seven Arts). Note: Students must be participating in the DePaul LA program to be eligible to enroll.

DC 488
FILMMAKERS SEMINAR
Graduate
Each week, students will be given the rare opportunity to speak directly with some of the industry's biggest players. Hollywood directors, writers, cinematographers, editors, producers, agents, managers, entertainment lawyers, development executives and others will come to class, discuss their journeys, offer advice, and answer questions. The class will culminate with an industry mixer, where these professionals, along with dozens more, will join the students for a relaxed evening of networking. This is an invaluable opportunity for students to begin to form meaningful relationships that can help them as they transition from student to filmmaker. Note: Students must be participating in the DePaul LA program to be eligible to enroll.

DC 489
THE BIG PICTURE: THE ENTERTAINMENT INDUSTRY
Graduate
This course introduces students to vital information about the industry in which they will work. Students will learn industrial analysis of production, distribution, and exhibition sectors, including mastering concepts of revenue streams, constructing deals (gross points and net point participation), copyright, marketing, and box office analysis. Students will also study the structure of organizations and groups crucial to the entertainment industry: studios, talent, agents, exhibition (markets: theatrical, virtual and ancillary), professional organizations including guilds like ASC, and media licensing firms like ASCAP and BMI. There will be an emphasis on global industry.

DC 490
DIRECTING
Graduate
This is a course in directing motion pictures. Topics include casting, rehearsals, the basic relationship between the director, actor, and script, script breakdown, camera placement, and shooting for continuity editing. Each student will produce and direct a scene study and a short narrative film. PREREQUISITE(S): (DC 220 and DC 310) or DC 460 or DC 409
**DC 491**  
**POST-PRODUCTION SEMINAR**  
**Graduate**  
This course is an overview of Post Production, from the end of production, through editing, to final delivery. Topics covered will include workflows, technical aspects, and the online environment. The focus will be on the best way to finish and deliver a film. **PREREQUISITE(S):** DC 460 or DC 409

**DC 493**  
**FILM FESTIVALS WORKSHOP**  
**Graduate**  
An introduction to film festivals and their role in independent cinema and the Hollywood studio system. The global proliferation of film festivals will be examined from the perspectives of both film studies scholars and film making professionals. Students will research the history of major festivals, develop festival strategies for student or independent films, and attend film festival screenings, panels, and/or networking events. **PREREQUISITE(S):** None

**DC 495**  
**DIRECTING THE SHORT MOTION PICTURE**  
**Graduate**  
The penultimate production course for directors. Students must enter with a finished, producible, short film script with some principal pre-production elements in place. Advanced pre-production skills and topics to be covered include: prepping and breaking down the shooting script, schedule and budget, pre-visualization and storyboards, casting, rehearsals and directing actors, blocking, continuity, shot design, locations, aesthetics and visual design, working with crew, set procedures, the production binder, and directing from prep through post-production and delivery. **PREREQUISITE(S):** DC 462 and DC 423

**DC 496**  
**TOPICS IN STUDY ABROAD**  
**Graduate**  
This practical course offers students an intensive experience studying cinema and/or television production abroad. Students will be introduced to the cultural context, practices, philosophies, styles and business of film and TV. Facility tours, screenings and cultural experiences may be used to supplement the classroom activities in order to deepen the understanding of the experience abroad. **PREREQUISITE(S):** None

**DC 499**  
**INTERNSHIPS IN MEDIA AND DESIGN**  
**Graduate**  
This is an internship/independent study course for graduate students, which offers the opportunity to reflect on an internship while gaining professional experience, industry contact and referrals while still in school. Opportunities in post-production, motion picture production, advertising, television, animation, game design, graphic design, motion graphics and interactive media can all qualify for the course. Students will work independently on class assignments. Assignments will be determined by the instructor and based on the number of credits in which the student is enrolled. Admission to the program requires consent of the internship course instructor after verification of the student's internship. **PREREQUISITE(S):** Internship

**DC 501**  
**STORYTELLING FOR THE SCREENWRITER**  
**Graduate**  
Students begin their screenwriting journey with a strong foundation in the basic building blocks of solid, engaging storytelling. Students will mine their own lives in order to create memorable stories, characters, and settings. Additionally, students will learn basic screenwriting skills such as character development, constructing atmosphere, and the fundamental components of a scene. **PREREQUISITE(S):** None

Status as a MFA Screenwriting student is a prerequisite for this class.

**DC 502**  
**STORY STRUCTURES**  
**Graduate**  
Advanced critical analysis of multiple film structures beginning with a solid understanding of classically structured linear narratives told in three acts and ultimately exploring non-traditional feature film structures including but not limited to: ensemble, multiple protagonist, non-linear and episodic. Films will range from classic Hollywood films to contemporary independent films. Students will learn various theorists' approaches to terminology (which may include Snyder, Field, Campbell, and Howard) in order to develop a language with which to discuss scripts and finished films, both other people's work as well as in developing their own. **PREREQUISITE(S):** None
DC 503
STUDIO DEVELOPMENT
Graduate
This advanced course examines the development process that enables the screenplay's journey from draft to screen. By crafting professional
coverage and development notes, the class will deconstruct feature length scripts and student work in an effort to forge them into
cinematically viable properties. The assignments and class discussions are designed to expose the inner workings of Hollywood and provide a
framework for what it takes to succeed in the entertainment industry. Enrollment is only open to MFA students. PREREQUISITE(S): None

DC 504
REWRITING YOUR FEATURE OR TV SCRIPT
Graduate
This class will focus on rewriting one completed feature film script, or rewriting one television pilot plus an additional future episode. Students
will walk away from this class with a polished writing sample ready to be shown to agents, managers, and producers as they enter the
professional screenwriting world. PREREQUISITE(S): DC 402, DC 403, DC 408

DCM 301
EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT
Undergraduate
In this leadership course, students will use the text, behavior/trait surveys, and case studies to understand leadership theories and models.
Participants will learn to create, establish, and reinforce cultural rules of engagement designed to increase communication effectiveness and
get the most out of the current human dynamic in their respective environments. Understanding these various leadership models allows
students to reflect on their own style in today's culturally changing environments.

DCM 302
PROJECT MANAGEMENT: DESIGN AND ASSESSMENT
Undergraduate
Project Management is an important discipline that can benefit students in their careers as well as personal life. This course will explore
project management methodologies, their common steps and tools. The course translates Project Management theory into a practical and
effective methodology, starting with working definitions of Project and Project Management, the course examines project initiation, evaluation
and organization using analytic techniques such as discounted cash flow and PERT/CPM. In addition, the course examines project execution
and control, along with the documentation and communications skills needed to keep a project on track. The course concludes with an
overview of project management applied to computer information systems development.

DCM 303
LEADERSHIP MODELS FOR STRONG ORGANIZATIONS
Undergraduate
This course is designed to explore the research, practices, purposes and scope of leadership as a tool to develop leadership skills that will
influence and inspire others. Both individual and organizational aspects will be presented and will include such areas as behaviors, ethics,
communications, cultures and current practices. Emphasis will be on application of leadership theories and skill building through self-
assessment exercises and cases.

DCM 304
EVLING PROFESSIONAL ETHICS
Undergraduate
Evolving Professional Ethics analyzes and weighs ethical issues in the professions in relationship to pressing values of social responsibility and
quality of life seen through lenses of moral philosophers and incisive thinkers. It places business ethics and moral philosophy in
juxtaposition. In a time of tumultuous choices, the pursuit of self interest is questioned in the light of changing, evolving awareness of values
in humanity, community, environment, including race and gender, as they influence business context and holistic awareness of professional
ethics.

DCM 305
ENTREPRENEURSHIP BASICS
Undergraduate
Entrepreneurship is a powerful force that stimulates economic growth, promotes employment, and allows for self expression by turning ideas
into tangible reality. Entrepreneurial thinking can be developed as can the skills needed to successfully start and manage new enterprises.
But entrepreneurship is not without risk and every person must assess risk in light of their own personality and life situation. This course leads
students through a realistic understanding of entrepreneurship as an economic force and a way of life, its impact on involved persons and
practices most likely to promote success. Learning is accomplished through a combination of lecture, discussion, reading and homework.
Students are encouraged to bring their own personal experiences to class for discussion.
DCM 306  
PRODUCTIVE APPLICATIONS OF WORK BASED INFORMATION TECHNOLOGY
Undergraduate
In this course, students will learn about work-based information technology by exploring Windows PC and Mac operating systems. Students will be introduced to common work-based applications software in MS Office: Word, Excel, Power Point, Access and Outlook. Students will learn the basics, intermediate, and advanced level of MS Word, Excel, and Power Point. Students will explore the use and security of Internet applications for both Windows and Mac operating systems.

DCM 307  
ANALYZING HUMAN BEHAVIOR
Undergraduate
This course targets the link between the physical environment and social behavior. Every physical space is also a social space; its organization contains a “code” of responsive behavior for people to understand. We focus on these “codes,” and examine the ways they provoke conformity and deviance from individuals and groups. Students are expected to enter the social environment and gather publicly-observable data for analysis in the classroom setting. The ethics of social research, and of an observer’s interaction with the environment, are key points of inquiry during the quarter. Students in this course work at a “pre-ethnography” level, and are primed by its conclusion to enter and analyze any social group and its physical surroundings.

DCM 308  
INTRODUCTION TO STATISTICS
Undergraduate
This course will teach students the basic concepts of statistics. As a group, we will investigate topics in descriptive statistics, correlation, normal distributions, probability, sampling distributions and hypothesis testing. By the end of this course, students will be able to complete a statistical analysis of datasets using Microsoft Excel as the primary tool. We will also devote considerable time to discussing how statistics are used and abused.

DCM 309  
APPLIED RESEARCH
Undergraduate
This course allows the student to develop competence in the process of systematic, academic inquiry. The Applied Research course requirements focus on key aspects of inquiry. Students create a research proposal responding to a purpose, problem, and question each chooses to target (but do not actually carry out the data collection or analysis during this particular quarter). Students will explore research methodologies "quantitative and qualitative" and create a research design proposal based on a literature review and carefully constructed question, hypothesis, and methodology.

A major in Leadership Studies, Applied Behavioral Sciences or Professional Communication is a prerequisite for this class.

DCM 310  
THINKING CRITICALLY
Undergraduate
This course strengthens students' analytical thinking ability through practice in the skills and strategies of critical thinking and reading, and in the construction and evaluation of logical arguments. In pursuing these goals, we encounter principles of logic, strategies of persuasion, and techniques of propaganda. The course presents a variety of readings, exercises, and projects designed to help students develop learning and skill in the following areas: identifying assumptions, connecting assertions to evidence, stating generalizations, analyzing arguments, and bringing multiple perspectives to bear on complex issues and questions.

A major in Leadership Studies, Applied Behavioral Sciences or Professional Communication is a prerequisite for this class.

DCM 311  
CONFLICT MANAGEMENT AND NEGOTIATION
Undergraduate
This course will examine several aspects of communication. We will examine perception, assumption, language and sensitivity in the workplace and beyond, applying strategies drawn from theory to actual workplace situations. Successful collaboration and teamwork are the result of clear interpersonal communication. Done well, collaborative problem solving stimulates new ideas and more sophisticated approaches. To this end, we will consider the issues of empathy and personal style in the workplace and beyond. The question of conflict will be examined from several angles, and defined in several practical ways. We will analyze the differences and similarities between (among others) status-based, ego-based and issue-based conflicts in the workplace and beyond, and apply the theory of principled negotiation to identify and resolve these conflicts.
DCM 313
LEARNING FROM EXPERIENCE AND SELF-ASSESSMENT
Undergraduate
Students will explore the nature of learning from experience and self-assessment. They will develop a reflective learning autobiography and read about theories of adult learning. Students will also be introduced to the DePaul Library, taking the online library tutorial. Time management issues and tools, as well as life stages and learning interests will also be explored.

A major in Leadership Studies, Applied Behavioral Sciences or Professional Communication is a prerequisite for this class.

DCM 314
LEARNING AND TRANSFORMATION
Undergraduate
Building on last quarter's seminar, students will look closely at the notion of transformative learning. Additionally, using learning style inventories, they will reflect on ways to exercise various learning styles in their work, and capitalize on their strengths.

A major in Leadership Studies, Applied Behavioral Sciences or Professional Communication is a prerequisite for this class.

DCM 315
EXPLORING THE FIELD
Undergraduate
Students will work on professional goal setting and action plans by conducting research on their chosen field, exploring trends, ethical issues, controversies, best preparation strategies, and other salient matters. In addition, the concept of "good work" and what that means for one's own career will be debated and discussed.

A major in Leadership Studies, Applied Behavioral Sciences or Professional Communication is a prerequisite for this class.

DCM 316
WORK IN A GLOBAL ENVIRONMENT
Undergraduate
Globalization of the world's economy has dramatically changed the interactions of people from different cultures. As a result, the importance of understanding cultural difference has increased significantly. This seminar will introduce students to the challenges and opportunities associated with living, working and learning in a global environment. This will be done through discussion, reading, case studies, films and exercises to increase cultural self awareness as well as cross-cultural sensitivity.

DCM 317
ETHICS IN THE PROFESSIONS
Undergraduate
Students will explore various approaches to determining right, morally acceptable, behavior. Epistemology and several ethical frameworks will be examined. Students will write, discuss, and debate case studies from their workplaces or field.

DCM 318
SOCIAL JUSTICE IN THE PROFESSIONS
Undergraduate
Students will look at the nature of social justice, creating a working definition of the widely used term. Readings will guide examination of issues of social justice in students' fields or disciplines.

DCM 319
CREATIVITY AND INNOVATIVE THINKING
Undergraduate
Connections among such varied disciplines as physics, politics, and poetry will be examined and investigated within students' own discipline/profession. Using a variety of approaches to integrative and innovative thinking, students will explore interconnectedness, expanding possibilities, creativity, and decision-making.
DCM 320
PROFESSIONAL PORTFOLIO DEVELOPMENT
Undergraduate
In this class, students will study the concept and use of professional portfolios and create criteria by which they will choose work to include in their own portfolios. They will assess and evaluate their professional goals using the portfolio as a tool in that assessment. Networking and sharing of information and experience will be emphasized.

DCM 321
CAPSTONE PLANNING
Undergraduate
Students will begin the research for their capstone project, one that is directly related to the major and meant to be the final entry in the professional portfolio. Project ideas and topics will be discussed, refined, and formally proposed. Students will complete a review of the appropriate literature and construct a methodology by which they will carry out the capstone project in the final quarter.

A major in Leadership Studies, Applied Behavioral Sciences or Professional Communication is a prerequisite for this class.

DCM 322
CAPSTONE PROJECT/PORTFOLIO REVIEW
Undergraduate
Students complete the capstone project in this course and also will review their learning portfolio selections thus far and make strategic choices for their (1) professional and (2) learning portfolios. In addition, this quarter will provide students the opportunity to wrap-up and reflect on their learning overall.

A major in Leadership Studies, Applied Behavioral Sciences or Professional Communication is a prerequisite for this class.

DCM 323
THE PSYCHOLOGY OF AGING AND THE AGED
Undergraduate
This course provides an overview of the current theories, themes and issues of adult development and aging. In addition to understanding these theories and issues, students will explore questions such as: Does wisdom come with increasing age? Do people really change over time? What are the keys to positive aging?

DCM 324
EFFECTIVE GROUP AND PERSONAL DYNAMICS
Undergraduate
This course design unifies two levels of human behavior and motivation: group and personal. Processes leading to decision-making and other actions rest in articulable patterns on both corporate and individual dimensions. We seek, in this educational arena, to activate and analyze this set of motives and to apprehend, and perhaps predict, this bi-lateral source of human motivation. In so doing, the group-level patterns leading to appreciable action and those emanating from each individual will more easily be understood, and their root patterns put to beneficial use.

DCM 325
WORK & SOCIETY
Undergraduate
We will consider work from the perspective of our needs and values, but also from the perspective of the needs of society. We will also consider the value that society assigns to different types of work (and the impact of that valuation on us as individuals and as members of various social groups). Other topics will include how work affects our family and social lives, the impact of modern values on how we view our work, and the role of technology in how we do our work and in how we view our work.

DCM 326
LEADERSHIP LESSONS FROM LITERATURE
Undergraduate
This Structured Independent Study provides a critical analysis of ancient literature, writers and thinkers. Examining leaders and leadership situations from these early writings, students will compare and contrast contemporary leadership approaches. Through reading, reflection, and written exercises students will uncover relationships and insights to their current leadership practices and situations. A variety of knowledge and ideas focused on acting ethically, thinking independently, listening closely, taking responsibility, and finding balance are among the tools that students will develop in this course. Close reading of Sophocles and Aeschylus along with various articles about these famous ancient playwrights will allow students to bring the works of these early thinkers to their current leadership situations. This study will also include a research component.
DCM 328
PLAN & DELIVER: IMPLEMENTING TRAINING PROGRAMS
Undergraduate
In this Structured Independent Study, students will learn about the strategic process of effectively implementing a corporate training program based on business drivers. It requires a broad understanding of the business in the context of corporate goals and initiatives that influence an organization's success. In other words, training programs must consider what is important to the organization. This process includes defining requirements and success criteria, designing the process, implementing and powerfully communicating the program to the learners, and then understanding how to measure the success of the program. Using methodology and models that have been successful in numerous global and domestic companies, students in this course will create their own plan for implementation, communication, and measurement to ensure success in their future training program implementations. The focus for this study will be to identify organizational problems that can be addressed through training and will discover the importance of a “learning organization” in this process.

DCM 329
GETTING THE WORD OUT: HOW TO IMPLEMENT TRAINING PROGRAMS
Undergraduate
In this Structured Independent Study, students will learn about the strategic process of effectively implementing and communicating a corporate training program based on business drivers. It requires a broad understanding of the business in the context of corporate goals and initiatives that influence an organization's success. In other words, training programs must consider what is important to the organization and then communicate it powerfully. This process includes defining requirements and success criteria, designing the process, and implementing and effectively communicating the program to the learners. Students will be introduced to how to measure the success of the program. Using methodology and models that have been successful in numerous global and domestic companies, students in this course will create their own plan for implementation and communication to ensure success in their future training program implementations. The focus for this study will be to create and design a functional process and develop the communication tools to deliver a training program in a corporate business community environment.

DCM 330
PROFESSIONAL COMMUNICATION IN THE WORKPLACE
Undergraduate
This course consists of 10 modules and provides an overview of the fundamentals of professional writing. Through engaging in and reflecting upon a variety of professional writing tasks, you will learn the rhetorical theory and practice necessary for effective written communication in professional contexts.

DCM 331
LEARNING HOW TO LEARN
Undergraduate
Learning is something we begin as soon as we are born. We usually think about what we learn more than how we learn, however. In this course, you'll engage in hands-on activities to help you explore yourself as a learner. Additionally, you'll be exploring time-management, your motivation as a learner, keeping a learning journal, and strategies for applying your learning to assignments. Research and experience tell us that adult learners tend not to finish their degree programs in higher numbers than traditional-aged students. There are many reasons, among them the complications of adult life with jobs, families, and life changes. This course exists to help adult learners understand themselves better as learners and to map out strategies of support and resources to help them achieve graduation.

DCM 332
APPLIED STATISTICS
Undergraduate
In this class, students will look at how numerical knowledge is created and interpreted, and how these processes give us tools to critically analyze ideas, policies, and scientific conclusions. Some knowledge of mathematics is essential to understanding statistics. Thus, completion of a standard course in quantitative reasoning or college algebra will be of great help in succeeding in this course of study.

DCM 333
ADDICTIONS AND RECOVERY
Undergraduate
This course seeks to explore and understand alcohol and drug addiction from a biological, psychological, and social approach. Students will learn about the different causes of addiction, understanding addiction as both a disease and a behavioral phenomenon. In addition, the societal effects of addiction will be explored, highlighting in particular the impact on mental health centers, hospitals and prison systems. Students will then study the most common drugs of addiction. Finally, a variety of treatments for drug addiction will be explored, and the class will culminate with students developing a treatment plan for a hypothetical case study.
DES 111
DRAWING FOR DESIGNERS I
Undergraduate
The first in a three quarter sequence of general drawing courses exclusively for students enrolled in the design majors of The Theater School. Two credit hours. Open to Theatre students only.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 112
DRAWING FOR DESIGNERS II
Undergraduate
The second in a three quarter sequence of general drawing courses exclusively for students enrolled in the design majors of The Theater School.

TEC 111 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 113
DRAWING FOR DESIGNERS III
Undergraduate
The third in a three quarter sequence of general drawing courses exclusively for students enrolled in the design majors of The Theater School.

TEC 112 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 141
PRINCIPLES OF DESIGN
Undergraduate
First course of a 3-quarter sequence of courses for the appreciation and experience of design as an aesthetic distinct from the other arts, and awareness of design considerations as manifested in theatrical productions.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 142
PRINCIPLES OF DESIGN
Undergraduate
Second course of a 3-quarter sequence of courses for the appreciation and experience of design as an aesthetic distinct from the other arts, and awareness of design considerations as manifested in theatrical productions.

DES 141 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 143
PRINCIPLES OF DESIGN
Undergraduate
Third course of a 3-quarter sequence of courses for the appreciation and experience of design as an aesthetic distinct from the other arts, and awareness of design considerations as manifested in theatrical productions.

DES 142 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 208
SOUND DESIGN I
Undergraduate
First course in a 3 course sequence. This is an introduction class to the artistry of sound design through understanding the physics behind sound and the tools by which you will manipulate it. The students will also learn basic ideas behind how to approach placing sound to a visual theatrical element.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
DES 209
SOUND DESIGN I
Undergraduate
Second course in a 3 course sequence. In this class the students will learn the history of sound design, as well as how music and the recording of sound has changed throughout the years. Students will also learn how to approach a script and apply sound design to it.

DES 208 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 210
SOUND DESIGN I
Undergraduate
Third course in a 3 course sequence. This class goes more into depth with the process of sound design. In this class the students will learn how to approach a specific play, and design it within the process that you will come to learn as The Theatre School's standard production practice.

DES 209 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 240
LIGHTING TECHNOLOGY
Undergraduate
Technical and mechanical aspects of lighting. A detailed study of standard equipment, lamps, connectors, control systems, hanging positions, procedures and practices for the lighting designer.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 241
SCENE DESIGN I
Undergraduate
First of a 3-course sequence. An introduction to the methods of scenic design, with exposure to both historical and contemporary practice. Students become familiar with the mechanical aspects of scenery and stages, and assimilate the principles of design and the technical requirements of a script into a fully developed scene design.

DES 143 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 242
SCENE DESIGN I
Undergraduate
Second of a 3-course sequence. An introduction to the methods of scenic design, with exposure to both historical and contemporary practice. Students become familiar with the mechanical aspects of scenery and stages, and assimilate the principles of design and the technical requirements of a script into a fully developed scene design.

DES 241 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 243
SCENE DESIGN I
Undergraduate
Third of a 3-course sequence. An introduction to the methods of scenic design, with exposure to both historical and contemporary practice. Students become familiar with the mechanical aspects of scenery and stages, and assimilate the principles of design and the technical requirements of a script into a fully developed scene design.

DES 242 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 244
COSTUME DESIGN I
Undergraduate
First of a 3-course sequence. An introduction to costume. Students will explore the design process, costume silhouette and detail, and scripts and character analysis within the context of historical theatrical costuming.

THE 381 is a corequisite and status as an Undergraduate Theatre student is a prerequisite for this class.
DES 245  
COSTUME DESIGN I  
Undergraduate  
Second of a 3-course sequence. An introduction to costume. Students will explore the design process, costume silhouette and detail, and scripts and character analysis within the context of historical theatrical costuming. CO-REQUISITE: THE 382.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 246  
COSTUME DESIGN I  
Undergraduate  
Third of a 3-course sequence. An introduction to costume. Students will explore the design process, costume silhouette and detail, and scripts and character analysis within the context of historical theatrical costuming. CO-REQUISITE: THE 382.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 247  
LIGHTING DESIGN I  
Undergraduate  
First course in a 3 course sequence. The development and communication of lighting ideas. Script analysis, images, visual research, lighting concepts. The observation of light, and the development of oral, written and visual communication of lighting ideas.

DES 247 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 248  
LIGHTING DESIGN I  
Undergraduate  
Second course in a 3 course sequence. The development and communication of lighting ideas. Script analysis, images, visual research, lighting concepts. The observation of light, and the development of oral, written and visual communication of lighting ideas.

DES 247 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 249  
LIGHTING DESIGN I  
Undergraduate  
Third course in a 3 course sequence. The development and communication of lighting ideas. Script analysis, images, visual research, lighting concepts. The observation of light, and the development of oral, written and visual communication of lighting ideas.

DES 248 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 250  
MATERIALS AND PROCESSES  
Undergraduate  
The objective of this course is to familiarize the student set designer with the architectural and construction conventions that impact scene design. Students study a variety of standard stage environments, as well as the specialized vocabulary and equipment commonly used in theatrical production spaces. Students will also be introduced to the most common scenic construction materials, their strengths, their limitations, and the tools used to manipulate these materials. Whenever possible, a hands-on approach will be used to acquaint the student with the machinery, materials, hardware, and tools regularly used in theatrical production.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 252  
SCENOGRAPHIC DRAFTING  
Undergraduate  
Second course in a 3 course sequence. With an emphasis on practical work in substantial projects, students learn the organization of the technical documentation of scenery. Scenic drafting conventions are studied and applied to the comprehensive communication of a design.

TEC 113 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
DES 253
SCENOGRAPHIC DRAFTING
Undergraduate
Third course in a 3 course sequence. With an emphasis on practical work in substantial projects, students learn the organization of the technical documentation of scenery. Scenic drafting conventions are studied and applied to the comprehensive communication of a design.

DES 252 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 271
DESIGN PRODUCTION PRACTICE I
Undergraduate
First course in a 3 course sequence. Design students do practical work on planning, constructing, rigging, painting, crewing, and running of productions. Areas may include scenery, costumes, lighting, or sound.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 272
DESIGN PRODUCTION PRACTICE I
Undergraduate
Second course in a 3 course sequence. Design students do practical work on planning, constructing, rigging, painting, crewing, and running of productions. Areas may include scenery, costumes, lighting, or sound.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 273
DESIGN PRODUCTION PRACTICE I
Undergraduate
Third course in a 3 course sequence. Design students do practical work on planning, constructing, rigging, painting, crewing, and running of productions. Areas may include scenery, costumes, lighting, or sound.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 284
MODEL BUILDING
Undergraduate
The course focuses on creating professional quality scale models of stage scenery. Students will learn to work with a variety of materials (foamcore, board, paper, wood, and metal, and appropriate glues), will find sources for scale furnishings, and will learn a variety of techniques such as soldering and casting.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 285
MEDIA FOR DESIGNERS
Undergraduate
Students will gain experience with a variety of color media that will be useful in illustrating and rendering their designs for the stage. Media covered will include watercolor, acrylics, oil pastel, colored pencil, and others.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 286
LIFE DRAWING
Undergraduate
By creating drawings from live models, students will learn about body structure and musculature, and will develop their skills in figure drawing, and 'drawing what you see'.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
DES 308
SOUND DESIGN II
Undergraduate
First course in a 3 course sequence. Students will learn both simple and advanced methods of music composition using MIDI, hardware and software samplers and keyboards. Students will create several pieces of composed music including scores for theatre and film and integrate other learned skills to create sound designs for both published and new plays.

DES 210 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 309
SOUND DESIGN II
Undergraduate
Second course in a 3 course sequence. Students will learn both simple and advanced methods of music composition using MIDI, hardware and software samplers and keyboards. Students will create several pieces of composed music including scores for theatre and film and integrate other learned skills to create sound designs for both published and new plays.

DES 308 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 310
SOUND DESIGN II
Undergraduate
Third course in a 3 course sequence. This is a more in depth look at sound design and the actual programming and tech process. Students will learn how to quickly adapt and manipulate sound cues as if they are in a technical rehearsal. This class will help aid the student in their collaboration and communication skills.

DES 309 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 320
ADVANCED MAKEUP
Undergraduate
In this course students will design a character makeup involving both facial prosthetics and ventilated hair. Three types of facial prosthetics are produced: silicone, foamed latex and slush molded latex. Face casting, clay sculpting and mold making are taught as steps to creating the final prosthetic. A ventilated hair piece is produced with attention to techniques of pattern making, hair processing, ventilating and hair dressing. Painting techniques are reviewed as final makeup is put together. Each year the class will choose one "extra" technique to pursue. Past pursuits have been: Kabuki Makeup with Kabuki master Shozo Sato, Tooth casting and stage teeth.

PRF 214, 215 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 341
SCENE DESIGN II
Undergraduate
First course in a 3 course sequence. Basic techniques are incorporated into a comprehensive approach to scene design with the emphasis on aesthetics. The analysis of scripts in visual terms, visual research methods, style in the theater, and the development of a design concept, are studied through projects in contrasting styles of stage designs.

DES 243 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 342
SCENE DESIGN II
Undergraduate
Second course in a 3 course sequence. Basic techniques are incorporated into a comprehensive approach to scene design with the emphasis on aesthetics. The analysis of scripts in visual terms, visual research methods, style in the theater, and the development of a design concept, are studied through projects in contrasting styles of stage designs.

DES 341 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
DES 343
SCENE DESIGN II
Undergraduate
Third course in a 3 course sequence. Basic techniques are incorporated into a comprehensive approach to scene design with the emphasis on aesthetics. The analysis of scripts in visual terms, visual research methods, style in the theater, and the development of a design concept, are studied through projects in contrasting styles of stage designs.

DES 342 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 344
COSTUME DESIGN II
Undergraduate
First course in a 3 course sequence. Lectures and projects in costume design for the modern drama, specifically from realism through the 20th century styles. Design projects include script interpretation, rendering techniques, budgets, and fabric selections.

DES 246 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 345
COSTUME DESIGN II
Undergraduate
Second course in a 3 course sequence. Lectures and projects in costume design for the modern drama, specifically from realism through the 20th century styles. Design projects include script interpretation, rendering techniques, budgets, and fabric selections.

DES 344 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 346
COSTUME DESIGN II
Undergraduate
Third course in a 3 course sequence. Lectures and projects in costume design for the modern drama, specifically from realism through the 20th century styles. Design projects include script interpretation, rendering techniques, budgets, and fabric selections.

DES 345 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 347
LIGHTING DESIGN II
Undergraduate
First course in a 3 course sequence. The implementation of lighting ideas. Practice in the translation of lighting ideas into actual designs. Light pads, lighting paperwork, Vectorworks, the use of equipment and the exploration of realistic lighting styles.

DES 249 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 348
LIGHTING DESIGN II
Undergraduate
Second course in a 3 course sequence. The implementation of lighting ideas. Practice in the translation of lighting ideas into actual designs. Light pads, lighting paperwork, Vectorworks, the use of equipment and the exploration of realistic lighting styles.

DES 347 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 349
LIGHTING DESIGN II
Undergraduate
Third course in a 3 course sequence. The implementation of lighting ideas. Practice in the translation of lighting ideas into actual designs. Light pads, lighting paperwork, Vectorworks, the use of equipment and the exploration of realistic lighting styles.

DES 348 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
DES 361  
THEATRICAL COLLABORATION  
Undergraduate  
An investigation, through research and discussion, of the conceptual problems of physically mounting specific, assigned scripts from the classic and modern theatre, covering a broad stylistic range. Students will submit proposals for designs and justify their ideas through literary and pictorial research. The directorial and collaborative problems of arriving at a production concept, up to, but not including fully-realized design documentation, is emphasized through a series of projects.

Status as a 3rd or 4th year BFA Lighting, Scenery, Costume Design and Dramaturgy students, or MFA students is a prerequisite for this class.

DES 362  
THEATRICAL COLLABORATION  
Undergraduate  
An investigation, through research and discussion, of the conceptual problems of physically mounting specific, assigned scripts from the classic and modern theatre, covering a broad stylistic range. Students will submit proposals for designs and justify their ideas through literary and pictorial research. The directorial and collaborative problems of arriving at a production concept, up to, but not including fully-realized design documentation, is emphasized through a series of projects.

Status as a 3rd or 4th year BFA Lighting, Scenery, Costume Design and Dramaturgy students, or MFA students is a prerequisite for this class.

DES 371  
DESIGN PRODUCTION PRACTICE II  
Undergraduate  
First course in a 3 course sequence. For all design students. Through demonstration, discussion, lecture, and projects, students explore assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 372  
DESIGN PRODUCTION PRACTICE II  
Undergraduate  
Second course in a 3 course sequence. For all design students. Through demonstration, discussion, lecture, and projects, students explore assignments will be commensurate with ability and experience.

DES 371 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 373  
DESIGN PRODUCTION PRACTICE II  
Undergraduate  
Third course in a 3 course sequence. For all design students. Demonstration, discussion, lecture, and projects. Assignments will be commensurate with ability and experience.

DES 372 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 384  
RENDERING FOR DESIGNERS I  
Undergraduate  
First course in a 3 course sequence. The course consists of exercises, studies and renderings using values of gray to achieve the illusion of 3-dimensional form. With a variety of drawing and painting materials, students work from gradually more complex still-life set ups, under controlled lighting, and form a clipping file of research which they compile.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
DES 385
RENDERING FOR DESIGNERS II
Undergraduate
Second course in a 3 course sequence. The course consists of exercises, studies and renderings using values of gray to achieve the illusion of 3-dimensional form. With a variety of drawing and painting materials, students work from gradually more complex still-life set ups, under controlled lighting, and form a clipping file of research which they compile.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 386
RENDERING FOR DESIGNERS III
Undergraduate
Third course in a 3 course sequence. The course consists of exercises, studies and renderings using values of gray to achieve the illusion of 3-dimensional form. With a variety of drawing and painting materials, students work from gradually more complex still-life set ups, under controlled lighting, and form a clipping file of research which they compile.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 387
SCENE PAINTING
Undergraduate
First course in a 3 course sequence. Discussion of the formulation and handling of scene paints and dyes, brushes and tools, and techniques. Practical laboratory work in problems of the realistic representation of a variety of textures and materials at scenic scale leads to fully developed illusionistic and pictorial stage scenery.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 388
SCENE PAINTING
Undergraduate
Second course in a 3 course sequence. Discussion of the formulation and handling of scene paints and dyes, brushes and tools, and techniques. Practical laboratory work in problems of the realistic representation of a variety of textures and materials at scenic scale leads to fully developed illusionistic and pictorial stage scenery.

DES 387 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 389
SCENE PAINTING
Undergraduate
Third course in a 3 course sequence. Discussion of the formulation and handling of scene paints and dyes, brushes and tools, and techniques. Practical laboratory work in problems of the realistic representation of a variety of textures and materials at scenic scale leads to fully developed illusionistic and pictorial stage scenery.

DES 388 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 399
INDEPENDENT STUDY
Undergraduate
Independent Study

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 408
SOUND DESIGN III
Undergraduate
This course incorporates the full design of a show using the students' own compositions. The students will complete an entire play start to finish without using any found music.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
This class will help the student prepare their own specific branding for their freelance career so that they will have a complete packaging of their artwork. In addition they will be working on 2 plays simultaneously in order to jump-start into the multi-tasking that is involved in Sound Design.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

Each week will be an introduction to different careers that are possible within the field of Sound Design. This class will contain guest lectures from the professional designers who specialize in each field. This will help the student narrow their focus to what they wish to achieve after they graduate. In addition, the students will be working on 3 plays simultaneously to continue their multi-tasking ability.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

First course in a 3 course sequence. Students complete assignments in the conceptual analysis and fulfillment of projects covering a wide variety of genres, including designs for the classical and modern drama, opera, and the ballet. As a corollary, portfolios of a professional caliber are developed.

DES 343 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

Second course in a 3 course sequence. Students complete assignments in the conceptual analysis and fulfillment of projects covering a wide variety of genres, including designs for the classical and modern drama, opera, and the ballet. As a corollary, portfolios of a professional caliber are developed.

DES 441 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

Third course in a 3 course sequence. Students complete assignments in the conceptual analysis and fulfillment of projects covering a wide variety of genres, including designs for the classical and modern drama, opera, and the ballet. As a corollary, portfolios of a professional caliber are developed.

DES 442 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

First course in a 3 course sequence. Costume design for the diverse styles of the pre-modern drama evolving through lecture and project work. Projects will include script interpretation, developing a professional portfolio, discussions on career planning, and the exploration of costume design within the areas of musical theater, opera, dance, film, television and commercials.

DES 346 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
DES 445
COSTUME DESIGN III
Undergraduate
Second course in a 3 course sequence. Costume design for the diverse styles of the pre-modern drama evolving through lecture and project work. Projects will include script interpretation, developing a professional portfolio, discussions on career planning, and the exploration of costume design within the areas of musical theater, opera, dance, film, television and commercials.

DES 444 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 446
COSTUME DESIGN III
Undergraduate
Third course in a 3 course sequence. Costume design for the diverse styles of the pre-modern drama evolving through lecture and project work. Projects will include script interpretation, developing a professional portfolio, discussions on career planning, and the exploration of costume design within the areas of musical theater, opera, dance, film, television and commercials.

DES 445 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 447
LIGHTING DESIGN III
Undergraduate
First course in a 3 course sequence. Complete lighting design projects in a variety of styles and methods of presentation including unit set, multi-set, musicals, operas. Cuing, scenery and backdrop design will also be covered.

DES 349 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 448
LIGHTING DESIGN III
Undergraduate
Second course in a 3 course sequence. Complete lighting design projects in a variety of styles and methods of presentation including unit set, multi-set, musicals, operas. Cuing, scenery and backdrop design will also be covered.

DES 447 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 449
LIGHTING DESIGN III
Undergraduate
Third course in a 3 course sequence. Complete lighting design projects in a variety of styles and methods of presentation including unit set, multi-set, musicals, operas. Cuing, scenery and backdrop design will also be covered.

DES 448 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 471
DESIGN PRODUCTION PRACTICE III
Undergraduate
For all design students. Assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 472
DESIGN PRODUCTION PRACTICE III
Undergraduate
For all design students. Assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
DES 473
DESIGN PRODUCTION PRACTICE III
Undergraduate
For all design students. Assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 484
PHOTOSHOP FOR DESIGNERS
Undergraduate
This class will take students through the process of creating professional renderings of stage scenery, costumes, and lighting, by using Photoshop to manipulate and transform their original sketches. Through this process, the students will master the tools available in Photoshop, and will create portfolio-ready rendering works.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 485
PROJECTION DESIGN
Undergraduate
This is a one quarter course that provides students with basic design concepts, techniques and skills in the use of projection design for theatre. The classes combine lecture-discussion and studio work, and are project based to apply learned skills to the projection design process. The course focuses on conceiving motion and still images for projection, communicating those ideas to the design team through story boards, and realizing those ideas through the use of Isadora' video control software. The instructor will work with students individually to focus on techniques that support each student's specific design discipline. Every effort will be made to bring students into working theaters to see professional theatre productions using projections. No pre-requisite; a working knowledge of Adobe Photoshop is recommended.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 486
PORTFOLIO PREPARATION
Undergraduate
Students will work on developing a professional portfolio that showcases their design work to best advantage. Students will develop a consistent presentation style and will rework projects as necessary to increase the quality of their portfolio.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 490
DESIGN INTERNSHIP
Undergraduate
The internship provides the student with an opportunity to learn by working with experienced professionals in an area related to his/her area of study at The Theatre School.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 641
THEATRICAL COLLABORATION
Graduate
An investigation, through research and discussion, of the conceptual problems of physically mounting specific, assigned scripts from the classic and modern theatre, covering a broad stylistic range. Students will submit proposals for designs and justify their ideas through literary and pictorial research. The directorial and collaborative problems of arriving at a production concept, up to, but not including fully-realized design documentation, is emphasized through a series of projects.

Status as a 3rd or 4th year BFA Lighting, Scenery, Costume Design and Dramaturgy students, or MFA students is a prerequisite for this class.
DES 642
THEATRICAL COLLABORATION
Graduate
An investigation, through research and discussion, of the conceptual problems of physically mounting specific, assigned scripts from the classic and modern theatre, covering a broad stylistic range. Students will submit proposals for designs and justify their ideas through literary and pictorial research. The directorial and collaborative problems of arriving at a production concept, up to, but not including fully-realized design documentation, is emphasized through a series of projects.

Status as a 3rd or 4th year BFA Lighting, Scenery, Costume Design and Dramaturgy students, or MFA students is a prerequisite for this class.

DHS 460
DIGITAL HISTORY
Graduate
Introduction to digital tools and methods for historical research.

DHS 500
INTRODUCTION TO DIGITAL HUMANITIES
Graduate
An introduction to tools and methods in digital humanities.

DMA 410
DESIGN WORKSHOP
Graduate
This course is an intensive study of the world of visual design with a specific focus on contemporary graphic design theories and practices expressing ideas and messages to specific audiences. It expands on the design skills developed in the introductory class (GD 200) including communication, conceptualization, typography, color, form, and structure. Students will study both commercial and artistic approaches producing projects that integrate designed graphics, photographs, illustration and text, and their intersection with moving technologies. Students will have the opportunity to produce sophisticated printed matter on state-of-the-art printing equipment or digital presentation for the web, screen or mobile devices. PREREQUISITE(S): None

DMA 415
AUDIO WORKSHOP
Graduate
This course is an introduction to the world of interactive audio communication for multimedia. Students will study various uses of sound and music on stand-alone applications, mobile devices, and the internet. Students will learn to create and edit podcasts, deliver multimedia presentations, upload audio in various standard formats and attach audio files to social media platforms. Emerging hardware and software technologies will also be introduced. The course will also cover current trends and legalities of digital media. PREREQUISITE(S): None

DMA 425
STILL IMAGE WORKSHOP
Graduate
This course develops and expands the digital imaging skills introduced in the introductory class (DC 225), with a specific focus on their application in contemporary photographic practice. Advanced color correction, retouching, and compositing techniques are covered and complemented by further development of digital capture (scanning and digital cameras) and printing techniques. Assignments incorporate the technical aspects of specific skills while emphasizing their conceptual application. Digital acquisition and output utilizes ever-changing technology providing an understanding of advanced digital workflow and new processes as they apply to individual artistic practice. Students gain a wealth of technical understanding on topics such as color calibration and device profiling, file types and file management, and advanced color correction terms and techniques (gamma, color space, raster image processing and profile printing). Output methodologies and materials, including dye-based and pigment-based color inkjet prints, carbon-based black and white inkjet prints, digital color coupler printing, and a variety of experimental materials are explored. Assignments facilitate students' research and exploration of new techniques in the conception and production of their own work. PREREQUISITE(S): None
DMA 475  
MOVING IMAGE WORKSHOP  
Graduate  
This course introduces students to more sophisticated forms of image/sound manipulation, editing, and theory. Pre-production planning (storyboards, scripting, budgeting), further refinement of digital editing techniques, and basic post-production/visual effects are covered, as well as studio production techniques, such as chroma-keying and work with advanced cameras. Students are expected to achieve a level of technical competence and confidence necessary to undertake more ambitious independent work. The class views and discusses key contemporary works and related critical writings. PREREQUISITE(S): None

DMA 480  
WEB/MEDIA DELIVERY WORKSHOP  
Graduate  
This course is an intensive exploration of the opportunities and constraints of social media platforms for the distribution and curation of digital media artifacts. We will explore both commercial and academic platforms to develop an understanding of how different designs support different models of curation and distribution. As a project, students will select 2 platforms and create original digital installations using media they have authored in order to examine how the design of a social media platform influences how audiences interact with their installations. PREREQUISITE(S): None

DMA 490  
PORTFOLIO  
Graduate  
This course assists students preparing to enter the job market and emphasizes assembling a professional quality portfolio through workshops on advanced modeling and rendering techniques, visual composition, portfolio layout, design communication and presentation skills. Portfolio reviews by invited professionals are an integral component of this course. PREREQUISITE(S): None

DMA 525  
FOUNDATION OF DIGITAL MEDIA  
Graduate  
This introductory course will provide students with a detailed practical introduction to the technological practices, skills, and tools of digital communication. Students will engage with digital technology with the goals of learning and practicing technical skills across a range of technologies, including video, audio, graphic design, and human-computer interaction. Students work with still images, moving images and sound using integrated digital media applications. The course focuses on the technical, social and cultural competencies required to traverse media in online convergence environments. This class provides students a hands-on approach to digital communication. This course will also prepare students to work with digital technology at future jobs. PREREQUISITE(S): None

DMA 527  
DIGITAL MEDIA ARTS SURVEY  
Graduate  
Introduces the field of Digital Media and the faculty who teach it. Each week a different CIM faculty member will present his or her research and relate that topic to the wider field of Media Arts. Encourages students to clarify their course of study and build alliances with faculty and students with similar interests. PREREQUISITE(S): None

DMA 555  
DIGITAL MEDIA STUDIO  
Graduate  
Students explore studio-based collaborative creation of media arts projects and work processes. The course will include different methods and approaches rather than a discipline-specific focus. Depending on student interest, the projects will include image production and design through animation, film, sound, design, interactivity and photography. The computer is used as a creative solution to producing innovative projects emphasizing the construction of a portfolio of work. PREREQUISITE(S): None

DMA 405  
INTRO TO INTERACTIVE MEDIA DESIGN  
Graduate  
Focuses specifically on an introduction of interactive media, including game-, web-, and interactive social media design. By exploring, analyzing and creating various interactive media formats and platforms, students become familiar with the principles of successful interactive media design. Students learn the basics of conceptualizing for interactive media as well as gain first experiences in using various tools to create interactive experiences. In addition to exploring the technical aspects of creating interactive media objects, students will explore the socio-cultural context that constrains what, how and why media objects are created. PREREQUISITE(S): None
DMA 535
THEORY OF MULTI-MODAL MEDIA DESIGN
Graduate
This course introduces students to the theory and practice of multi-modal storytelling, i.e. the strategic use of two or more communication modes to make meaning, such as image, gesture, music, spoken and written language. While the application areas of storytelling may remain the same - from artistic expression to advertising, PR, journalism, documentary, activism and other persuasive froms - our means of meaning making are changing dramatically due to technological innovation, availability of digital media production tools, and the potential of immediate and universal online publication. Changing technological affordances demand an increased media literacy that includes a deep understanding of the specific strengths and weaknesses of various communication modes and their manifestation in digital media formats, so we can leverage them intentionally to create impactful, cohesive and emotionally compelling multi-modal texts and trans-media stories.
PREREQUISITE(S): None

EA 505
APPLIED INQUIRY PROJECT PROPOSAL I
Graduate
Each student will design his/her EA 528 Applied Inquiry Project, in consultation with the faculty mentor and a project advisor. Proposal I emphasizes selecting a project topic/focus, identifying the primary users, and conducting a literature review. Proposal II emphasizes shaping and designing the inquiry project, and outlining the final product(s). Upon completion of both phases, the proposal must be approved by the Academic Committee and Graduate Student Program Review Committee (GSPRC).
Status as an MAEA student or departmental permission is a prerequisite for this class.

EA 506
APPLIED INQUIRY PROJECT PROPOSAL II
Graduate
Each student will design his/her EA 528 Applied Inquiry Project, in consultation with the faculty mentor and a project advisor. Proposal I emphasizes selecting a project topic/focus, identifying the primary users, and conducting a literature review. Proposal II emphasizes shaping and designing the inquiry project, and outlining the final product(s). Upon completion of both phases, the proposal must be approved by the Academic Committee and Graduate Student Program Review Committee (GSPRC).
Status as an MAEA student or departmental permission is a prerequisite for this class.

EA 507
APPLIED INQUIRY PROJECT PROPOSAL I
Graduate
Each student will design his/her EA 528 Applied Inquiry Project, in consultation with the faculty mentor and a project advisor. Proposal I emphasizes selecting a project topic/focus, identifying the primary users, and conducting a literature review. Proposal II emphasizes shaping and designing the inquiry project, and outlining the final product(s). Upon completion of both phases, the proposal must be approved by the Academic Committee and Graduate Student Program Review Committee (GSPRC).
Status as an MAEA student or departmental permission is a prerequisite for this class.

EA 508
APPLIED INQUIRY PROJECT PROPOSAL II
Graduate
Each student will design his/her EA 528 Applied Inquiry Project, in consultation with the faculty mentor and a project advisor. Proposal I emphasizes selecting a project topic/focus, identifying the primary users, and conducting a literature review. Proposal II emphasizes shaping and designing the inquiry project, and outlining the final product(s). Upon completion of both phases, the proposal must be approved by the Academic Committee and Graduate Student Program Review Committee (GSPRC).
Status as an MAEA student or departmental permission is a prerequisite for this class.

EA 515
DEVELOPING PROFESSIONAL IDENTITY
Graduate
In this foundation course, students will situate their own area of practice in broader contexts of adult learning and adult education. Students will systematically reflect on their professional identity(ies), examine their practice in the context of philosophical traditions, and construct their own philosophy of education to guide their practice. They will expand their academic sources and professional networks. Students will begin work on their individual Program portfolios, which will be constructed throughout their program.
EA 516
DESIGNING EDUCATIONAL OFFERINGS
Graduate
In this course, students will be introduced to major components involved in designing educational offerings for adult learners in various face-to-face settings. Students will develop (or revise) a design plan for an educational offering appropriate to their selected adult clientele. In particular, they will articulate learning outcomes around which to build their design plan (backward design). They will apply theories, concepts, and principles of adult learning while making design decisions. While the design principles addressed in this course are relevant to on-line environments, students who wish to delve further into on-line learning/teaching technology are encouraged to do so through the MAEA Electives option.

EA 517
FACILITATING ADULT LEARNING
Graduate
In this course, students will develop and hone skills to facilitate adult learning in a variety of settings. Students will learn about concepts and theories that inform learner-centered methods and techniques of facilitating learning. Throughout the course, they will apply various methods and techniques in various settings and reflect on how these methods influence learning. The repertoire of skills that students develop as facilitators of learning will have both immediate and future application. While the concepts, methods, and techniques covered in this course are relevant to on-line learning, students who wish to delve further into facilitating on-line learning are encouraged to do so through the MAEA Electives option.

EA 518
ENHANCING PRACTICE WITH THEORY IN ADULT LEARNING
Graduate
In this capstone course, students’ practices in helping adults learn will be grounded in relevant theories, models, and principles of adult learning and development. Students will examine various strands of research and theory that support, challenge, and enhance their practices in working with adult learners in their selected settings. Students will have many opportunities to explore and share new ideas and approaches through the various perspectives studied, thereby enhancing one another’s theoretical foundations.

EA 525
PRACTICE-BASED INQUIRY
Graduate
In this course, students will be introduced to methods, strategies, and techniques appropriate for qualitative research designs. Students will select a topic of inquiry (research topic) relevant to their individual practice setting. The history and philosophy of qualitative research in the social sciences will be briefly explored to provide the framework for designing a research plan appropriate to their selected inquiry topic. Students will investigate various literature related to their topic of inquiry, research designs, data collection and analysis strategies, and research reporting formats. In this way, EA 525 becomes a springboard for independent learning projects, including the AIP. Students who wish to augment qualitative research with quantitative approaches are encouraged to do so through the MAEA Electives option.

EA 526
ASSESSING LEARNING AND EVALUATING PROGRAMS
Graduate
In this course, students will learn about and apply various approaches, strategies, and tools for assessing learning outcomes of individuals. Students will select and apply assessment models relevant to their practice settings, and gain skills in designing assessment instruments. Students also will be introduced to basic approaches and concepts involved in evaluating educational programs, with particular attention to how assessing learning can connect with program evaluation. Students who wish to delve further into program evaluation are encouraged to do so through the MAEA Electives option.

EA 528
APPLIED INQUIRY PROJECT
Graduate
In consultation with the faculty mentor and a project advisor, each student will design and carry out a project that addresses a significant question/issue in the student's area of practice. Knowledge and skills gained in EA 525 will be implemented with the aim of enhancing practice informed by relevant frameworks and ideas. The final product must be approved by GSPRC.

Status as an MAEA student or departmental permission is a prerequisite for this class.
At the end of the second quarter, students revisit their selected area of practice, select purposes for their program portfolio, and plan for development of the Elements of Better Practice.

Status as an MAEA student or departmental permission is a prerequisite for this class.

After the third quarter, students come together for group reflection and review of their progress in the program. This seminar assists students in planning their electives, reflecting on applications of their learning, and assessing growth in the Elements of Better Practice.

Status as an MAEA student or departmental permission is a prerequisite for this class.

At the end of quarter six, this seminar offers students an opportunity to get feedback on plans for the Applied Inquiry Project, to conduct an informal mid-program review, to examine ways in which students are applying the three Elements of Better Practice, and to identify significant threads across the curriculum.

Status as an MAEA student or departmental permission is a prerequisite for this class.

At the end of quarter eight, students join in a summit to review their program, engage in discussion on their next steps, review their personal philosophy of educating adults, reflect again on the three Elements of Better Practice, present their program portfolio, and share progress on their applied inquiry projects.

Status as an MAEA student or departmental permission is a prerequisite for this class.

This course focuses on designing and delivering educational experiences using the web, digital video, animation, gaming and mobile delivery formats. Students explore instructional design theory and bridge its application into/through basic training in each of these technological applications, including consideration of relevant examples of best practices and instructions regarding when to employ each application. This course does not have prerequisites; however, students are expected to be familiar with basic learning design principles.

This online course (six-modules) for teachers in any discipline focuses on making the most of writing as a tool for teaching and learning in undergraduate and graduate courses. In the course, teachers will explore practical ideas for in-class writing assignments that initiate discussions and provide quick input regarding student learning. Teachers will also learn strategies for developing assignments and providing feedback while maximizing efficiency and minimizing frustration. Opportunities to share ideas and receive coaching on current writing assignments and ways of giving feedback are included. This course does not have prerequisites; however, those taking it should have undergraduate or graduate courses that they wish to develop or revise and experience teaching at the college level that they can draw upon for discussions.

This course functions as a Graduate Faculty-Directed Independent Study/GFDIS. (See MAEA Guidebook for general GFDIS details.) Each student designs a plan for outcome-based program evaluation, along with evaluation tools, that are relevant to his/her practice setting. This evaluation approach is then considered in relation to other models and approaches to evaluation of education, training and professional development programs. Illustrations of current program evaluation practices are included.
EA 543
INNOVATIVE FACILITATING GFDIS
Graduate
This course functions as a Graduate Faculty-Directed Independent Study/GFDIS. (See MAEA Guidebook for general GFDIS details.) Students participate in SNL's Adult Learning Innovation Institute (Module: Innovative Strategies for Facilitating Adult Learning), learn innovative strategies for engaging and motivating adult learners in various educational and training settings and subsequently apply their learning in specific ways within their practice settings. Students also receive feedback and coaching from instructors and institute peers. (Questions? For information regarding the Institute, contact caea@depaul.edu. For information regarding the GFDIS-course, contact its instructors.)

ECE 91
CLINICAL EXPERIENCES WITH INFANTS AND TODDLERS
Undergraduate
Candidates will observe and interact with infants and toddlers (25 clock hours) and attend a weekly seminar in which they will be required to reflect on their experiences in relation to the development and learning processes of infants and toddlers. Appropriate early childhood lesson planning and assessment techniques and tools will be emphasized. COREQUISITE: ECE 290.

ECE 92
CLINICAL EXPERIENCES WITH YOUNG CHILDREN AND FAMILIES
Undergraduate
Candidates will observe and interact with young children and their families in school and child care settings with family/parent education programs; family conferences and home visits will be included in the options. (25 clock hours). Candidates will meet once a week in a seminar to reflect and discuss topics around parental involvement, parental support, and building communities through connections between schools and homes. COREQUISITE: ECE 302.

ECE 93
CLINICAL EXPERIENCES WITH PRE-SCHOOLERS
Undergraduate
Candidates will observe and interact with preschool age children (25 clock hours) and attend a weekly seminar in which they will be required to reflect on their experiences in relation to the development and learning processes of preschool age children. Appropriate early childhood assessment and instructional methodologies will be emphasized. COREQUISITE: ECE 310.

Advanced Teacher Candidate Standing is a prerequisite for this class.

ECE 94
CLINICAL EXPERIENCES IN PRIMARY GRADES
Undergraduate
Candidates will observe and interact with primary age children (25 clock hours) and attend a weekly seminar in which they are required to reflect on their experiences in relation to the development and learning processes in the primary years (K-3). Appropriate assessment and instructional methodologies for children in the primary grades will be emphasized. COREQUISITE: ECE 311.

Advanced Teacher Candidate Standing is a prerequisite for this class.

ECE 175
EDUCATING THE TWENTY-FIRST CENTURY YOUNG CHILD
Undergraduate
Course is for students with interests in early childhood programs in the United States. Course explores issues influencing early childhood education, such as socio-historical factors, family policy, diversity, and federal/state regulations. Students examine programs using readings from the Vincentian Collection, child psychology, social theories and the current media. Students compare Vincentian Heritage, current and past federal policies, applying this study to their understanding of social justice to modern childcare practices. To guide students deeper into understanding the lives of young children, the course offers an option for service learning with Jumpstart, Chicago-area Head Start, and other early childhood education centers.
ECE 280
INTERNERSHIP WITH INFANTS AND TODDLERS
Undergraduate
Candidates conduct 75 hours of intense supervised fieldwork in an infant/toddler center where they are observing and documenting behavior and interactions, planning activities, and assessing development in children ages birth to 3. Candidates will also participate in a twice a quarter, hour and a half, seminar to reflect and discuss aspects of infant/toddler development and care, making connections between theory and practice. Onsite meetings with groups of candidates will be held weekly for supervision and reflection on practice. Co-requisite ECE 290.

ECE 286
ART, MUSIC, AND MOVEMENT FOR THE YOUNG CHILD
Undergraduate
This course will focus on the theory, research, methods, and activities of art, music, and movement for young children birth through age 8. Emphasis will be on the integration of developmental domains, creative and critical thinking as developmental domains are integrated.

ECE 290
CHILD GROWTH AND DEVELOPMENT
Undergraduate
This course examines human growth and development of the child from pregnancy through age eight, including cognitive, language, physical, social, spiritual, creative, and emotional areas of development. Learning and development theories of young children, including those of Freud, Erikson, Bowlby, Piaget, Vygotsky, Bronfenbrenner, and other modern developmental theorists are explored. Pedagogical implications of these developmental theories are embedded in class discussions and course activities. COREQUISITE: ECE 280.

ECE 298
CHILD HEALTH SAFETY AND NUTRITION
Undergraduate
This course focuses on the interrelationships among child, family and the areas of health, safety and nutrition. Special emphasis will be placed upon the issues of health, safety and nutrition that affect young children from the ages of birth through age 8. Understanding cultural issues and special needs of individual children are addressed, as are aspects of health and safety. Central to this course is the acquisition of knowledge and application of practices that promote good nutrition, dental health, and the physical, social and emotional well being of young children. The course includes information on common diseases and health problems.

ECE 302
CHILD AND FAMILY IN THE URBAN COMMUNITY
Undergraduate
This course focuses on understanding the diversity of children and families in approaches to development, learning, and disability. Strategies in developing positive and supportive relationships with families of young children with special needs, including family-centered practices, will be explored. Particular attention is given to the challenges faced by teachers and other professionals in early intervention in assessing children’s needs and providing services, which are reflective of the child’s development within his/her diverse cultural and community context. In addition, the course examines ways to develop and maintain productive and collaborative relationships among professionals and families, communities, and other professionals across the range of support systems in the IFSP and IEP planning processes.

ECE 303
INTRODUCTION TO EARLY CHILDHOOD EDUCATION
Undergraduate
This course will introduce students to the professional ethics of early childhood education and the critical role of federal policy in the evolution of the field. Historical, sociological, philosophical, and psychological foundations of early childhood education are explored. Of special interest is a review of key theories and research that inform the development of early childhood education goals and practices, as well as administrative, pedagogical, and ethical professional standards for working with children from diverse communities. The course includes foci on Developmentally Appropriate Practice (DAP), inclusive pedagogical practice, appropriate use of technology with young children, and various curricular models: Montessori, Reggio Emilia, High Scope, and Creative Curriculum.
ECE 306
FUNCTIONAL BEHAVIOR ASSESSMENT: POSITIVE BEHAVIORAL SUPPORT AND INTERVENTION METHODS
Undergraduate
This course is designed to prepare early childhood pre-service teachers to work with children who present a variety of challenging behaviors in the classroom. Grounded in principles of Applied Behavior Analysis, the philosophy of the course is based on the premise that understanding the underlying causes of children’s externalizing and internalizing behavior enables the teacher to utilize appropriate techniques in conducting behavior intervention and classroom management. Using Positive Behavioral Support and Functional Behavior Analysis (a competency required for all teachers under the provisions of IDEA), students will learn how to design and develop a Behavior Intervention Plan. Diverse methods for addressing a variety of behaviors are explored and practiced through field-based assignments that also include application of behavioral assessment and intervention tools, as well as techniques.

ECE 290 and Advanced Teacher Candidate Status is a prerequisite for this class.

ECE 307
SPEECH AND LANGUAGE DEVELOPMENT OF THE YOUNG CHILD
Undergraduate
This course examines the development of speech and language in young children. The course will explore assessing children's language development, as well as providing techniques for supporting and enhancing language growth. Attention will be given to dialectal issues as these apply to growth and development of linguistic competencies through the early childhood years.

ECE 290 and (Advanced Teacher Candidate Standing or a declared ECE minor) are a prerequisite for this class.

ECE 309
YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS
Undergraduate
This course is a survey of the field of early childhood special education, including the Early Intervention System. Characteristics of infants, toddlers, and young children with special needs are examined in this course. Methods of working with different disabilities during children’s early years will be explored. Strengths and needs of families of young children with disabilities and collaboration with family members will be emphasized. Understanding the impacts of current legislation, policy, and research on practice is fostered and developed. Completing 15 hours of field experience in an early childhood special education setting is a part of this course’s requirements.

ECE 290 is a prerequisite for this class.

ECE 310
PREPRIMARY PROGRAMS: CURRICULUM AND STRATEGIES
Undergraduate
Candidates will plan, implement, and evaluate activities that promote the physical, emotional, social, spiritual, cognitive, and creative development of preschool children from diverse cultural and socioeconomic backgrounds. Emphasis will be placed on creating learning environments that facilitate children’s learning through play. Developmentally appropriate practices, with a particular emphasis on social studies, use of technology, and learning centers will be thoroughly investigated. COREQUISITE: ECE 381.

ECE 290 and (Advanced Teacher Candidate Standing or a declared ECE minor) are a prerequisite for this class.

ECE 311
CURRICULUM AND INSTRUCTION IN PRIMARY GRADES
Undergraduate
This course provides an examination of the objectives, content methods and materials used in the primary grades of elementary schools (K-3). A variety of teaching methods and classroom management strategies will be discussed and illustrated, including teacher-led and student-centered instruction. Candidates will be encouraged to reflect upon their own emerging educational philosophies and teaching styles as they take part in laboratory and clinical experiences. Many opportunities for planning, using and evaluating a variety of teaching methods will be offered. Each student will develop at least one teaching unit on a primary social studies theme. COREQUISITE: ECE 382.

ECE 290, ECE 310 and Advanced Teacher Candidate Standing is a prerequisite for this class.

ECE 312
BILINGUAL THEORY IN EARLY CHILDHOOD DEVELOPMENT
Undergraduate
This course is designed to equip bilingual and second language teachers with the knowledge and philosophy to work effectively in the education of early childhood language minority students in the context of bilingual/ESL programs. The course will explore the historical, political and legal foundations of bilingual education programs in the United States. It will examine different models of bilingual programs and the psycholinguistic and sociolinguistic principles upon which they are based.
ECE 313
CROSS CULTURAL STUDIES IN EARLY CHILDHOOD EDUCATION
Undergraduate
The course will discuss the historical, philosophical and cultural foundations of education of young children in a multicultural society, emphasizing the role of ethnicity and cultural variables in development of young children within the context of families, childcare centers, and educational systems. Topics include: history of immigration and predictions for the future; the effects of population shifts on the education of English Language Learners and their families; the impact of laws, litigation and executive orders on bilingual/English-as-a-Second-Language education; understanding cultural and linguistic differences regarding locating and using educational resources.

ECE 314
METHODS AND MATERIALS FOR ENGLISH LANGUAGE LEARNERS IN EARLY CHILDHOOD EDUCATION
Undergraduate
This course focuses on best practices in teaching English Language Learners, helping them to learn English while maintaining their native language, in bilingual/ESL early childhood classrooms, from birth through age 8. Candidates will demonstrate competencies with different approaches and methodologies currently used to support the development of listening, speaking, reading, and writing in social and academic contexts in learners' first and second language. Curriculum-based assessment, cultural awareness, and self-reflective practice will also be addressed.

ECE 325
SECOND LANGUAGE ACQUISITION AND EARLY LITERACY DEVELOPMENT
Undergraduate
This course will examine the process of learning and using a second language. Research in second language acquisition (SLA) is multi-disciplinary in nature, reflecting the complexity of language learning and use. Linguistic, psychological and social processes that underlie language learning and use will be introduced and applied to the understanding of this learning in young children. Language acquisition theory concerning relationships between early literacy and oral language development in first and subsequent languages will be explored. Understanding developed through this exploration will then be applied to the classroom in the form of strategies and literacy development activities.

ECE 326
PRINCIPLES AND STRATEGIES FOR FAMILY ADVOCACY AND ACTION IN EARLY CHILDHOOD
Undergraduate
This course develops knowledge and skills to assist families of young children who face the stress of living in poverty. The focus will be on developing empathetic relationships with families so that family service and education can be optimized. Candidates will be assisted in learning to identify community resources and ways to support families in accessing resources. A focal point will be on ways to empower families, recognizing family strengths and respect for cultural variables, as they apply.

ECE 327
IMPACT OF PUBLIC POLICY ON FAMILIES OF YOUNG CHILDREN
Undergraduate
This course is grounded in social justice practice and designed to promote an understanding of the ethical principles, legal issues, policies, and law influencing the well being of families, including those families of young children with disabilities and those who are English Language Learners. A particular focus will be on how federal childcare and education policy affects and shapes early childhood practice and service delivery to families. This course explores historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored.

ECE 328
WORKING WITH FAMILIES OF CHILDREN WITH DISABILITIES AND CHRONIC ILLNESS
Undergraduate
This course will strengthen the knowledge and skills of early childhood educators and other professionals working with young children in cultural competency (at the individual and institutional level), family-centered care, family-professional partnerships, family-directed practices, and family empowerment. Candidates will develop best practices to assure the health and well being of children and their families and to honor the strengths, cultures, traditions and expertise that everyone brings to this relationship.
ECE 329
YOUNG CHILDREN’S LITERATURE AND FAMILY LITERACY
Undergraduate
This class explores the joys of reading and provide strategies for candidates to awaken and encourage the joy of reading in the children and families with whom they work. It focuses on how early childhood educators are uniquely positioned to foster literacy in children and their families through thoughtful, theoretically based programming and activities.

ECE 331
BEGINNING MATH AND SCIENCE INSTRUCTION
Undergraduate
This course applies child development principles to the planning of science and mathematics experiences for both typically and atypically developing young children. Emphasis is placed on understanding how children develop problem-solving skills, and on recognizing how teachers can facilitate inquiry-discovery experiences for young children with diverse learning styles and needs. Course assignments include participation in experiments and field-based experiences in mathematics and sciences. Teacher candidates are required to develop and provide developmentally and culturally appropriate activities in science and mathematics activities for young children.

ECE 290 and Advanced Teacher Candidate Standing are a prerequisite for this class.

ECE 332
EARLY LITERACY AND ASSESSMENT FOR YOUNG CHILDREN WITH DISABILITIES
Undergraduate
This course focuses on the nature of the reading process, current literacy theory and practices, and research-based instructional strategies to develop literacy skills in emergent and developing readers and young children with reading/learning disabilities. Emphasis is placed on understanding the reading process, analyzing and applying research-based instructional practices, administering, analyzing, and interpreting formal and informal reading assessments, and making informed instructional decisions to meet the unique needs of individual readers. Differences in reading abilities will be examined in light of providing appropriate, effective, and meaningful literacy instruction for young children with disabilities.

ECE 333
EARLY CHILDHOOD EDUCATION FOR LOW INCIDENCE DISABILITIES
Undergraduate
This course focuses on an examination of the developmental and learning characteristics of young children with low incidence disabilities. A specific focus is on educating early childhood students with Autism Spectrum Disorders and those with Intellectual Disabilities. A primary goal of this course is to understand the learning needs of these children, and to examine and evaluate various educational and therapeutic methods of working with them. A major part of this course is devoted specifically to the characteristics associated with and interventions for children with Autism Spectrum Disorders.

ECE 334
SPECIAL EDUCATION CURRICULUM AND STRATEGIES FOR YOUNG CHILDREN
Undergraduate
Study of the theoretical and practical approaches to instruction for young children with high incidence disabilities. Emphasis is placed on the development of supportive learning environments, using special curricular and behavioral management strategies for all early childhood settings; application of collaborative practices with multiple service providers and families to meet the needs of diverse learners with high incidence disabilities. Strategies and materials for improving the social, emotional, and academic adjustment and functioning of young children with high incidence disabilities are examined. Includes teaching social and emotional curricula; implementing functional behavioral assessment; and monitoring growth and development in targeted areas. Strategies to increase the young child's self-awareness, self-management, self-control, self-reliance, and self-esteem are considered. Application of diagnostic information into teaching strategies and implementation of an instructional plan (IEP) is a central tenet of the course. It is recommended for students to take ECE 290 and ECE 309 and to have 25 clock hours of Level II Experience prior to taking this class.

ECE 375
EARLY CHILDHOOD ASSESSMENT
Undergraduate
Students will study, use and evaluate early childhood assessment methods and tools that are appropriate for use with young children with diverse cultural and socioeconomic experiences. Ways of involving families in early childhood assessment will be stressed. How to observe and assess children individually, in groups and in their family systems and networking with community services will be explored.

ECE 290 and (Advanced Teacher Candidate Standing or a declared ECE minor) are a prerequisite for this class.
ECE 377
ASSESSMENT OF YOUNG BILINGUAL/ESL STUDENTS
Undergraduate
This course will focus on the discussion of basic principles and current approaches to assessment of language learning students in ESL and bilingual early childhood and early elementary educational settings. Candidates will learn about the different purposes of process and product assessment tools, authentic and curriculum-based forms of assessment, issues in the assessment of English Language Learners (ELLs), and assessment in academic areas for early elementary ELLs. Research on language and literacy acquisition in multilingual learners vis a vis instruction and assessment will be discussed. Candidates will have opportunities to critically examine and learn how to administer assessment tools used in current practice.

ECE 380
EARLY CHILDHOOD SPECIAL EDUCATION PRACTICUM
Undergraduate
Supervised teaching in a cooperating school serving young children with disabilities for 150 clock hours; arranged in collaboration with supervising faculty member and the Field Experience Office. Candidates will reflect upon their teaching experiences with young children with disabilities and collaborate with colleagues and instructor to identify alternative strategies for problematic situations. Application and approval required prior to registration. Open only to DePaul students.

ECE 381
INTERNERSHIP IN PRESCHOOL SETTING
Undergraduate
Candidates conduct 75 hours of intense supervised field work in preschool during the winter quarter. The internship is designed for advanced ECE candidates to be taken before student teaching. Candidates taking this internship have taken ECE 310: Preprimary Programs: Curriculum and Strategy.

Advanced Teacher Candidate Standing is a prerequisite for this class.

ECE 382
INTERNERSHIP IN PRIMARY SETTING
Undergraduate
Candidates conduct 75 hours of intense supervised field work in a primary grade (K-3) during the spring quarter. The internship is designed for advanced ECE candidates to be taken before student teaching. Candidates taking this internship have taken ECE 311: Curriculum and Instruction in Primary Grades.

Advanced Teacher Candidate Standing is a prerequisite for this class.

ECE 383
INTERNERSHIP IN ESL/BILINGUAL EDUCATION SETTINGS
Undergraduate
This course will focus on application of the theories of effective teaching practices and assessment procedures appropriate for young English Language learners. It will emphasize an application of knowledge gained from previous ESL/ELL courses and demonstration of skills necessary to work collaboratively and effectively with families of young English Language Learners. Professional behaviors that respect, value, and support all children's native language and culture will be reinforced. (150 clock hours)

ECE 313, ECE 314, ECE 325, ECE 377, BBE 305, and BBE 306 or permission of the ECE Program Director are prerequisites for this class.

ECE 384
EARLY CHILDHOOD EDUCATION CAPSTONE
Undergraduate
The senior capstone course is designed to help Candidates integrate the central emphases of their liberal learning studies curriculum with their professional behavior. It will provide prospective early childhood educators with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to use critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to early childhood education. Candidates will develop a professional portfolio that reflects the standards of the various guiding professional organizations. The course is grounded in the College of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies program. This course is taken before student teaching.
ECE 385  
EARLY CHILDHOOD STUDENT TEACHING  
Undergraduate  
This course requires students to participate in supervised teaching at a cooperating school, five full days per week, for an academic quarter. Part of the teaching will be in a preprimary setting and part will be in a primary setting. Feedback and discussion of issues encountered in student teaching as well as new materials and techniques of student teaching will be included. Application and approval are required. Open only to DePaul students.

ECE 387  
CAPSTONE SEMINAR IN EARLY CHILDHOOD EDUCATION  
Undergraduate  
This course is designed to help candidates integrate the central emphases of their Liberal Studies curriculum with their professional knowledge and behavior. It provides opportunities and activities to prospective educators that engage them in being analytic and reflective upon their major and related disciplines; guide them in further considering their value commitments and how they relate to their chosen profession; apply critical and creative thinking in addressing ‘real-time’ professional issues and needs; and examine extant practices from multicultural perspectives. Candidates develop a professional teaching portfolio that reflects the standards of the various guiding professional organizations and the Illinois State Board of Education (ISBE). The course is grounded in the College of Education’s framework for an Urban Professional Multicultural Educator as well as the goals of the Liberal Studies program. The course is taken simultaneously with student teaching.  
COREQUISITE(S): ECE 385.

ECE 399  
INDEPENDENT STUDY IN EARLY CHILDHOOD EDUCATION  
Undergraduate  
(1-4 Credits) PREREQUISITE(S): Permission from instructor, program chair and associate dean.

ECE 704  
SEMINAR IN RESEARCH IN CHILD DEVELOPMENT  
Graduate  
The focus of the seminar is to introduce the doctoral students to major research questions and issues in child development. The doctoral students will lead discussions on the most current and seminal research in the field of child development. In addition, the students will participate in analyses of existing US Policies in regards to child development. The seminar will have the following objectives: 1) Examination, analysis, and evaluation of the seminal and contemporary research and research methodologies in child development. 2) Examination and analysis of major theories of child development through a study of the original literature. 3) Examination and analysis of contemporary issues regarding maternal health and early development. 4) Examination, analysis, and evaluation of US policy approaches to maternal health and early child development and education.

Status as a EDD student with a declared concentration is a prerequisite for this class.

ECE 714  
SEMINAR IN DEVELOPMENT, RISK, AND RESILIENCE  
Graduate  
This seminar will examine the concept of risk and its influence on child development within various frameworks such as environment, genetics and neurobiology, psychopathology, family, public policy and education. An issue of interest will be the development of children who are at-risk due to environmental factors. The U.S. policies in addressing this population will be examined. The seminar will have the following objectives: 1) In-depth analysis of the concepts of risk and resilience through examination of the original research literature. 2) Examination and analysis of various risk factors (e.g.: genetics, biology, poverty, family, socio political influences) with attention given to neurobiological risk factors, including disabilities. 3) Examination and analysis of factors of resilience (including implications for intervention and early childhood education). 4) Examination and analysis of U.S. Policies in relationship to promotion of resilience via early childhood intervention and education programs.

Status as a EDD student with a declared concentration is a prerequisite for this class.
ECE 724
SEMINAR IN CURRICULAR APPROACHES IN EARLY CHILDHOOD EDUCATION
Graduate
This seminar will examine issues related to curriculum in early childhood education and intervention, including assessment and other contemporary schooling issues. An in-depth analysis of various theoretical approaches influencing curriculum design in early childhood and family intervention will be conducted, as well as a review of the most influential and current educational models guiding curriculum in current early childhood settings. Through participation in this seminar candidates will meet the following objectives: 1) Examination of theoretical approaches influencing early childhood curriculum design. 2) Examination and analysis of contemporary curricular and assessment issues in early childhood education. 3) Examination and analysis of current early childhood educational models guiding curriculum. 4) Observation and analysis of model early childhood programs. 5) Exploration of other relevant contemporary early childhood education issues.

Status as a EDD student with a declared concentration is a prerequisite for this class.

ECE 734
SEMINAR IN EARLY CHILDHOOD PROGRAM DESIGN AND EVALUATION
Graduate
Doctoral students will examine the design and goals of various nationally funded early childhood programs from their philosophical and policy perspectives. Doctoral students will devote the major part of this seminar to conducting a research evaluation of one selected national early childhood program as a class team project. The research may require utilizing field research methodologies of one or more centers belonging to the selected program. When feasible the students will present their research findings in a local or national conference. The seminar will have the following objectives: 1) Understanding program design. 2) Developing program evaluation to match questions and address stakeholder needs. 3) Acquiring hands-on experience conducting a program evaluation on a selected early childhood program. 4) Written and oral dissemination of study.

Status as a EDD student with a declared concentration is a prerequisite for this class.

ECE 744
SEMINAR IN CULTURE, LANGUAGE AND LEARNING
Graduate
This seminar will focus on examining the influences of culture and language in development and education of children. Current cross-cultural, cross-lingual educational research will be examined in detail. The seminar will have the following objectives: 1) In-depth examination and analysis of influences of race and culture on development based on current research. 2) Examination and analysis of multicultural issues, and implications for early education method and practices. 3) Examination and analysis of issues related to the education of interracial children. 4) Examination of bilingual issues and implications for early education methods and practices. 5) Examination and evaluation of current educational policies in relationship to bilingual and bicultural children in the US.

Status as a EDD student with a declared concentration is a prerequisite for this class.

ECE 759
TEACHING INTERNSHIP IN EARLY CHILDHOOD EDUCATION
Graduate
This teaching internship, which spans across two quarters, is designed to respond to the growing need for training high quality teaching professionals in the field. The doctoral students acquire hands-on experience in the field of college level teaching in early childhood education. The doctoral candidates will take on teaching two college level early childhood education courses for the duration of two quarters under the supervision of an early childhood program faculty. The courses to be taught are recommended by the supervising faculty. The major objectives of this internship are: 1) Demonstrating mastery of content. 2) Demonstrating abilities and skills in teaching university level students and pre-service early childhood professionals from diverse backgrounds.

Status as a EDD student with a declared concentration is a prerequisite for this class.
This research internship, which spans across two quarters, is designed to provide hands-on experience for doctoral students in the field of research in early childhood education. With the approval of the ECE program faculty, the candidates will work either with a faculty from the College of Education, from another college at DePaul University, or with a research associate or scientist at DePaul or in another institution to assist on a research project in one of the following areas: child development, early childhood education, child and family studies, developmental psychology or another closely related field. The research internship will take place for the duration of two quarters (Fall through winter quarter, or spring through summer quarter). The student's progress will be followed up by an early childhood advising faculty. The internship has the following objectives: 1) Understanding DePaul's IRB protocol and application process to acquire a certification for conduct of research. 2) Acquiring first hand experience while assisting a research faculty in conducting various phases of research. 3) Collecting, analyzing, and interpreting data under supervision. 4) Understanding various methodologies employed in the field of early childhood education.

Status as a EDD student with a declared concentration is a prerequisite for this class.
ECO 250  
CAREER PREPARATION FOR ECONOMICS MAJORS  
Undergraduate  
Students will explore possible career options for economics majors while addressing three competency areas: self-management skills, career building skills, and general business skills. The course will focus on further developing students’ quantitative skills as they research career options and will include the development of a portfolio as a final assignment.

MAT 137, ECO 105, ECO 106, junior standing, and an intended or declared ECO major in the College of Business is a prerequisite of this class.

ECO 305  
INTERMEDIATE MICROECONOMICS  
Undergraduate  
Continuation of topics treated in Economics 105, especially consumption and production theory. Marginal analysis and indifference curves are major tools used in discussion of demand for products, pricing output, wages, and distribution of output.

ECO 105 and MAT 135 or equivalent are a prerequisite for this class.

ECO 306  
INTERMEDIATE MACROECONOMICS  
Undergraduate  
The purpose of this course is to develop macroeconomic models that assist in understanding the myriad economic problems facing us today, both domestic and foreign, and in evaluating proposed solutions. These static and dynamic models are used to understand interactions in the macroeconomy, and will serve as a tool in predicting the level of GDP, inflation, unemployment and interest rates. Models included are: traditional short-run Keynesian analysis; the New Classical market-clearing approach; and the recent work in Neo-Keynesian thought.

ECO 105, ECO 106 and MAT 135 or equivalent are a prerequisite for this class.

ECO 310  
URBAN ECONOMICS  
Undergraduate  
This course discusses the economic rationale for the existence of cities and urban areas. Location decision-making by both firms and households is analyzed with attention given to the resulting land values, land rents, population density gradients, and urban land use patterns. We study models of the supply and demand for housing, the measurement and determination of house value, and the corresponding problems of segregation, housing abandonment, property taxation, and public housing. Other urban problems such as poverty, crime, and transportation are also discussed.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 311  
BUSINESS AND ECONOMIC FORECASTING  
Undergraduate  
Students will learn forecasting tools for microeconomic variables such as sales and profits and macroeconomic variables such as interest rates and GDP growth rates.

ECO 375 is a prerequisite for this class.

ECO 312  
THE CHICAGO ECONOMY  
Undergraduate  
The first part of this course will focus on changes in the Chicago metropolitan economy over time. Topics to be covered will include the development of the Chicago economy in the 19th Century, modern economic development, land use, and suburbanization. The second part of the course will focus on selected policy issues including poverty, housing, pollution, crime, education, transportation, and taxes.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.
ECO 313  
ECONOMICS OF REGULATION & ANTI TRUST LAWS  
Undergraduate  
Social Control of Business. Relationships between government, business and society. Both the institutional and theoretical aspects of governmental intervention in economic life examined.

ECO 305 is a prerequisite for this course.

ECO 314  
ECONOMICS OF THE PUBLIC SECTOR  
Undergraduate  
This course discusses market failures and the economic role of government. Topics covered will include: government interventions that correct market failures, the efficiency of government policies, collective decision-making and voting, as well as the theory of optimal taxation and the incentive effects of taxes. Specific government programs such as Social Security and welfare programs are also analyzed. The emphasis is on the revenues, expenditures and policies of the federal government.

ECO 305 is a prerequisite for this course.

ECO 315  
INTRODUCTION TO MONEY AND BANKING  
Undergraduate  
Introduction to Money and Banking. The structure of the American banking system; role of the Federal Reserve System; private financial markets and institutions; the effectiveness of monetary policy, and international finance.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 316  
EUROPEAN ECONOMIC HISTORY  
Undergraduate  
European Economic History. Major factors and institutions which have influenced the economic development of European nations. Impact of these nations on U.S. development is also discussed.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 317  
AMERICAN ECONOMIC HISTORY  
Undergraduate  
This course addresses the major factors and institutions which have influenced the economic development of the United States, including differences in regional development, slavery, transportation improvements, western expansion, the rise of large scale business, and government policy responses.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 318  
LABOR ECONOMICS AND ORGANIZATION  
Undergraduate  
Historical and theoretical analysis of labor groups and labor market problems (including wage determination, unemployment and discrimination), with particular reference to the dynamic economy of the United States.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.
ECO 319  
ECONOMICS AND GENDER  
Undergraduate  
This course covers economic trends concerning women in the economy and examines economic analyses of gender issues, with special emphasis on gender issues in the workplace. The increase in the number of women in the workplace has been a major change in labor markets, affecting workers, employers and families. Different economic perspectives are examined to give students an understanding of the range of contributions by economists to this field. The course also examines feminist economics which raises concerns about economic analysis in general and as it is applied to this field.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 320  
ECONOMICS OF RELIGION  
Undergraduate  
This course examines selected economic and sociological aspects of religion in society. Some of the topics that are covered include marriage and divorce, fertility and population growth, schooling, church contributions and work.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 321  
LAW & ECONOMICS  
Undergraduate  
The overall goal of this course will be to demonstrate how businesses and government interact by surveying the economic and legal aspects of this relationship. This course is designed to prepare students to engage in methods of formal inquiry. The students will examine the American historical aspects of this relationship from the industrial revolution to the present. All topics are discussed with an emphasis on real-world applications and will include: a review of microeconomic theory pertaining to market structures with an emphasis on oligopolies; the history of antitrust; a review of the US legal and political framework; government regulation and key judicial decisions affecting businesses and industries concentrating on the legal and economic logic of those decisions. Class will begin with a discussion of current events once a week and it is expected that each student will attempt to participate and be knowledgeable of what is occurring locally, nationally and internationally.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 322  
ECONOMICS AND FINANCIAL POLICY  
Undergraduate  
This class explores policy approaches to regulating the financial system and the macroeconomy. The recent financial crisis has spurred interest in financial reform, culminating in the passage of the Dodd-Frank Wall Street Reform and Consumer Protection Act in 2010. Students examine the current and historical issues facing the US financial system and economy. They draw on their Business core curriculum (Money & Banking, ECO315 or FIN320) to critically evaluate reform proposals.

ECO 315 or FIN 320 is a prerequisite for this class.

ECO 325  
THE ECONOMICS OF POVERTY  
Undergraduate  
This class addresses society's view of poverty. It begins with an introduction to theories of economic justice for perspective. The introduction is followed by empirical issues related to the measurement of poverty and identification of its causes. An assessment of programs designed to ameliorate the effects of poverty also is covered.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.
ECO 326
HEALTH ECONOMICS
Undergraduate
Taking a microeconomic perspective, this course provides a comprehensive overview of the field of health economics building on economic principles, recent research, and problem-based learning. Students will consider conceptual and empirical analyses of: supply of and demand for health and medical services; role of insurance; influence of physicians and hospitals on price, quantity, and quality of services; factors that distort the market; and the impact of technological change on health care cost. The recent changes in federal law regarding health insurance coverage are considered as well.

ECO 105 and ECO 106 are prerequisites for this class.

ECO 330
THE ECONOMICS OF SOCIALISM
Undergraduate
The origin of socialist economic theory and its relationship to modern economic analysis. Socialist critiques of capitalist economies and capitalist economic theory are developed and related to the theoretical basis for socialism in modern economic theory.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 333
TOPICS IN GLOBAL ECONOMIES
Undergraduate
This course provides an introduction to the major changes in the global economy in the twentieth century. It will devote particular attention to comparative analysis of national economic institutions and performance and business conditions, as well as prominent international institutions such as the International Monetary Fund, World Bank, and World Trade Organization. Knowledge of microeconomic and macroeconomic analysis (Economics 105 and 106) will be presumed and applied to global economic flows and national institutions. Selection of countries and case studies from advanced and developing countries will vary according to recent economic developments.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 334
UNDERSTANDING CHINA'S ECONOMY
Undergraduate
The expansion of relations between China and foreign enterprises continues to entwine China's economy with those of the world. This course will analyze China's continuing evolution into a global market economy. We will examine China's impact on the world economy and the problems that must be overcome for China to continue its dynamic growth. We will further discuss the characteristics of China's evolution and how they can be extrapolated to other nations undergoing similar transitions.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 335
ENERGY AND ENVIRONMENTAL ECONOMICS
Undergraduate
The fundamental problems of resource depletion and environmental deterioration. Alternative methods to achieve an optimal ecological system. Methods of economic analysis include cost-benefit techniques, the role of effluent fees, government subsidies, and legislative action.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 336
EXPLORING ECONOMICS & STATISTICS THROUGH SPORTS
Undergraduate
The main objective of this course is to have students use and understand economics analysis. It covers many of the basic principles/theories in microeconomics, using the sports industry to illustrate these topics. Students use concepts from Business core courses (microeconomics and statistics) to analyze questions such as 'Do large-city professional sports franchises have a competitive advantage over their small-market counterparts?' or 'Why did Chicago and the State of Illinois use $463 million of public money to refurbish Soldier Field?'

ECO 105, ECO 106 and (MAT 137 or equivalents) are a prerequisite for this class.
ECO 340
DEVELOPMENT OF ECONOMIC THOUGHT
Undergraduate
A study of the most influential contributions to our understanding of political economy broadly understood. An historical examination of the development of economic theories with special emphasis placed upon their relevance to present economic and political issues.

(ECO 105 or ECO 106), ECO 306 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 341
BEHAVIORAL ECONOMICS
Undergraduate
Behavioral Economics incorporates insights from psychology to expand the standard models of economic choice. This course will examine the findings from the psychology literature that inform the issue of decision making, explore how these findings have challenged standard economic models, and examine how the findings are being incorporated into economic thinking about choice. In addition to an introduction to the Behavioral Economics literature, students will have the opportunity to develop a project of their own using behavioral economics to examine a current economic issue.

ECO 305 is a prerequisite for this course.

ECO 342
DEVELOPMENT ECONOMICS
Undergraduate
By some estimates, approximately 1.4 billion people live on less than $1.25 a day. When the world's per capita GDP is $10,000, why do so many people live on so little? Life expectancy in many parts of sub-Saharan Africa is less than 50 years, and in Burundi the average adult has less than three years of schooling. Why does this happen, and what can be done to change this? Students will learn how to objectively measure levels of poverty and development. Students will come to understand and analyze which types of interventions lead to improvements in people's lives. Using Stata, students will also learn techniques that researchers use to identify causal relationships between interventions and outcomes.

ECO 305 is a prerequisite for this course.

ECO 360
ECONOMICS OF LOW-INCOME COUNTRIES
Undergraduate
This course analyzes economic development issues in low-income countries. Attention is given to several key issues including agricultural and rural development, population growth, human capital, international trade, foreign resource flows, the role of the public sector, and environmental quality.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 361
INTERNATIONAL TRADE
Undergraduate
This course deals primarily with the trade side of international economic relations. The main objective is the development of analytical tools required for an understanding of the gains from trade and barriers to trade. Particular emphasis is placed on currently pressing issues including the impact of trade on domestic employment and income, international trade tensions, and the rise of regional trade blocks.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 362
INTERNATIONAL MONETARY ECONOMICS
Undergraduate
How do fiscal and monetary policy choices change as a country's economy opens more and more to international trade and capital flows? This question and others of international importance will be analyzed with an open-economy, macroeconomic framework. Topics to be explored will include: the foreign exchange market under both fixed and floating exchange rate regimes; the balance of payments, output, prices, and income in an open economy; the international monetary system; and the macro issues of economic development and transition.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.
ECO 375
INTRODUCTION TO ECONOMETRICS
Undergraduate
Techniques of estimation and testing of economic relationships. Probability theory, probability distributions, least squares estimation and correlation.

ECO 105, ECO 106 and (MAT 137 or equivalents) are a prerequisite for this class.

ECO 379
GAME THEORY
Undergraduate
The primary purpose of the course is to learn and apply the tools of game theory in order to understand important economic phenomena. Game theory is widely applicable within the realm of economics, to areas such as: industrial organization, international trade, and corporate finance (not to mention, macroeconomics, law and economics, money and banking, public choice, and environmental economics).

ECO 105 and ECO 106 are prerequisites for this class.

ECO 380
MATHEMATICAL ECONOMICS
Undergraduate
Review of various mathematical functions useful in formulating economic theories followed by elements of Matrix algebra and its application to concepts of micro and macro economic equilibria. Particular emphasis will be placed on differential calculus, including the use of partial derivatives. These mathematical tools will be applied to optimization problems in micro and macro economic theory.

ECO 105, (MAT 135 or equivalent) and (MAT 136 or equivalent) are a prerequisite for this class.

ECO 395
CAPSTONE SEMINAR IN ECONOMICS
Undergraduate
A seminar in which students explore how the discipline of economics addresses issues from a different perspective than other disciplines within and beyond the social sciences. This course is the Liberal Studies Capstone Requirement for the LA&S Economics major and is restricted to LA&S economics majors with senior standing.

ECO 305, ECO 306 and status as an LAS Economics major with Senior standing is a prerequisite for this class.

ECO 398
SPECIAL TOPICS
Undergraduate
Special Topics. Content and format of this course are variable. All topics will include an in-depth study of current issues in Economics. Subject matter will be indicated in class schedule.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 399
INDEPENDENT STUDY
Undergraduate
An Independent Study may be available to students of demonstrated capability for intensive independent work in economics. Written permission of supervising faculty member, chair, and director of undergraduate programs is required prior to registration.

ECO 423
ENVIRONMENTAL ECONOMICS AND PUBLIC POLICY
Graduate
This course is designed to give the student an understanding of economic theory as it applies to the environment and how we use natural resources. We will look at situations where self-interest, government regulation, and market conditions affect our decisions as they relate to environmental conditions and issues. Remember, economics is a discipline of understanding choices and how different incentives affect those choices, and that remains true when dealing with the environment and natural resources.
ECO 424
MICROECONOMIC THEORY
Graduate
This course further develops the basic theories of individual economic agents: the consumer and the firm. However, unlike ECO 105, this course will place a lot of emphasis on algebra and calculus.

ECO 425
PUBLIC ECONOMICS
Graduate
In this course we will apply the tools of microeconomics to analyze the economic functions of government, including expenditure and tax policies. We will devote considerable time to understanding the role of government in market economics. In particular the tradeoff between efficiency and equity is analyzed in various contexts. You have already learned what markets can do in your ECO 105 course. In this course we will learn what markets cannot do and where governments must step in.

ECO 435
REAL ANALYSIS I
Graduate
This course covers real number system, completeness, supremum, and infimum, sequences and their limits, lim inf, lim sup, limits of functions, continuity.

(MAT 149 or MAT 152 or MAT 162 or MAT 172) and (MAT 141 or MAT 215) are a prerequisite for this class.

ECO 436
REAL ANALYSIS II
Graduate
This course follows ECO 435 and covers properties of continuous functions, uniform continuity, sequences of functions, differentiation, integration.

ECO 500
MONEY AND FINANCIAL SYSTEMS
Graduate
This course examines both the role of money in the economy from a functional and macroeconomic perspective as well as the structure and function of the most important financial institutions and financial markets. Topics covered include the role of the Federal Reserve as monetary policymaker, interest rate and exchange rate determination, the relationship between money and economic activity, and the organization and importance of money markets, capital markets, markets for derivative securities, commercial banks and other intermediaries in a well-functioning financial system.

MS in Taxation and MACC students are restricted from registering for this class.

ECO 501
CONCEPTS OF MICRO AND MACRO ECONOMICS
Graduate
This course investigates the basic elements of the economic way of thinking. Students will begin with models of the consumer and the producer, looking specifically at demand and supply, elasticity, measures of efficiency, production and cost theory, and the determination of price and quantity under different market structures. The remainder of the course is devoted to analyzing the economy as a whole, focusing on the determination of Gross Domestic Product, the role of money and monetary policy, labor markets and unemployment, price stability, and short-run fluctuations in output.

Status as a graduate accountancy student is a prerequisite for this class.

ECO 502
SELECTED TOPICS IN MACROECONOMICS
Graduate
This brief two credit hour course in macroeconomics will cover the nature of macroeconomic activity including the component parts of aggregate expenditures and the nature of key indicators of the economy's performance. The roles of fiscal and monetary policy makers will be examined as well as the structure of the central bank.

MS in Taxation and MACC students are restricted from registering for this class.
ECO 505
ADVANCED MICROECONOMICS
Graduate
An advanced course in microeconomic theory. This course will present a systematic and rigorous analysis of price determination and the allocation of specific resources to particular uses.
ECO 555 or admission to the MS-EPA program is a prerequisite for this class.

ECO 506
ADVANCED MACROECONOMICS
Graduate
An advanced course in macroeconomic theory that examines the determination of income, employment, and prices, and their interrelations. Covers traditional Keynesian as well as alternative models of output, consumption, investment, money demand, inflation and unemployment. The dynamic character of income determination is emphasized, along with effects of government policy, economic institutions, and social goals.
ECO 502 or ECO 509 or admission to the MS-EPA program is a prerequisite for this class.

ECO 507
RESEARCH METHODS FOR POLICY ANALYSIS I
Graduate
This course focuses on the tools and techniques used to statistically analyze economic data. We will focus on both theoretical understanding (why do we use such tools and how do they work) and applied understanding (the ability to carry on a research project using these tools). Students will learn Stata, which is the most widely used statistical analysis programming language in Economics. Students will learn the practical skills of how to choose the right tools for the analysis, how to prepare and inspect the data, and how to run an analysis that is robust, can be replicated, and can be understood and used by others - all extremely valuable qualities in real life work.
ECO 555 or ECO 505 is a prerequisite for this class.

ECO 508
RESEARCH METHODS FOR POLICY ANALYSIS II
Graduate
This course focuses on advanced techniques used to statistically analyze economic data. We will focus on both theoretical understanding (why do we use such tools and how do they work) and applied understanding (the ability to carry on a research project using these tools). Topics to be covered include the analysis of time series and panel data, discrete choice models, simultaneous equations, forecasting and experimental methods. Students will learn statistical Stata commands that apply to the advanced topics covered.
ECO 555 or ECO 505 is a prerequisite for this class.

ECO 509
BUSINESS CONDITIONS ANALYSIS
Graduate
This course teaches students how to use available economic data to assess business conditions. This is done by: (1) evaluating the sources and usefulness of data periodically released by government and private sources and (2) developing a macroeconomic framework that the student can use to analyze business conditions. Completion of this course will allow students to understand economic news and relate it to their business or job.
MS in Taxation and MACC students are restricted from registering for this class.

ECO 510
ECONOMETRIC METHODS FOR BUSINESS ANALYSIS
Graduate
This course is designed to provide the student with more advanced methods in quantitative analysis. Topics covered include hypothesis testing, probability, correlation analysis and multiple regression. This course will be offered every Winter quarter.
ECO 555 or equivalent is a prerequisite for this class.
ECO 511
BUSINESS AND ECONOMIC FORECASTING
Graduate
This course surveys a number of quantitative techniques commonly used to forecast business and economic variables. Emphasis will be on techniques, their relative strengths and weaknesses and real-world economic applications. Topics include smoothing techniques, regression and econometric analysis and Box-Jenkins time series.

GSB 420 or ECO 375 or equivalent is a prerequisite for this class.

ECO 512
APPLIED TIME SERIES FORECASTING
Graduate
Theory and computer implementation of the Box-Jenkins Techniques with emphasis on forecasting business and industrial activity. Cross-listed as MAT 512.

ECO 509 and ECO 510 are prerequisites for this class.

ECO 513
DEMYSTIFYING THE FEDERAL RESERVE BANK
Graduate
This is a course about monetary policy. The Federal Reserve has (and other central banks have) the capacity to directly control interest rates and the monetary base (money supply) with an impact on real output growth, unemployment, inflation and financial stability. The expected movement in these variables is important for business and consumer decisions. The Fed has been criticized as of late for policies that put us into the recent financial crisis and for policies that do not appear to be getting us quickly out of the current slowdown, but instead are setting the country up for higher inflation. This course will focus on the theory and evidence of what the Fed does (and other central banks do), why they do it and how what they do affects our well-being. It is meant to demystify their policies by providing a rationale behind their statements and actions. Unlike most courses that rely on textbooks, this course will have numerous topics and readings that do not yet appear in traditional texts. Consequently, it will include some of the latest (over the last couple of years or months) ideas on what central banking is and should be about.

ECO 502 or ECO 509 or ECO 506 is a prerequisite for this class.

ECO 514
INDUSTRIAL ORGANIZATION
Graduate
This course is concerned with how the market system directs production decisions under varying deviations from the competitive environment. The links between market structure, conduct and performance are examined. Topics include determinants of market structure, various theories of imperfect competition, price discrimination, predatory pricing, and antitrust policy.

ECO 555 or ECO 505 is a prerequisite for this class.

ECO 515
MICROECONOMICS OF MARKET ORGANIZATION
Graduate
Imperfectly competitive markets are more common than perfectly competitive markets. This course is about the effects of imperfectly competitive market structure on the organization, pricing, product choice, and entry of firms. We will study the acquisition and use of market power, strategic competition across firms, private sector sources of market failure, and the role of government competition policy. Factor markets will also be discussed.

ECO 505 is a prerequisite for this class.

ECO 516
ECONOMICS OF THE PUBLIC SECTOR I
Graduate
Application of microeconomic analysis to the role of government in society. The theoretical foundation for the design of an efficient and equitable tax and expenditure program is presented and the impact of such a program on the economy is explored through general equilibrium analysis. Students must have a solid foundation in basic calculus.

ECO 555 or ECO 505 is a prerequisite for this class.
ECO 517
THE PUBLIC POLICY, BUSINESS, AND ETHICAL ENVIRONMENT OF GOVERNMENT
Graduate

Businesses are becoming more involved in deal making both in the public and private sector. Individuals now sit on the boards of public and private companies and are being asked to provide business analysis and networking skills. Moreover, many firms have established PACs and have set-up governmental practice sections. These firms are also becoming more dependent on the government for business opportunities and are more involved in fundraising on behalf of public officials in order to gain access and to influence the regulatory and legislative process. In fact many business people have raised money for both political parties with the hope of leveraging their contributions for future work or political appointments.

ECO 555 or equivalent is a prerequisite for this class.

ECO 518
LABOR ECONOMICS AND LABOR RELATIONS
Graduate

A study of the American labor force: measurement, characteristics and behavior under changing income, employment and technology. An examination of recent labor market developments provides the basis for a critical analysis and appraisal of contemporary wage theory. Topics include changes in the labor force, unemployment, wage determination, the minimum wage, internal labor markets, productivity, discrimination, unions and collective bargaining.

ECO 555 or ECO 505 is a prerequisite for this class

ECO 520
ECONOMICS OF THE PUBLIC SECTOR II
Graduate

This course covers public finance and is the second course in a two course sequence on public Economics. Its focus is on the role of government in public expenditure and taxation. It is assumed that previous course work in economics has been satisfactorily completed, and the student has a basic understanding of basic microeconomic theory.

ECO 516 is a prerequisite for this class.

ECO 521
POLICY & REGULATION IN FINANCIAL MARKETS
Graduate

This course focuses on the economic rationale and consequences of U.S. financial regulation. We will emphasize the implications of regulation for future public policy. We will approach this topic by giving a rationale for financial regulation and then go into regulation associated with particular financial institutions. We concentrate on commercial banks and investment banks, although we will touch on insurance and life assurance companies, stock markets, bond markets and hedge funds. Because of systemic risk (the main focus of financial regulation) associated with commercial banking, we spend most of the course dealing with banking regulation.

ECO 505 or ECO 555 is a prerequisite for this class.

ECO 522
CURRENT POLICY ISSUES
Graduate

This course focuses on current policy issues in the United States. Specific topics depend on current legislative issues facing the country and bills being debated in Congress. There will typically be detailed coverage of two main policy issues. The analysis will include an economics analysis as well as extensive reading of political and legal documents.

ECO 505 or ECO 555 is a prerequisite for this class.
ECO 525
STRATEGIC DECISION MAKING AND GAME THEORY
Graduate
The goal of this course is to introduce students to game-theoretic way of thinking and show its usefulness in understanding various problems arising in business, economics, as well as many other disciplines and every day life. The tools used in game theory are analytical in nature, and hence the building blocks of the course will necessarily draw on analytics. The instructor's job will be to make these analytics accessible to students without using too much mathematics. Once students grasp these tools, a variety of applications will be presented, discussed, and illustrated using experiments. These applications will be mainly in the fields of business and economics, but will often span to other areas like law, politics, biology, and ethics. In this way, students will get a broad perspective of the multiple applications of game-theoretic reasoning.

ECO 555 or ECO 505 is a prerequisite for this class

ECO 526
BUSINESS STRATEGY
Graduate
This class deals with firms' business plans and policies and how they change in response to various incentives and stimuli. We will discuss frameworks used to analyze and formulate business strategies. We will introduce tools and techniques for diagnosing a firm's competitive position, identifying managerial and organizational issues, evaluating plans of action, and anticipating the consequences of alternative decisions.

ECO 555 or ECO 505 is a prerequisite for this class

ECO 527
BUSINESS REGULATION AND ANTI-TRUST
Graduate
This course examines the rationale for and efficiency of government regulation of business in the United States. Various forms of government regulation are evaluated to determine their effectiveness in promoting market efficiency. We will emphasize the importance of market structure and industrial performance, including the strategic interaction of firms. We will examine the behavior of individual markets in some detail, focusing on cost analysis, the determinants of market demand, investment behavior, market power, and the implications of government regulatory behavior.

ECO 555 or ECO 505 is a prerequisite for this class

ECO 528
STRATEGIES AND PROCESSES OF NEGOTIATIONS
Graduate
This course is geared towards developing negotiation skills that are important in both the business world as well as day to day life. We will consider both practical and theoretical aspects of negotiations. In the theoretical part, we will learn what factors affect negotiations success. For example, what is the alternative if an agreement is not reached? In the practical part, we will practice negotiations in class using relevant case studies.

ECO 555 is a prerequisite for this class.

ECO 530
HISTORY OF ECONOMIC THOUGHT
Graduate
A study of the evolution of the science of economics. Emphasis is on the important contributions made to the field by the great thinkers, starting with the Physiocrats and extending to the work of contemporary institutional and post-Keynesian economists.

ECO 555 or ECO 505 is a prerequisite for this class

ECO 550
REGIONAL AND URBAN ECONOMICS
Graduate
The course investigates the spatial character of an economic system. The first part of the course is concerned with theories in regional economics, including business and household location theory, urbanization, and regional development. The latter part of the course deals with urban economics, a specialized area concerned with the economic forces behind many urban problems. Topics include the economics of housing, transportation, poverty, crime and urban public finance.

ECO 555 or ECO 505 is a prerequisite for this class
ECO 555
ECONOMICS FOR DECISION-MAKING
Graduate
This course provides students with an opportunity to apply microeconomic principles to managerial decision-making. These principles include those underlying the theories of consumer choice, production and cost as they relate to decisions made by firms and households. Specific topics include consumer demand analysis and estimation; elasticity; production theory; cost structure and estimation; profit maximization; and the effect of market structure on pricing, output and profit.

GSB 420 is a prerequisite for this class.

ECO 557
INTERNATIONAL TRADE THEORY & POLICY
Graduate
Modern theories of international trade: classical theory of comparative advantage, factor proportions theory, factor price equalization, application of welfare economics to international trade, including regional economic integration, commercial policy and tariff problems. Cross-listed with IB 520.

ECO 555 or ECO 505 is a prerequisite for this class.

ECO 558
INTERNATIONAL MACROECONOMICS
Graduate
Analyzes traditional macroeconomic issues in a framework that allows for international trade and capital flows. Cross-listed as IB 521.

ECO 506 or ECO 509 is a prerequisite for this class.

ECO 560
DEVELOPMENT OF THE AMERICAN ECONOMY
Graduate
This course describes the economic development of the United States by examining topics such as: colonial settlement patterns, the impact of the railroad, the development of the financial system and the Great Depression.

(ECO 505 or ECO 555) and (ECO 506 or ECO 509) are prerequisites for this class.

ECO 561
ECONOMICS OF DEVELOPING COUNTRIES
Graduate
Introduction to the economist's analytical skills applied to problems of developing and newly industrialized countries. Studies economic theory of development, development policy, and decision-making in the developing world; several case studies are examined. Cross-listed with IB 525.

ECO 555 or ECO 505 is a prerequisite for this class.

ECO 576
ADVANCED ECONOMETRICS
Graduate
The fundamental problems in the application of statistical procedures to econometric estimation will be studied: multicollinearity, identification, serial correlation, and nonhomogeneity of error variance. In addition, more sophisticated estimation techniques will be studied, e.g., reduced-form and multiple-stage regression techniques.

ECO 510 or (ECO 507 and ECO 508) are prerequisites for this class.

ECO 600
THESIS RESEARCH
Graduate
Thesis Research
ECO 798  
**SPECIAL TOPICS**  
Graduate  
Content and format of this course are variable. An in-depth study of current issues in economics. Subject matter will be indicated in class schedule.

ECO 799  
**INDEPENDENT STUDY**  
Graduate  
Available to graduate students of demonstrated capability for intensive independent work in economics.

ECO 363  
**ECONOMICS OF THE EUROPEAN UNION**  
Undergraduate  
The European Union, established in 1993 by the Treaty of Maastricht, has become the world's largest economy as a result of gradual incorporation of European countries. The euro represents approximately one fourth of the world's foreign currency reserves. In the economic and political-economic literature the euro has acquired relevance as a possible substitute of the U.S. dollar, especially during the period 2005 - 2010. However, as of 2008, along with the increase of trade among the EU countries, the single currency has been confronting issues with some of its weakest countries which are highly dependent on tourism [Greece, Ireland, Portugal, Italy and Spain]. The loss of independent monetary policy assigns a crucial role to fiscal policy as the only tool designed to stabilize the economy especially in times of recession. The budget deficit and the public debt levels of the weaker countries, during the world economic crisis of 2009, have also extended since then to the majority of the EU members. The political economy convenience of the single currency is now questioned in academic and business environments. The bail outs of Greece and Ireland by the European Central Bank and the International Monetary Fund, and the reduction of the Moody's credit ratings to several countries have considerably contributed to the panic of contagion.

ECO 503  
**GLOBAL ECONOMY**  
Graduate  
This course is designed to be an introduction to the economic environment in which businesses operate. With the increasing interdependence of national economies and the growing role of global enterprises, the understanding of international economic issues is vital to decision-makers. The material covered will include both socio-cultural aspects and economic and financial dimensions of global business. Students should obtain a grasp of the basic theory as well as a knowledge of the major current issues in the global economy.

ECT 250  
**INTERNET, COMMERCE, AND SOCIETY**  
Undergraduate  
An introduction of Internet technology, its application for commerce, and its social impact. This course surveys Internet technology, collaboration and commerce activities, digital media distribution, online communities, and social networking in the Internet environment.

ECT 310  
**INTERNET APPLICATION DEVELOPMENT**  
Undergraduate  
Development of Internet-based applications using client and server-side scripting. Students will design and build an Internet application that accesses a database. PREREQUISITE(S): CSC 211 or IT 231 or CSC 241

ECT 330  
**ADVANCED INTERNET APPLICATION DEVELOPMENT**  
Undergraduate  
This is a programming course focusing on advanced Internet technologies such as tiered design of Internet applications, transactions, creating components, and Web services. PREREQUISITE(S): CSC 212 or CSC 242 or CSC 243 or CSC 262.
ECT 355
INTERNET SYSTEMS: COLLABORATION, COMMERCE, AND MEDIA
Undergraduate
This course examines the application of Internet technology to support collaboration, commerce, and digital media distribution activities. It will focus on the latest technologies, new development models and their social impact. Students will explore different models and develop applications to support collaborative commerce. Prerequisites: ECT 330

ECT 359
E-COMMERCE TECHNOLOGY SENIOR PROJECT
Undergraduate
Students will build complex web information systems using both client-side and server-side technology. Project teams will apply web engineering methodology to produce the final project with deliverables including strategy and requirement statement, site information architecture, interface design, prototyping, testing, promotion and measurement, feasibility study, and final presentation of team project. PREREQUISITE(S): ECT355 AND IT215.

ECT 360
INTRODUCTION TO XML
Undergraduate
An introduction to Extensible Markup Language (XML) and XML transformations. XML syntax, processing and validation. Namespaces. Transformations using XSLT and XPath. XML applications such as XHTML, RDF, SVG, XSL. PREREQUISITE(S): CSC 211 or CSC 241 or CSC 261.

ECT 372
SOFTWARE PROJECT DEVELOPMENT AND MANAGEMENT
Undergraduate
(Cross-listed with IS 372) In-depth study of the development and implementation process for both traditional and e-commerce software projects of all sizes. Project structuring, tools and techniques for scheduling and control, including project management software. Emphasis on working within an organizational context. PREREQUISITE(S): IT 215

ECT 410
DEVELOPMENT OF WEB-BASED BUSINESS APPLICATIONS
Graduate
Development of web-based business solutions using client-side and server-side technologies. Major topics include analysis and design of web projects for a business, web application design patterns, server-side programming, and access to databases. PREREQUISITE(S): CSC 401 or IT 411

ECT 424
ENTERPRISE INFRASTRUCTURE
Graduate
Introduction to modern infrastructure and the evolving technology environment. Major topics include: computer networks, Internet infrastructure, Web 2.0, Enterprise 2.0, social media and networking, software as a service, content management systems, cloud computing, and portal.

ECT 433
SURVEY OF WEB PROGRAMMING TECHNOLOGIES
Graduate
Survey of server-side scripting technology with emphasis on information search in a Web site. Projects include development of product catalogs and information search system of a Web site. For non-ECT and non-IS major only. PREREQUISITE(S): HCI 430

ECT 435
SURVEY OF E-COMMERCE STRATEGIES AND TECHNOLOGY
Graduate
A survey of business models, value propositions, and e-commerce value chains for consumer-oriented, business-to-business, and collaborative e-commerce applications. Marketing, security, digital money, e-business infrastructure, basics of Web site engineering process, e-commerce technology and tools. This is a service course. Students with server-side programming skills should take ECT 455. Prerequisites: ECT 250 and IS 421.
ECT 436
SOCIAL MARKETING AND SOCIAL NETWORKING APPLICATIONS
Graduate
Online social media and culture, online social marketing concepts, online social networking applications and their design/development. Students develop dynamic web sites and applications on social networking platforms using server-side programming technology to meet strategic marketing goals. PREREQUISITE(S): None

ECT 441
USABILITY ISSUES FOR ELECTRONIC COMMERCE
Graduate
(Cross-listed with HCI 441) Design, prototyping and evaluation of e-commerce web sites. Context of usability in the project development lifecycle. User/task analysis with emphasis on the first time and the infrequent user. Content organization. User testing with low fidelity prototypes. Issues of perceived privacy and security. Student's projects involve design and/or evaluation of actual electronic commerce sites. PREREQUISITE(S): ECT 455.

ECT 455
E-COMMERCE WEB SITE ENGINEERING
Graduate
(Formerly ECT 555, cross-listed with HCI 513) An introduction to Web site engineering methods and processes to support e-commerce development. Web site engineering life cycle and user-centered design, including site goals, business models, value propositions, user analysis, information architecture, interface and navigation design, usability guidelines, database, testing, hosting strategies, usage metrics, and collaborative development. Technologies for e-commerce, shopping cart, digital payments, promotion strategies, and security issues. Students will build fully functional Web sites using database and client- and server-side technologies. PREREQUISITE(S): ECT 410 or HCI 430 or proficiency in programming

ECT 480
INTRANETS AND PORTALS
Graduate
Intranet development methodology. Data warehousing concept and On-Line analytic processing (OLAP) for information management. Enterprise information portals (EIP). Transforming information into knowledge. Major applications involve: decision support, customer applications and content personalization for intranet. Students will conduct case studies and projects. PREREQUISITE(S): ECT 424

ECT 481
INTERNET SUPPLY CHAIN MANAGEMENT
Graduate
This course examines system architectures, technologies, approaches, and infrastructure requirements in the context of supply chain systems. The focus is on the design, development and implementation of systems that facilitate the collaboration of an enterprise with its buyers and suppliers. Topics include development of messaging-based collaboration framework with web services. Students will design and implement a collaborative extranet system component in team projects. PREREQUISITE(S): ECT 410

ECT 556
ENTERPRISE ARCHITECTURE AND DESIGN
Graduate
This is an advanced course on the design and planning of enterprise architecture that enables intra-/multi-enterprise collaboration and interoperability. The emphasis is on the alignment between IT and organizational objectives through the integration of business architectures, data and information architecture, application architecture, technology architecture, interfaces and infrastructure. Topics include: frameworks, tools, and methodologies for enterprise architecture design; data and process modeling, application integration, implementation fundamentals, adaptability to changing organizational needs, and managing costs of implementation. Students will conduct case studies and develop architecture plans. Prerequisites: ECT 424 and SE 450
ECT 557
PEER-TO-PEER TECHNOLOGY
Graduate
Peer-to-Peer (P2P) e-commerce is a paradigm for programming distributed e-commerce systems characterized by an increasing decentralization and autonomy of components. This course reviews the technical and business issues regarding P2P e-commerce. Topics include: P2P architecture and interoperability; P2P systems in use today; P2P content management issues; P2P collaboration applications: chat, white boards, file sharing, games, and synchronization; and P2P security and monitoring. Also addressed are: P2P application and business models for business to business and to consumer e-commerce; supply chain and collaborative planning, forecasting and replenishment; intellectual property concerns, management issues, and programming P2P applications. Prerequisites: ECT 424, ECT 480, and ECT 481.

ECT 565
MOBILE ENTERPRISE
Graduate
Mobile enterprise information systems are becoming increasingly complex and consist of existing systems with enabling middleware to achieve end-to-end enterprise mobile solutions. Mobile infrastructure performs content adaptation, data synchronization, bridging corporate and mobile messaging systems and support mobile information portals. The course will discuss web services oriented component architecture and system integration with Adaptive Application Architecture (AAA) with Wireless application gateway (WAG) and Multi-channel Access Gateways (MAG) supporting mobile and wireless access for heterogeneous devices. Such concepts as content distribution, connectivity and security, scalability and load balancing, device management will be discussed. Additional topics include Location-aware applications supporting mobile knowledge workers, business process for value contribution, and investment decisions on mobile technologies. Students will become familiar with mobile enterprise tool suites, mobile messaging delivery platforms, wireless Web portals. Students will be implementing mobile enterprise solution components. PREREQUISITE(S): Completed foundation phase.

ECT 582
SECURE ELECTRONIC COMMERCE
Graduate
This course studies security requirements, threat modeling, and appropriate safeguards for e-commerce systems. Major topics include web application security, web service security, and web server security. PREREQUISITE(S): ECT 424

ECT 583
ADVANCED SCRIPTING TECHNOLOGIES
Graduate
This course focuses on applying advanced scripting technologies in the design and development of large Web applications. Major topics include tiered application design, transacted Web applications, components, and Web services. Prerequisites: Proficiency in programming.

ECT 584
WEB DATA MINING FOR BUSINESS INTELLIGENCE
Graduate
An in-depth study of the knowledge discovery process and its applications in Web mining, Web analytics and business intelligence. The course provides coverage of various aspects of data collection and preprocessing, as well as basic data mining techniques for segmentation, classification, predictive modeling, association analysis, and sequential pattern discovery. The primary focus of the course is the application of these techniques to Web analytics, user behavior modeling, e-metrics for business intelligence, Web personalization and recommender systems. Also addressed are privacy and ethical issues related to Web data mining. Students can choose from three types of final course projects: implementation projects, research papers, or data analysis projects. Throughout the course, the students will learn and use a variety of data mining tools to analyze sample data sets as part of class assignments. PREREQUISITE(S): IT 403 AND (CSC 451 or CSC 453 or CSC 455)

ECT 585
LEGAL ASPECTS OF E-COMMERCE
Graduate
This course is focused on how the law affects e-commerce. Topics include: electronic contracts, privacy issues associated with the use of the Internet, security issues including digital signatures, encryption and biometrics, intellectual property issues including trademark/domain name conflicts, copyrights, patents for business methods, taxation of internet transactions. Students will also gain an understanding of the issues involved in taking a company public (IPO), what information venture capitalists (VC) require in order to make decisions regarding financing startup companies. Prerequisite: ECT 455.
ECT 586
CUSTOMER RELATIONSHIP MANAGEMENT TECHNOLOGIES
Graduate
An in-depth study of customer relationship management (CRM) technologies and applications. The special focus will be on the application of CRM technologies for managing the customer lifecycle across Internet and offline channels. Topics include customer identification, data integration, personalization technologies, web and email interaction techniques; sales force automation applications; call centers, field service and logistics applications; customer self-service and customer knowledge management technologies. Students will review and compare specific eCRM technologies and develop an Internet customer interaction system to support an eCRM strategy in group project.
PREREQUISITE(S): ECT 424

ECT 587
MOBILE COMMERCE TECHNOLOGY
Graduate
This course examines leading wireless and mobile technologies for consumer and enterprise mobile commerce. This course discusses how mobile technologies have changed the business community with an emphasis on major mobile platforms. Major topics include analysis and design of business applications in a mobile environment, and wireless user interface design. Students will develop mobile applications using a prominent mobile technology. PREREQUISITE(S): ECT 455

ECT 588
E-MARKETPLACE TECHNOLOGY
Graduate
This course concentrates on system development for online trading applications supporting complex interactions and transactions. Theoretical models of online information exchanges supporting negotiations such as: auctions, brokerages and exchanges/marketplaces will be discussed. Server/client side applications utilizing the models and distributed data access will be developed. Assignments will include system design as well as application development projects using Java. PREREQUISITE(S): ECT 424.

ECT 589
E-BUSINESS STRATEGIES
Graduate
Designed for ECT majors and IS majors in ECT concentration, this course focuses on the deployment of Internet and enterprise technologies to support organization's e-business initiatives and collaborative commerce. Conducted in the format of seminar, case analysis, and dialogue with industry practitioners, this course requires students to actively participate in the study of models and approaches for e-business technology implementation and transformation. Topics include: the impact of Internet on industry structure and organizational transformation, enterprise application architecture, planning and implementation of technology and process to support an increasingly collaborative and integrated environment for e-commerce. Students have to complete an organization case study of e-business technology implementation to fulfill the requirement of this capstone course. This course should be taken at the conclusion of the ECT program. PREREQUISITE(S): Completion of all other required courses.

ECT 590
E-BUSINESS TECHNOLOGY PRACTICUM
Graduate
This practicum course is aiming at exposing e-commerce students to distributed multi-platform, multi-language, multi-tier application development. Besides the heavy programming emphasis, the students will analyze design and implementation issues in such an environment. The course content involves design and development of an e-commerce system that includes business to business, customer facing, and information portal applications. Students will work on projects using different platforms and different programming languages in a lab environment. Topics include design of e-commerce systems, distributed database development, multi-web server environment development, application of distributed object technologies. This course fulfills the capstone/practicum requirement for ECT majors and should be taken at the conclusion of the program. Prerequisites: ECT 480 or ECT 481

ECT 596
TOPICS IN E-COMMERCE TECHNOLOGY
Graduate
Independent study form required. PREREQUISITE(S): Consent of instructor.

ECT 690
RESEARCH SEMINAR
Graduate
Readings and discussion on current research topics. Students may register for this course no more than twice. PREREQUISITE(S): Consent of the instructor.
ECT 696
MASTER’S PROJECT
Graduate
Four credit hours. Students may register for this course only after their advisor has approved a written proposal for their project. Independent study form required. (PREREQUISITE(S): Consent of advisor).

ECT 698
MASTER’S THESIS
Graduate
(2 credit hours) Students may register for this course only after their advisor has approved a written proposal for their thesis. Students must continue to register for this course every quarter after their first registration in it until they complete their project or thesis to the satisfaction of their advisor. They earn two hours of credit for each such registration but only four hours of credit will apply for degree credit. Independent study form required. PREREQUISITE(S): Consent of advisor.

EDU 25
BASIC TECHNOLOGY LITERACY
Undergraduate
This online course provides students with a knowledge about assembling, using, and troubleshooting basic technology hardware and software. In this course, students demonstrate understanding of basic computer setup and the use of peripheral devices such as printers, speakers, flash drives, scanners, digital cameras, videos, and computer software.

EDU 95
CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH
Undergraduate
Required of all students. Observations and participatory experience with children and youth in a school or agency. This course is a prerequisite for student teaching and related professional courses.

EDU 100
INTEGRATIVE KNOWLEDGE E-PORTFOLIO
Undergraduate
This course provides an introduction to the Digication e-portfolio platform and the development of integrative knowledge e-portfolios. Prerequisite: Permission of instructor.

EDU 115
CRITICAL THINKING AND LEARNING STRATEGIES
Undergraduate
This 2 quarter hour course is designed to develop a learning community for transfer students and/or students who desire to advance academic skills and knowledge through professional writing, metacognitive study strategies, critical thinking and reading, and research and technology.

EDU 125
THE SCIENCE OF HUMAN COGNITION
Undergraduate
In this course we will consider traditional and modern practices for measuring human cognition. We will read, think, and talk about these practices from a variety of social and cultural contexts. We will consider the application and value of cognitive neuroscience to the future of this field of study. We will also venture into how, over time, research into human cognition and how people learn has impacted schooling, teaching practices, and political agendas.

EDU 499
LANGUAGE AND LITERACY PRACTICES ACROSS THE ACADEMY
Graduate
This course addresses issues related to the use of English in the Academy, particularly (1) in classrooms where English is not the native language of the instructor or students but is the language of instruction and/or (2) in scholarship written in English by non-native speakers of English. Topics include but are not limited to academic writing, curriculum development, classroom pedagogy, content pedagogical knowledge, globalization and international education, 21st century technologies, and English as a medium of instruction. Registration with permission of instructor only.
EE 281
INTRODUCTION TO EDUCATIONAL PRACTICE
Undergraduate
This is the first in a sequence of theory and practice courses that serves to familiarize teaching candidates with the world of elementary and middle schools. Through observation and participation in schools, self-reflection, independently created assignments, cooperative learning assignments and classroom discussion, candidates will acquire familiarity with schools and classrooms including: social/cultural context, classroom climate, classroom management, curricular coherence, standards-based instruction, and teacher professional beliefs and practices. Written critical reflections and papers serve as initial foundation for the development of teaching philosophies. Required field experiences are integrated into this course.

EE 317
PHYSICAL EDUCATION AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL
Undergraduate
The course is designed to promote an understanding of the contribution that Physical Education makes to the elementary school curriculum and the development of the whole child. Lesson planning, instructional delivery, and classroom management will be focused as students engage in 15-20 hours of supervised field experience teaching whole classes of children in local schools.

EE 281 and status as an Advanced Teacher Candidate are a prerequisite for this class.

EE 324
READING/LANGUAGE ARTS IN THE EARLY YEARS
Undergraduate
This course focuses on the curriculum content and sequence, instructional and assessment strategies as well as considerations integral to the creation of authentic, effective emergent literacy environments and engagements for pre-kindergarten through third grade. Theory and practice principles are woven into course assignments and required field experiences designed to observe, teach, and reflect upon instructional decisions made for individual as well as groups of children. Prevailing curricular and instructional models (e.g., code-based, meaning-oriented, balanced) and their histories are compared and contrasted. The influences of development, home language(s) and dialect(s) (especially those of U.S. metropolitan areas), and educational settings are studied and applied to candidate instructional planning and teaching. Case studies and lesson planning facilitate the application of course content.

(EE 281 or ECE 290) and status as an Advanced Teacher Candidate is a prerequisite for this class.

EE 326
READING/LANGUAGE ARTS IN INTERMEDIATE AND MIDDLE GRADES
Undergraduate
This course extends Emerging Reading and Language Arts to facilitate increased independence in students as strategic readers and competent writers. It focuses on the further development of reading comprehension and writing abilities in the intermediate grades and middle school. Emphasis is placed on the complex nature of literacy addressing issues such as content-area literacies, learning in and across languages, and critically consuming and producing a wide variety of texts (including online, multimedia and print based). Application of course material is facilitated through the design, teaching, and reflection on literacy lesson(s) for intermediate learners in required field experiences.

EE 281, EE 324, and Advanced Teacher Candidate Standing are prerequisites for this class.

EE 330
URBAN EDUCATION RESIDENCY
Undergraduate
The Urban Education Residency is designed to enhance students' knowledge and experiences working in urban school settings. Working along professional urban educators, preservice elementary candidates will gain first-hand experience in best pedagogical practices that make teaching and learning culturally relevant in diverse urban elementary classrooms and support students' academic success. Students will build a repertoire of strategies that will enable them to become reflective and effective urban professional educators.

Advanced Teacher Candidate Standing is a prerequisite for this class.
EE 333
TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS
Undergraduate
This course is an introduction to materials, processes for developing, and strategies for mathematical literacy in grades K-8. Particular attention will be given to the theoretical views about how children learn mathematics, the proper use of manipulative materials, the development of mathematical thinking, e.g., skills in estimation, pattern recognition, or spatial perception; the use of technology, and ways to assess student progress. Daytime clinical hours are required. Note: MAT 111 may be taken as a prerequisite OR it may be taken concurrently with EE 333.

MAT 110, EE 281, and Advanced Teacher Candidate Standing are a prerequisite for this class.

EE 334
ELEMENTARY SCIENCE INQUIRY TEACHING STRATEGIES
Undergraduate
This course is an introduction to instructional strategies for helping students in grades K-8 become science literate: i.e., to understand the nature of science and its impact on the world. Particular attention will be given to theoretical views about how children learn science and develop scientific process skills, e.g., skills in observing, classifying, collecting and interpreting data and questioning strategies, and ways to assess student progress. Daytime clinical hours are required.

EE 281 and status as an Advanced Teacher Candidate are a prerequisite for this class.

EE 335
PSYCHOLOGY OF BILINGUALISM
Undergraduate
This course will focus on psychological factors that affect learning such as attitudes towards language learning, self-esteem, cognitive style, identity and motivation.

EE 344
ART AND MUSIC IN THE ELEMENTARY SCHOOL
Undergraduate
This course focuses on the arts (visual art, music, drama and dance) as an integral component of teaching and learning in the elementary school curriculum. Students will explore a variety of art forms and disciplines to develop a critical aesthetic and artistic vocabulary. Students learn to help children utilize artistic media in the exploration and expression of thoughts and feelings. Emphasis is placed on design, construction, and implementation, and assessment of authentic conceptual classroom arts activities that integrate the arts with other classroom curricula. Daytime clinical hours (10) are required during this course.

EE 281 and status as an Advanced Teacher Candidate are a prerequisite for this class.

EE 347
CHILDREN'S LITERATURE
Undergraduate
This course familiarizes students with quality children's literature for infancy through young adulthood. Students will select, discuss, critique, and share books appropriate for this age span, focusing primarily on ages 5-14 years. The influences of child development, culture, technology, and education stakeholders (i.e., parents, students, teachers, administrators, and their community) on literature selection are emphasized. Students will develop skills in evaluating books, responding to books, and using literature across the curriculum.

EE 355
METHODS: CONTEMPORARY TEACHING OF SOCIAL STUDIES
Undergraduate
This course is an introduction to an integrated view of social studies for engaged citizenship. Through the study of strategies such as concept formation, historical inquiry, and role-play, and materials, such as primary sources, teacher candidates will apply principles of curricular integration to create curriculum/units that engage elementary learners in the exploration of issues, ideas, and perspectives that impact our world. Daytime clinical hours are required.

EE 281 and status as an Advanced Teacher Candidate are a prerequisite for this class.
EE 356  
ASSESSMENT IN THE ELEMENTARY CLASSROOMS  
Undergraduate  
This course focuses on study, use, and evaluation of assessment practices in diverse, K-8 contexts. Assessment is addressed as part of instructional systems, attending to issues including: the appropriate use of standardized measures, formal and informal classroom assessment, portfolio development, as well as reporting to all stakeholders. This course also emphasizes ways of involving students and parents in assessment processes, how to observe and assess children individually and in classroom settings, and the use of numerous technologies as components of a classroom assessment system.

EE 281, SCU 337 and (EE 324, EE 333, EE 334 or EE 355) and status as an Advanced Teacher Candidate is a prerequisite for this class.

EE 384  
CAPSTONE I N ELEMENTARY EDUCATION  
Undergraduate  
The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective elementary educators with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to engage in critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to elementary education. The course is grounded in the College of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies Program. COREQUISITE(S): EE 385.

EE 385  
ELEMENTARY STUDENT TEACHING  
Undergraduate  
Five school days a week supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. Application and approval required. Open only to DePaul students.

EE 399  
INDEPENDENT STUDY I N ELEMENTARY EDUCATION  
Undergraduate  
(1 to 4 credits) Permission of program chair required.

ELA A030  
ADVANCED WRITING AND WORD PROCESSING  
Continuing Education  
An advanced-level course in English-as-a-second-language writing. Students learn to write 3-to-5 page compositions including a research paper.

ELA A031  
ADVANCED READING AND VOCABULARY DEVELOPMENT  
Continuing Education  
An advanced-level course in English-as-a-second-language reading. Students build on their reading skills by identifying intended audience, source and tone of a reading, acquire more literary terms, read longer newspaper articles, editorials, plays, and novels.

ELA A032  
ADVANCED GRAMMAR  
Continuing Education  
An advanced-level course in English-as-a-second-language grammar. Students build on the work from previous levels with the future perfect and future perfect progressive tenses, negative and past forms of modals, passive voice, causative verbs, conditionals, and gerunds and infinitives.

ELA A033  
ADVANCED SPOKEN ENGLISH AND L I STENING  
Continuing Education  
An advanced-level course in English-as-a-second-language spoken English. Among other skills, students learn to manage small group discussions, defend positions, speak persuasively, deliver a formal presentation, draw inferences from authentic speech, and takes notes from short lectures.
ELA B040
UNIVERSITY BRIDGE WRITING: SERVICE, RESEARCH AND WRITING
Continuing Education
A university bridge-level course in English-as-a-second-language writing. Students learn to write first-person narrative and a research essay through participation in community service.

ELA B041
UNIVERSITY BRIDGE READING AND VOCABULARY DEVELOPMENT
Continuing Education
A university bridge-level course in English-as-a-second-language reading. Students build on their reading skills by comparing points of view, paraphrasing and outlining ideas, acquiring higher-level literary terms, and read more complex articles, novels, plays, or several short stories.

ELA B042
UNIVERSITY BRIDGE GRAMMAR
Continuing Education
A university bridge-level course in English-as-a-second-language grammar. Students build on the work from previous levels with more complex uses of such structures as auxiliary verbs, noun modifiers, adjective and adverb clauses, and unreal conditionals.

ELA B043
UNIVERSITY BRIDGE SPOKEN ENGLISH AND LISTENING
Continuing Education
A university bridge-level course in English-as-a-second-language spoken English. Students master previous functions at the highest level, such as persuading, negotiating, and debating; deliver formal presentations; demonstrate skill at note taking and comprehending regional dialects.

ELA CP050
UNIVERSITY EXPERIENCE RESEARCH AND WRITING
Continuing Education
University Experience Research and Writing provides non-native speaking students authentic experiences preparing and writing papers using American academic standards and styles. This course teaches students to select and effectively evaluate scholarly sources appropriate to their discipline, to organize their research and to present a thesis logically using American academic styles. Ideally, the course is taken in conjunction with CP052 University Experience Reading or other similar academic English reading course.

ELA CP051
UNIVERSITY EXPERIENCE READING AND SURVEY OF TEXTS
Continuing Education
University Experience Reading & Survey of Texts provides university level reading instruction and prepares non-native speaking students to evaluate and categorize university level texts within their chosen discipline. The course focuses on using reading strategies that maximize reading efficiency and comprehension and is designed specifically for students who are preparing to enroll in university degree programs. The course is an ideal complement to CP050 University Experience Research and Writing.

ELA CP053
UNIVERSITY EXPERIENCE ACADEMIC AND CLASSROOM CULTURE
Continuing Education
University Experience Academic and Classroom Culture prepares non-native speaking students for success in American university classrooms. The course focuses on becoming an effective oral communicator in university environments. Instruction helps students develop effective strategies for note taking, classroom participation, and successful interaction with other students and instructors in a variety of teaching modes that are common in American universities.

ELA CP054
UNIVERSITY EXPERIENCE ADVANCED ENGLISH PRACTICE
Continuing Education
University Experience Advanced English Practice offers students a selection of options that allows them to address individual English language development needs from pronunciation to interviewing skills to advanced topics within their proposed discipline of study. The exact structure of this module is determined by individual student needs and each student works with an ELA advisor to select options that will provide maximum individual language growth. The individual student plan requires approval of the ELA director.
ELA F000  
**FOUNDATIONS WRITING AND WORD PROCESSING**  
Continuing Education

A beginning-level course in English-as-a-second-language writing. Students learn basic paragraph structure, topic sentences and how to support them. (Students should have an active vocabulary of 200-400 words in English.)

ELA F001  
**FOUNDATIONS READING AND VOCABULARY DEVELOPMENT**  
Continuing Education

A beginning-level course in English-as-a-second-language reading. Students practice various reading skills, such as locating the main idea; study vocabulary acquisition; and read ESL specific readings and newspaper articles. (Students should have an active vocabulary of 200-400 words in English.)

ELA F002  
**FOUNDATIONS GRAMMAR**  
Continuing Education

A beginning-level course in English-as-a-second-language grammar. Students work on basic grammar, such as simple tenses, modals, and articles, as well as nouns, pronouns, adjectives and adverbs. (Students should have an active vocabulary of 200-400 words in English.)

ELA F003  
**FOUNDATIONS SPOKEN ENGLISH AND LISTENING**  
Continuing Education

A beginning-level course in English-as-a-second-language spoken English. Students learn many basic practical functions, such as asking for and giving opinions and leaving a simple message. (Students should have an active vocabulary of 200-400 words in English.)

ELA H020  
**HIGH INTERMEDIATE WRITING AND WORD PROCESSING**  
Continuing Education

A high intermediate-level course in English-as-a-second-language writing. Students learn to write academic compositions using specific organizational patterns.

ELA H021  
**HIGH INTERMEDIATE READING AND VOCABULARY DEVELOPMENT**  
Continuing Education

A high intermediate-level course in English-as-a-second-language reading. Students build on their reading skills by learning the difference between fact and opinion, understanding inferences, acquiring more literary terms, reading newspaper articles, short stories and novels.

ELA H022  
**HIGH INTERMEDIATE GRAMMAR**  
Continuing Education

A high intermediate-level course in English-as-a-second-language grammar. Students build on the work from previous levels with perfect progressive tenses, adjective clauses, reflexive pronouns, and more advanced modals, adjectives and adverbs.

ELA H023  
**HIGH INTERMEDIATE SPOKEN ENGLISH AND LISTENING**  
Continuing Education

A high intermediate-level course in English-as-a-second-language spoken English. Students practice such functions as supporting opinions, expressing empathy and compromise, reporting and summarizing; make a presentation; and listen effectively to authentic speech.

ELA I010  
**INTERMEDIATE WRITING AND WORD PROCESSING**  
Continuing Education

An intermediate-level course in English-as-a-second-language writing. Students begin connecting paragraphs into longer essays.
ELA I011
INTERMEDIATE READING AND VOCABULARY DEVELOPMENT
Continuing Education
An intermediate-level course in English-as-a-second-language reading. Students build on the work in the Foundations level and learn to restate the author's point of view, acquire literary terms, and read stories.

ELA I012
INTERMEDIATE GRAMMAR
Continuing Education
An intermediate-level course in English-as-a-second-language grammar. Students build on the work in Foundations grammar and learn progressive and past tenses, question formation, noun clauses, and comparative and superlative forms of adjectives and adverbs.

ELA I013
INTERMEDIATE SPoken ENGLISH AND LISTENING
Continuing Education
An intermediate-level course in English-as-a-second-language spoken English. Students practice such functions as giving advice, apologizing, complaining, asking for explanations and make a simple presentation.

ELA T200
GRAMMAR FOR TOEFL WRITING
Continuing Education
An English-as-a-second-language course that reinforces and reviews the grammar skills necessary to excel on the Writing portion of the TOEFL (Test of English as a Foreign Language) iBT (Internet-Based Test) as well as in future academic pursuits.

ELA T201
TOEFL READING AND READING LAB
Continuing Education
An English-as-a-second-language course that prepares students for the Reading portion of the TOEFL (Test of English as a Foreign Language) iBT (Internet Based Test) as well as for future academic study. Students learn and practice reading strategies and the variety of reading skills tested on the TOEFL iBT. In addition, students expand their academic vocabulary and knowledge of word roots. Moreover, students get valuable exposure to the testing lab environment by doing practice computerized tests in this skill area.

ELA T202
TOEFL WRITING AND INTEGRATED SKILLS
Continuing Education
An English-as-a-second-language course that prepares students for the Writing and Integrated Skills portions of the TOEFL (Test of English as a Foreign Language) iBT (Internet Based Test) as well as for future academic study. Students learn and practice the writing skills necessary to produce the high-quality essays required during the writing portion of the test. They also practice and learn the skills necessary to synthesize and summarize information in a written format, as required in the Integrated Skills portion of the test. Moreover, students get valuable exposure to the testing lab environment by doing occasional practice writing and integrated skills computerized tests in this skill area.

ELA T203
TOEFL SPEAKING AND INTEGRATED SKILLS
Continuing Education
An English-as-a-second-language course that prepares students for the Speaking and Integrated Skills portions of the TOEFL (Test of English as a Foreign Language) iBT (Internet Based Test) as well as for future academic study. Students learn and practice the speaking skills and strategies which must be applied during the Integrated Skills portion of the test. Students also practice useful idioms that can be applied in both the listening and speaking portions of the test. Moreover, students get valuable exposure to the testing lab environment by doing occasional integrated skills computerized tests in this skill area.

ELA T204
TOEFL PRACTICE TESTS
Continuing Education
An English-as-a-second-language lab that allows students to apply the skills they have been learning and check their progress in a timed, self-testing environment.
ELA T205
TOEFL LISTENING AND LISTENING LAB
Continuing Education
An English-as-a-second-language course that prepares students for the listening portion of the TOEFL (Test of English as a Foreign Language) iBT (Internet-Based Test) as well as for future academic study. Students learn and practice the listening skills and strategies which must be applied during the listening portion of the test. Moreover, students get valuable exposure to the testing lab environment through computerized practice tests in this skill area.

ELA 100
PRONUNCIATION WORKSHOP: A COURSE IN ACCENT REDUCTION
Continuing Education
An English-as-a-second-language course designed to help students improve their pronunciation.

ELA 101
TOEFL (TEST OF ENGLISH AS FOREIGN LANGUAGE) PREPARATION
Continuing Education
An English-as-a-second-language course designed to help students prepare for the TOEFL (Test of English as a Foreign Language).

ELA 102
GMAT/MBA (GRADUATE MANAGEMENT ADMISSIONS TEST/MASTERS IN BUSINESS ADMINISTRATION) PREPARATION
Continuing Education
An English-as-a-second-language course designed to help students prepare for the GMAT (Graduate Management Admissions Test).

ELA 109
VOCABULARY DEVELOPMENT FOR NON-NATIVE SPEAKERS OF ENGLISH
Continuing Education
This class is designed to expand students' vocabulary by reinforcing ability to use vocabulary accurately, by use of new vocabulary-learning skills, and by acquisition of word decoding skills and strategies. Students will be introduced to approximately 25-40 new words per class. (Students in this class should have at least high intermediate proficiency in English.)

ELA 110
TALKING BUSINESS
Continuing Education
Talking Business is an intensive course for non-native English speakers preparing for business school or expanding their careers in the business world. The course will focus on improving students' vocabulary, knowledge of key concepts in business and economics, and listening and speaking skills related to those concepts. Each day, students will have the opportunity to read and listen to authentic materials as well as to engage in lively, informative discussion.

ELA 120
ELA ORIENTATION AND NEW STUDENT REGISTRATION
Continuing Education
New ELA students enroll in ELA 120 to reserve a place in a coming term. Only new students enroll in ELA 120.

ELA 130
CONTINUING STUDENT REGISTRATION
Continuing Education
Students wishing to continue enrollment at ELA select ELA 130. Only continuing students enroll in ELA 130.

ELA 300
ELA TOPICS
Continuing Education
Special courses and workshops offered by the English Language Academy.
ELA 301
SI TESOL PROGRAM
Continuing Education
A 130-hour TESOL/TEFL certificate course during which students learn how to teach English-as-a-Second-Language, including 36 hours of practice teaching with ESL students. Taught by the School for International Training at DePaul's English Language Academy.

ELA 302
DECEMBER INTERSESSION TOPICS
Continuing Education
December Intersession Topics is an intensive course that seeks to develop the academic English skills of English-language students through exploration of current, controversial or topical matters that change from term to term.

ENG 120
READING LITERATURE
Undergraduate
Study of the elements and construction of literary texts, of the vocabulary of literary criticism, and of various literary modes and genres. WRD 103 or HON 100 is recommended.

ENG 130
THEMES IN LITERATURE
Undergraduate
Introduction to the study of literature through selected literary texts focused on a particular theme. Variable topics. May not be repeated. WRD 103 or HON 100 is recommended.

ENG 201
CREATIVE WRITING
Undergraduate
Experience in writing and analyzing poetry and prose. May not be taken pass/fail.

ENG 209
TOPICS IN WRITING
Undergraduate
Variable emphasis. (See schedule for current offerings.) This course is repeatable with different topics. WRD 103 or HON 100 is recommended.

ENG 211
GRAMMAR AND STYLE
Undergraduate
An introduction to elements of the linguistic structure of English as they are employed to create stylistic effects in writing. The course aims at clarifying ways that language can affect audiences' perceptions and responses to writing.

ENG 218
READING AND WRITING FICTION
Undergraduate
An introduction to the art of fiction through analysis and criticism of fiction by established writers and through writing and revising the student's own stories. WRD 103 or HON 100 is recommended.

ENG 219
READING AND WRITING POETRY
Undergraduate
An introduction to the art of poetry through analysis and criticism of poems by established poets and through writing and revising the student's own poems. WRD 103 or HON 100 is recommended.
ENG 220
READING POETRY
Undergraduate
Introduction to poetry, poetic forms and meters, and the vocabulary of poetic study.
WRD 104 or HON 100 is a prerequisite for this course.

ENG 221
READING PROSE
Undergraduate
An introduction to close analytical reading of the fundamental prose genres that students will encounter in the English major, including short stories, novels, literary nonfiction, and criticism.
WRD 104 or HON 100 is a prerequisite for this course.

ENG 227
STUDIES IN DRAMA
Undergraduate
Introduction to the appreciation and analysis of drama as a cultural form, with attention to both text and performance. Readings vary, including plays from different dramatic genres, historical periods, and cultures. WRD 103 or HON 100 is recommended.

ENG 228
INTRODUCING SHAKESPEARE
Undergraduate
Introduction to the basic structures and conventions of representative plays by William Shakespeare, emphasizing film and stage interpretations. May not be taken by students who have completed ENG 328. WRD 103 or HON 100 is recommended.

ENG 231
THE GOTHIC
Undergraduate
Introduction to Gothic narratives. Emphasis on characteristics of Gothic narratives and methods of interpreting the Gothic. Variable emphasis on particular genres or historical periods. (See schedule for current offerings.) WRD 103 or HON 100 is recommended.

ENG 232
THE ROMANCE
Undergraduate
Introduction to the genre of the romance. Emphasis on characteristics of the genre in particular historical moments. Variable emphasis on particular historical periods or topics. (See schedule for current offerings.) WRD 103 or HON 100 is recommended.

ENG 235
SCIENCE FICTION
Undergraduate
Introduction to science fiction as a literary genre. Variable topics, including history of the genre, multi-media adaptations, cyberpunk, global variants. WRD 103 or HON 100 is recommended.

ENG 231
THE BRITISH NOVEL
Undergraduate
Studies in the British novel. Variable emphasis on particular historical periods or topics from 1700 to present. WRD 103 or HON 100 is recommended.

ENG 265
THE AMERICAN NOVEL
Undergraduate
Studies in the American novel. Variable emphasis on the historical development, regional expression, multicultural scope, ethical engagement, and/or recurring thematic concerns of the genre. WRD 103 or HON 100 is recommended.
ENG 271
AFRICAN AMERICAN LITERATURE
Undergraduate
Introduction to works of poetry, fiction, nonfiction, and/or drama by African-American authors. WRD 103 or HON 100 is recommended.

ENG 272
LITERATURE AND IDENTITY
Undergraduate
Studies in the literary expression and representation of identity. Variable emphasis on different groups, genres, themes, or historical periods. (See schedule for current offerings.) This course is not repeatable. WRD 103 or HON 100 is recommended.

ENG 273
GLOBAL ASIAN LITERATURE
Undergraduate
Introduction to selected authors, genres, and topics in Asian American or Asian diasporic literature from the mid-nineteenth century to the present. Variable emphasis on different groups, genres, or historical periods.

WRD 103 or HON 100 is a prerequisite for this course.

ENG 275
LITERATURE AND FILM
Undergraduate
Introduction to the comparative study of literature and film. Emphasis on construction of narrative, development of character, point-of-view, and adaptation across genres and mediums. (See schedule for current offerings.) This course is not repeatable. WRD 103 or HON 100 is recommended.

ENG 276
LATINO/A LITERATURE
Undergraduate
Introduction to works of poetry, fiction, nonfiction, and/or drama by Latino/a authors. WRD 103 or HON 100 is recommended.

ENG 279
STUDIES IN LITERATURE
Undergraduate
Variable emphasis. (See schedule for current offerings.) This course is repeatable with different topics. WRD 103 or HON 100 is recommended.

ENG 280
WORLD LITERATURE TO 1500
Undergraduate
Introduction to selected examples of world literature to 1500, focusing on mythology, epic, and drama. WRD 103 or HON 100 is recommended.

ENG 281
WORLD LITERATURE SINCE 1500
Undergraduate
Introduction to examples of world literature since 1500. Focuses primarily on explorations of self and the world in drama, poetry, and the novel from the Renaissance through the Modern eras. WRD 103 or HON 100 is recommended.

ENG 284
THE BIBLE AS LITERATURE
Undergraduate
Introduction to the major stories, genres (e.g., poems, parables, prophecies) and intra-textual echoes of the Bible. WRD 103 or HON 100 is recommended.
ENG 286
TOPICS IN POPULAR LITERATURE
Undergraduate
Studies in the forms and functions of popular fiction. Variable emphasis. (See schedule for current offerings.) This course is not repeatable. WRD 103 or HON 100 is recommended.

ENG 288
AUTOBIOGRAPHY AND BIOGRAPHY
Undergraduate
Introduction to the forms, functions, problems and purposes of life-writing. WRD 103 or HON 100 is recommended.

ENG 290
INTERMEDIATE CREATIVE NONFICTION WRITING
Undergraduate
Writing and analyzing creative nonfiction. May be taken twice. May not be taken pass/fail.

ENG 291
INTERMEDIATE FICTION WRITING
Undergraduate
Writing and analyzing short prose fiction. May be taken twice. May not be taken pass/fail.

ENG 292
INTERMEDIATE POETRY WRITING
Undergraduate
Writing and analyzing poems. May be taken twice. May not be taken pass/fail.

ENG 300
COMPOSITION AND STYLE
Undergraduate
Advanced instruction in invention, arrangement, and style, toward developing clear and effective prose styles.

ENG 306
ADVANCED CREATIVE NONFICTION WRITING
Undergraduate
Writing and analyzing creative nonfiction, for students with prior workshop experience. May be taken twice. May not be taken pass/fail.

ENG 307
ADVANCED FICTION WRITING
Undergraduate
Writing and analyzing short prose fiction, for students with prior workshop experience. May be taken twice. May not be taken pass/fail.
ENG 308
ADVANCED POETRY WRITING
Undergraduate
Writing and analyzing poems, for students with prior workshop experience. May be taken twice. May not be taken pass/fail.

ENG 201 is a prerequisite for this class.

ENG 309
ADVANCED TOPICS IN WRITING
Undergraduate
Variable emphasis. (See schedule for current offerings.) This course is repeatable with different topics.

ENG 201 is a prerequisite for this class.

ENG 310
ENGLISH LITERATURE TO 1500
Undergraduate
Survey of English literature from the beginnings to 1500.

(ENG 220 and ENG 221) or (THE 204, 205, and 206) are a prerequisite for this class.

ENG 311
CHAUCER
Undergraduate
Study of selected poetry and prose by Geoffrey Chaucer.

A literature course is a prerequisite for this course.

ENG 319
TOPICS IN MEDIEVAL LITERATURE
Undergraduate
See schedule for current offerings. This course is repeatable with different topics.

A literature course is a prerequisite for this course.

ENG 320
ENGLISH RENAISSANCE LITERATURE
Undergraduate
Survey of English literature from 1500 to 1660.

(ENG 220 and ENG 221) or (THE 204, 205, and 206) are a prerequisite for this class.

ENG 327
MILTON
Undergraduate
Study of selected poetry and prose by John Milton.

A literature course is a prerequisite for this course.

ENG 328
SHAKESPEARE
Undergraduate
Study of selected plays and poetry of William Shakespeare in relation to early modern English culture.

(ENG 220 and ENG 221) or (THE 204, 205, and 206) is a prerequisite for this course.
ENG 329  
TOPICS IN RENAISSANCE LITERATURE  
Undergraduate  
See schedule for current offerings. This course is repeatable with different topics.  

A literature course is a prerequisite for this course.

ENG 330  
RESTORATION AND 18TH CENTURY LITERATURE  
Undergraduate  
Survey of English literature from 1660 to 1780.  

(ENG 220 and ENG 221) or (THE 204, 205, and 206) are a prerequisite for this class.

ENG 339  
TOPICS IN RESTORATION AND 18TH CENTURY ENGLISH LITERATURE  
Undergraduate  
Selected authors, genres and topics in English literature, 1660 - 1780. This course is repeatable with different topics.  

A literature course is a prerequisite for this course.

ENG 340  
NIETEENTH CENTURY BRITISH LITERATURE  
Undergraduate  
Survey of British literature from 1780 to 1900.  

(ENG 220 and ENG 221) or (THE 204, 205, and 206) are a prerequisite for this class.

ENG 346  
NIETEENTH CENTURY IRISH LITERATURE  
Undergraduate  
This course focuses on some of the important works of nineteenth-century Irish literature. It sees them as engaging with the often traumatic political and social changes of their time.  

WRD 104 or HON 100 is a prerequisite for this course.

ENG 349  
TOPICS IN NIETEENTH CENTURY BRITISH LITERATURE  
Undergraduate  
Selected authors, genres and topics in British literature, 1780 - 1900. This course is repeatable with different topics.  

A literature course is a prerequisite for this course.

ENG 350  
MODERN BRITISH LITERATURE  
Undergraduate  
Survey of British literature in the twentieth century.  

(ENG 220 and ENG 221) or (THE 204, 205, and 206) are a prerequisite for this class.

ENG 354  
THE IRISH REVIVAL  
Undergraduate  
The course invites a study of the cultural ferment of the decades from the 1890's to the 1920's in Ireland. Particular attention will be given to an introduction to the work of canonical writers such as Yeats and Joyce who emerged from it.  

WRD 104 or HON 100 is a prerequisite for this course.
ENG 355
MODERN IRISH LITERATURE
Undergraduate
This course provides an introduction to Irish literature, including some poems in the Irish language with English translations on facing pages, written from the Literary Revival to the late twentieth century. It emphasizes the transitions from a colonized to a postcolonial society and the slow validation of the voices of Irish women writers.

WRD 104 or HON 100 is a prerequisite for this course.

ENG 357
TOPICS IN IRISH STUDIES
Undergraduate
Selected authors, genres, and topics in Irish literature and culture. This course is repeatable with different topics.

WRD 104 or HON 100 is a prerequisite for this course.

ENG 359
TOPICS IN MODERN BRITISH LITERATURE
Undergraduate
Selected authors, genres, and topics in twentieth-century British literature. This course is repeatable with different topics

A literature course is a prerequisite for this course.

ENG 360
AMERICAN LITERATURE TO 1830
Undergraduate
Survey of American literature from the beginnings to 1830.

(ENG 220 and ENG 221) or AMS 200 or AMS 211 or AMS 213 or AMS 215 is a prerequisite for this class.

ENG 361
AMERICAN LITERATURE 1830 TO 1865
Undergraduate
Survey of American literature from 1830 to 1865.

(ENG 220 and ENG 221) or AMS 200 or AMS 211 or AMS 213 or AMS 215 is a prerequisite for this class.

ENG 362
AMERICAN LITERATURE FROM 1865 TO 1920
Undergraduate
Survey of American literature from 1865 to 1920.

(ENG 220 and ENG 221) or AMS 200 or AMS 211 or AMS 213 or AMS 215 is a prerequisite for this class.

ENG 363
AMERICAN LITERATURE SINCE 1920
Undergraduate
This survey focuses on twentieth- and twenty-first century American literary works, authors, and movements. Coverage will explore several genres, and expose students to the diversity of some major American literary movements and authors since high modernism.

(ENG 220 and ENG 221) or AMS 200 or AMS 211 or AMS 213 or AMS 215 is a prerequisite for this class.

ENG 364
TOPICS IN GENRE STUDIES
Undergraduate
Variable emphasis. (See schedule for current offerings.) This course is repeatable with different topics.

A literature course is a prerequisite for this course.
ENG 365
MODERN AMERICAN FICTION
Undergraduate
Major American writers of fiction in the twentieth century.

A literature course is a prerequisite for this course.

ENG 366
MODERN POETRY
Undergraduate
Study of selected twentieth-century poetry.

ENG 220 is a prerequisite for this class.

ENG 367
TOPICS IN AMERICAN STUDIES
Undergraduate
Selected authors, genres, and topics in American literature and culture. This course is repeatable with different topics

A literature course or an AMS course is a prerequisite for this course.

ENG 369
TOPICS IN AMERICAN LITERATURE
Undergraduate
See schedule for current offerings. This course is repeatable with different topics.

A literature course is a prerequisite for this course.

ENG 370
HISTORY OF THE ENGLISH LANGUAGE
Undergraduate
Examination of the development of vocabulary and structure of English from its beginnings to contemporary British and American English usage.

WRD 104 or HON 100 is a prerequisite for this course.

ENG 371
TOPICS IN AFRICAN AMERICAN LITERATURE
Undergraduate
Selected authors, genres, and topics in African American literature. See schedule for current offerings.

WRD 104 or HON 100 is a prerequisite for this course.

ENG 373
MULTIETHNIC LITERATURE OF THE U.S.
Undergraduate
Readings in recent literature, primarily fiction, by American writers of various ethnic backgrounds, exploring the evolving concept of ethnicity in literature.

A literature course is a prerequisite for this course.

ENG 374
NATIVE AMERICAN LITERATURE
Undergraduate
Study of literature by Native-American writers.

A literature course is a prerequisite for this course.
ENG 375
STUDIES IN SHORT FICTION
Undergraduate
The development of European, English, and American short fiction.

A literature course is a prerequisite for this course.

ENG 376
CREATIVE WRITING AND SOCIAL ENGAGEMENT
Undergraduate
Study and practice of creative writing in the contexts of community service. (See schedule for current offerings.) This course is repeatable with different topics.

WRD 104 or HON 100 is a prerequisite for this course.

ENG 377
TOPICS IN EDITING AND PUBLISHING
Undergraduate
Variable emphasis. (See schedule for current offerings.) This course is repeatable with different topics. WRD 103 or HON 100 is recommended.

ENG 378
LITERATURE AND SOCIAL ENGAGEMENT
Undergraduate
Study of selected literary works in the contexts of community service. See schedule for current offerings. This course is repeatable with different topics.

WRD 104 or HON 100 is a prerequisite for this course.

ENG 379
TOPICS IN LITERATURE
Undergraduate
See schedule for current offerings. This course is repeatable with different topics.

A literature course is a prerequisite for this course.

ENG 380
MASTERPIECES OF WORLD LITERATURE
Undergraduate
Selected works in translation from Classical Antiquity to the present. Variable emphasis. (See schedule for current offerings.)

A literature course is a prerequisite for this course.

ENG 381
LITERARY THEORY
Undergraduate
Study of the major approaches to analyzing literature, including formalist, historicist, psychoanalytic, post-structuralist, and feminist readings.

ENG 220 and ENG 221 or instructor permission is a prerequisite for this course.

ENG 382
MAJOR AUTHORS
Undergraduate
Study of one or two major writers. This course is repeatable with different authors. (See schedule for current offerings.)

A literature course is a prerequisite for this course.
ENG 383
WOMEN AND LITERATURE
Undergraduate
Study of literature by women, with attention to the traditions of women's literature, historical and theoretical perspectives on women as writers and readers, and issues of feminist literary history and criticism.

A literature course is a prerequisite for this course.

ENG 384
TOPICS IN LATINO/A LITERATURE
Undergraduate
Selected authors, genres, and topics in Latino/a literature. See schedule for current offerings.

WRD 104 or HON 100 is a prerequisite for this course.

ENG 386
POPULAR LITERATURE
Undergraduate
Studies in selected forms of popular literature. Variable emphasis. (See schedule for current offerings.) This course is repeatable with different topics.

A literature course is a prerequisite for this course.

ENG 387
TOPICS IN CONTEMPORARY LITERATURE
Undergraduate
Study of selected late twentieth- and twenty-first century literary works, authors, and movements. Variable emphasis. (See schedule for current offerings.) This course is repeatable with different topics.

A literature course is a prerequisite for this course.

ENG 388
TOPICS IN TRANSATLANTIC LITERATURE
Undergraduate
Study of transatlantic or circum-atlantic literary production and consumption. Variable emphasis. (See schedule for current offerings.) This course is repeatable with different topics.

A literature course is a prerequisite for this course.

ENG 389
TOPICS IN COMPARATIVE LITERATURE
Undergraduate
See schedule for current offerings. This course is repeatable with different topics.

WRD 104 or HON 100 is a prerequisite for this course.

ENG 390
SENIOR CAPSTONE SEMINAR
Undergraduate
Variable emphasis. See schedule for current offerings. This course is not repeatable.

Senior status and ENG 220 and ENG 221 are prerequisites for this class.

ENG 391
TEACHING ENGLISH
Undergraduate
Strategies for teaching composition, literature, and language skills to secondary-school students.

ENG 220 and ENG 221 are a prerequisite for this class.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 392</td>
<td>INTERNSHIP</td>
<td>Undergraduate</td>
<td>Internship in such fields as writing, editing, and publishing supplemented by readings and assignments. Junior standing or above and permission of the internship coordinator are a prerequisite for this class.</td>
</tr>
<tr>
<td>ENG 397</td>
<td>NEWBERRY LIBRARY SEMINAR</td>
<td>Undergraduate</td>
<td>Newberry Library Seminar</td>
</tr>
<tr>
<td>ENG 398</td>
<td>LITERARY AND CULTURAL HERITAGE</td>
<td>Undergraduate</td>
<td>Study tours - locations, topics, fees, and credit vary.</td>
</tr>
<tr>
<td>ENG 399</td>
<td>INDEPENDENT STUDY</td>
<td>Undergraduate</td>
<td>Written permission of supervising faculty member and of department chair required before registration.</td>
</tr>
<tr>
<td>ENG 400</td>
<td>STRUCTURE OF MODERN ENGLISH</td>
<td>Graduate</td>
<td>A systematic outline of modern English from both traditional and contemporary linguistic perspectives. Examines descriptive grammars, word and phrase structure, syntax and semantics, and formal issues of style and rhetoric. Formerly ENG 416.</td>
</tr>
<tr>
<td>ENG 401</td>
<td>HISTORY OF THE ENGLISH LANGUAGE</td>
<td>Graduate</td>
<td>A systematic study of the nature, history and usage of the English language. The course traces the language from its origin to its present status in England and America.</td>
</tr>
<tr>
<td>ENG 402</td>
<td>HISTORY OF ENGLISH PROSE STYLE</td>
<td>Graduate</td>
<td>A survey of alternative theoretical approaches to the study of style, followed by intensive study of changes in the conventions of English prose from the Renaissance to the present.</td>
</tr>
<tr>
<td>ENG 407</td>
<td>LANGUAGE AND STYLE FOR WRITERS</td>
<td>Graduate</td>
<td>A comprehensive examination of structural elements and stylistic devices that experienced writers use across a number of creative and professional genres. Topics include components of style, sentence rhythm and prosody, diction choices, rhetorical punctuation, and the development of one's personal writing voice.</td>
</tr>
<tr>
<td>ENG 408</td>
<td>STYLISTICS</td>
<td>Graduate</td>
<td>Theory and practice in examining features of prose style, including linguistic, rhetorical and literary perspectives on style.</td>
</tr>
</tbody>
</table>
ENG 411
CHAUCER
Graduate
Chaucer's works in context of his milieu.

ENG 412
STUDIES IN ARTHURIAN LITERATURE
Graduate
Geoffrey of Monmouth, Wace, Layamon and Malory.

ENG 413
STUDIES IN MEDIEVAL LITERARY FORMS
Graduate
Alternating emphasis on poetic, narrative and dramatic genres of the 14th and 15th centuries.

ENG 419
TOPICS IN MEDIEVAL LITERATURE
Graduate
See schedule for current offering.

ENG 421
STUDIES IN ENGLISH RENAISSANCE PROSE
Graduate
Major prose works, including More's Utopia, Sidney's Apology for Poetry, Bacon's Essays, and Milton's Areopagitica.

ENG 422
STUDIES IN ENGLISH RENAISSANCE POETRY
Graduate
Alternating emphasis on the English epic, the 16th-century lyric, and the 17th-century lyric.

ENG 423
STUDIES IN ENGLISH RENAISSANCE DRAMA
Graduate
Tudor-Stuart drama, including works by Kyd, Marlowe, Jonson, Webster and Ford.

ENG 426
THE ESSAY: HISTORY, THEORY, PRACTICE
Graduate
Explores the history of the essay as genre from the Renaissance to the present, compares and contrasts literary essays with those written in most school settings, and offers students the opportunity to write their own extended essays on personal and professional topics. Formerly ENG 488.

ENG 427
MILTON
Graduate
Major poems and selected prose.

ENG 428
STUDIES IN SHAKESPEARE
Graduate
Study of selected plays through various critical and scholarly perspectives.
ENG 429
TOPICS IN RENAISSANCE LITERATURE
Graduate
See schedule for current offering.

ENG 431
STUDIES IN THE EIGHTEENTH CENTURY NOVEL
Graduate
Representative English prose fiction, including Defoe, Richardson, Fielding, Sterne and the Gothic novel.

ENG 432
STUDIES IN RESTORATION AND 18TH CENTURY DRAMA
Graduate
Studies in the comedy of manners, sentimental comedy, heroic drama, and bourgeois tragedy.

ENG 434
STUDIES IN RESTORATION AND EIGHTEENTH CENTURY AUTHORS
Graduate
Alternating emphasis on, for example, Dryden, Pope, Swift, Johnson or other authors.

ENG 439
TOPICS IN RESTORATION AND EIGHTEENTH CENTURY LITERATURE
Graduate
See schedule for current offerings.

ENG 441
STUDIES IN ENGLISH ROMANTIC PROSE
Graduate
Major Romantic nonfiction prose writers, including Burke, Coleridge, Hazlitt, DeQuincey and Lamb.

ENG 442
STUDIES IN ENGLISH ROMANTIC POETRY
Graduate
Alternating emphasis on major Romantic poets, including Blake, Wordsworth, Coleridge, Byron, Shelley and Keats.

ENG 443
STUDIES IN VICTORIAN PROSE
Graduate
Major Victorian nonfiction prose writers, including Carlyle, Newman, Ruskin, Mill, Arnold and Pater.

ENG 444
STUDIES IN VICTORIAN POETRY
Graduate
Major Victorian poets, including Tennyson, Browning and Arnold.

ENG 445
STUDIES IN 19TH CENTURY BRITISH FICTION
Graduate
Alternating emphasis on major novelists including Dickens, Thackeray, the Brontes, Eliot, Trollope and Hardy.
ENG 446
NINETEENTH CENTURY IRISH LITERATURE
Graduate
This course surveys a broad range of literature from nineteenth-century Ireland. It reads literature within the social and historical context of its day; in terms of the formation of individual, social and national identities; and within today's debate about Ireland's status at the time.

ENG 449
TOPICS IN 19TH CENTURY BRITISH LITERATURE
Graduate
See schedule for current offering.

ENG 451
STUDIES IN THE MODERN BRITISH NOVEL
Graduate
Alternating areas of emphasis, including Woolf, Joyce, Forster and Conrad.

ENG 452
STUDIES IN MODERN BRITISH POETRY
Graduate
Alternating areas of emphasis, including Yeats, Auden, Lawrence, Dylan Thomas, Eliot and Larkin.

ENG 453
STUDIES IN MODERN BRITISH DRAMA
Graduate
Representative British and Irish plays from World War I to contemporary times.

ENG 455
MODERN IRISH LITERATURE
Graduate
This course uses both historical and theoretical approaches to Irish literature written from the Literary Revival to the late twentieth century. It emphasizes the transition from a colonized to a postcolonial society and the slow validation of the voices of Irish women writers.

ENG 456
CONTEMPORARY IRISH LITERATURE
Graduate
This course relates contemporary Irish literature to recent Irish history and to social and cultural change. It charts the ways in which patterns of individual, social and national identity have been challenged and renegotiated.

ENG 459
TOPICS IN MODERN BRITISH LITERATURE
Graduate
See schedule for current offering.

ENG 464
STUDIES IN AMERICAN AUTHORS
Graduate
Alternating emphasis on major writers, including Hawthorne, Melville, Poe, Whitman, Dickinson, Twain, Chopin, Crane, James, Wharton and Cather.

ENG 465
STUDIES IN THE MODERN AMERICAN NOVEL
Graduate
Alternating emphasis on major 20th-century writers, including Fitzgerald, Hemingway, Stein, Faulkner, Steinbeck, Porter, Penn Warren, Bellow, O'Connor, Oates and Morrison.
ENG 466
STUDIES IN MODERN AMERICAN POETRY
Graduate
Introduction to a wide range of twentieth-century American poetries, with alternating emphasis on modernists such as Frost, Eliot, Pound, Stevens, Williams, Moore, HD., Hughes, and Rukeyser as well as more recent figures and trends.

ENG 467
STUDIES IN AMERICAN DRAMA
Graduate
American dramatists and dramatic movements.

ENG 469
TOPICS IN AMERICAN LITERATURE
Graduate
See schedule for current offering.

ENG 471
BOOK AND MEDIA HISTORY
Graduate
Selected topics in book and media history.

ENG 472
LITERARY THEORY
Graduate
Studies in literary theory and cultural criticism.

ENG 473
TEACHING CREATIVE WRITING
Graduate
Prepares English teachers to teach creative writing at the secondary and college undergraduate levels. Models the planning and directing of effective workshops in poetry, creative nonfiction, and fiction writing. Formerly ENG 485.

ENG 474
TEACHING LITERATURE
Graduate
Prepares English teachers to teach literature at the secondary and college undergraduate levels. The course develops methods of teaching all literary genres, addresses problems in literacy, and focuses on the transactional nature of reading and writing.

ENG 475
TOPICS IN LITERATURE
Graduate
See schedule for current offering.

ENG 476
TOPICS IN GENRE AND FORM
Graduate
See schedule for current offerings. Formerly ENG 479.

ENG 477
TOPICS IN PUBLISHING
Graduate
See schedule for current offerings.
ENG 478
TOPICS IN TEACHING
Graduate
See schedule for current offerings.

ENG 480
INTRODUCTION TO CREATIVE WRITING
Graduate
Introductory creative writing workshop.

ENG 484
WRITING WORKSHOP TOPICS
Graduate
See schedule for current offerings.

Status as a MAWP or MAE student is a prerequisite for this class.

ENG 487
TRAVEL WRITING
Graduate
Writing travel essays: history and forms of the literary travel essay; writing about travel for the book and magazine market.

Status as a MAWP or MAE student is a prerequisite for this class.

ENG 488
WRITING THE PERSONAL ESSAY
Graduate
Focuses on studying and writing creative nonfiction essays, with particular attention paid to voice, style, form and structure, narration and exposition, scene, and narrative distance.

Status as a MAWP or MAE student is a prerequisite for this class.

ENG 489
SCREENWRITING
Graduate
An introduction to the craft of screenwriting. Covers principles of plot, dramatic conflict, characterization, dialogue, and screenplay form. Students develop short dramatic and documentary screenplays.

Status as a MAWP or MAE student is a prerequisite for this class.

ENG 490
WRITING FOR MAGAZINES
Graduate
Covers the range of skills necessary for magazine writing. Discussion of the elements of style, humor, research, concept and imagery that characterize the literature of fact. Students investigate, compose and edit finished magazine articles to be submitted for publication.

Status as a MAWP or MAE student is a prerequisite for this class.

ENG 491
SCIENCE WRITING
Graduate
An introduction to the creative career of science writing. Students research, write, and market articles on such subjects as astronomy, genetics, health, and technology for newspapers, magazines, e-zines, and innovative journals. No prior science background required.

Status as a MAWP or MAE student is a prerequisite for this class.
ENG 492
WRITING FICTION
Graduate
A course in writing short stories. Emphasis is placed on class discussion of student writing.
Status as a MAWP or MAE student is a prerequisite for this class.

ENG 493
WRITING POETRY
Graduate
A course in writing and reading poetry. Emphasis is placed on class discussion of student writing.
Status as a MAWP or MAE student is a prerequisite for this class.

ENG 496
EDITING
Graduate
An introduction to editing principles and practices in professional and technical fields.

ENG 497
WRITING THE LITERATURE OF FACT
Graduate
An advanced course in reading and writing true-life stories in the nonfiction tradition exemplified by such writers as Dickens, Agee, McPhee, and Didion.
Status as a MAWP or MAE student is a prerequisite for this class.

ENG 500
INDEPENDENT STUDY
Graduate
Written permission of supervising faculty member and of the program director is necessary before registration. Variable credit.

ENG 501
THESIS RESEARCH
Graduate
Written permission of supervising faculty member and of the program director is necessary before registration. Limited to four credits.

ENG 502
CANDIDACY CONTINUATION
Graduate
Non-credit. Required of all students who are not registered for regular courses but who occasionally utilize University facilities during completion of course requirements and/or research.

ENG 509
INTERNSHIP
Graduate
Internship: Written permission of supervising faculty member and of the program director is necessary before registration. Limited to four credits.
ENV 101
INTRO TO ENVIRONMENTAL SCIENCE WITHOUT LAB
Undergraduate

ENV 101 provides an overview of how the natural world works, how we interact with it and how we can work to protect, restore and sustain it for the future. Topics include an overview of basic ecological principles, population, biodiversity, energy, natural resources and pollution. The course emphasis is on the science behind current environmental concerns. Social, ethical, economic, and political perspectives are considered in order to provide perspective and a fuller understanding of the issues and their solutions. Students cannot receive credit for both ENV 101 and ENV 102.

ENV 102
INTRO TO ENVIRONMENTAL SCIENCE WITH LAB
Undergraduate

ENV 102 provides an overview of how the natural world works, how we interact with it and how we can work to protect, restore and sustain it for the future. Topics include an overview of basic ecological principles, population, biodiversity, energy, natural resources and pollution. The course emphasis is on the science behind current environmental concerns. Social, ethical, economic, and political perspectives are considered in order to provide perspective and a fuller understanding of the issues and their solutions. Lab investigations further develop scientific and environmental understandings. Students cannot receive credit for both ENV 101 and ENV 102.

LSP 120 or LSP 121 or MAT 130 or above is a prerequisite for this class.

ENV 115
ENVIRONMENTAL GEOLOGY
Undergraduate

An examination of the earth's materials and structures, and the processes responsible for their formation; how geologic processes and hazards influence human activities (and vice versa); and a discussion of geologic resources and the geological aspects of waste disposal and pollution. The course includes a three-hour lab. Students cannot receive credit for both ENV 115 and ENV 116.

LSP 120 or LSP 121 or MAT 130 or above is a prerequisite for this class.

ENV 116
GEOLOGY OF THE ENVIRONMENT
Undergraduate

An examination of the earth's materials and structures, and the processes responsible for their formation; how geologic processes and hazards influence human activities (and vice versa); and a discussion of geologic resources and the geological aspects of waste disposal and pollution. Students cannot receive credit for both ENV 115 and ENV 116.

ENV 117
EARTH THROUGH TIME WITH LABORATORY
Undergraduate

A general introduction to the 4.6 billion-year geologic history of planet Earth. The course scientifically explores the history of the earth from its formation to present day, the origin and transformation of rocks, internal and external geologic processes and structures, evolution and extinction of organisms, and patterns of Earth's environmental conditions through time. The course includes a three-hour lab.

LSP 120 or LSP 121 or MAT 130 or above is a prerequisite for this class.

ENV 150
FOUNDATIONS OF ENVIRONMENTAL STUDIES
Undergraduate

The purpose of this course is to introduce students to environmental studies. It presents students with an overview of the intersections between ecology, the social sciences, and the humanities that inform our vision of the rigor and power of interdisciplinary environmental studies. It draws upon the natural sciences, communication, geography, religion, history, literature, art and design, and public policy to stress the interrelationships between human society and the natural world. Students will study the effects of the human use of the natural world and the interactions of culture, society, resources, and the environment. We will examine the social, political, and economic institutions that impact the environment. Particular attention will be paid to how the role of power and inequality contribute to environmental problems and how those problems in turn, impact certain groups more than others (e.g. citizens of undeveloped nations, people of color in urban areas).
ENV 151
INTRODUCTION TO SUSTAINABILITY
Undergraduate
This course provides an interdisciplinary introduction to sustainability and examines the essential interdependence between environmental, human, and economic systems. The class focuses on the theories and practices that respect the Earth’s ecological limits so that these systems remain viable now and into the future. Students will explore the interrelated environmental, social, and economic problems that we currently face at the local, national, and global scale and the solutions that individuals, governments, and institutions are implementing in an effort to ensure a sustainable future.

ENV 152
ECOLOGICAL AND SOCIAL ECONOMICS
Undergraduate
In this course, students examine the role of the environment and natural resources in neoclassical, environmental and ecological economics. First, students study mechanisms for efficiently allocating scarce resources among specific alternative ends and take a brief foray into environmental economics and learn methods of resource/environmental valuation. We also discuss aspects of macroeconomics as it pertains to ecological economics. Students come away able to critically assess the benefits and drawbacks of these three ways that the economy incorporates the environment. It also encourages ethical reasoning as we discuss distribution of environmental benefits over generations and globally.

LSP 120 or LSP 121 or MAT 130 or above is a prerequisite for this class.

ENV 160
IDEAS OF NATURE
Undergraduate
This course is an introductory history of the ideas of nature that emerged over the last two and a half centuries in Europe and the United States. We examine how the conceptions, meanings, and values of nature today have been influenced by the Scientific and Industrial Revolutions, Romanticism, and evolutionary theory; notions of the sublime, the frontier, and wilderness; and the practices of conservation, preservation, and restoration. Also discussed are the ideological commitments of current environmentalisms, in particular sustainability.

ENV 170
ENVIRONMENTAL ETHICS
Undergraduate
The environmental issues that confront us are both global and local; they involve political, economic and ethical decision-making by governments, corporations and citizens. Students will explore and evaluate diverse approaches to a range of such issues, as well as the ways different thinkers and different cultures have envisioned the relationship between human beings and the natural world—all with a view to understanding their own relationships to the natural world, their own environmental ethics.

ENV 180
ISSUES IN ENVIRONMENTAL DESIGN
Undergraduate
Issues in Environmental Design is an introductory course that will examine concepts, theories and practices across multiple scales of design, including architecture, landscape architecture and urban design. Students will discuss and evaluate the design decisions that compose our built environment with a focus on contemporary ideas of ecological sustainability. Examples of excellence will be explored through the examination of case studies. The underlying theme is the connection between culture and nature, and how we may reduce our negative impact on systems that support all life while building positive systems that support all life.

ENV 181
LANDSCAPE AND MEANING
Undergraduate
In this course students will engage issues central to the design of landscapes, examining the complex exchange between social perception, ecological function and physical form in landscape architecture. Students will evaluate the formal character of particular landscapes and how this expression contributes to the overall experience of a place. The literary perspective of the course will focus on the rich tradition of associations between landscape design and social ideologies. Students will be asked to apply concepts from the literature to landscapes from their own personal experience to understand how meaning is both deeply personal and culturally derived. Students will extend this interpretation to creating their own landscape design for transforming an existing site in Chicago.
ENV 200  
CITIES AND THE ENVIRONMENT  
Undergraduate  
This course focuses on the interactions between urban areas and the environment. It is a discussion of the physical setting of cities; the water, energy, air and waste disposal needs of urban areas; and the effects of urban areas on the air, water and land environment.

ENV 202  
RESOURCES, POPULATION, AND THE ENVIRONMENT  
Undergraduate  
A course on the relationship between the exploitation of the biological, mineral and energy resources of the earth to support an increasing population, and the environmental effects of this development. To provide an overview of the current debate on the relationship between the growing human population worldwide, the natural resources required to sustain this population, and the consequences of resource exploitation for managing environmental quality. We will integrate the ecological, economic, and policy factors involved in natural resource management.

ENV 203  
CHEMISTRY FOR ENVIRONMENTAL STUDIES  
Undergraduate  
ENV 203 is a course for Environmental Studies majors that develops the fundamental concepts of chemistry with experimental exploration in the context of societal issues. Chemistry topics include atomic structure, chemical bonding, chemical reactions, thermodynamics, and acid-base behavior. These topics are discussed on a “need-to-know” basis, embedded in discussions of air pollution, ozone depletion, global climate change, energy, water pollution, and acid rain.

LSP 120 is a prerequisite for this class

ENV 204  
ENERGY AND THE ENVIRONMENT  
Undergraduate  
This course is designed to provide students with the scientific tools necessary to understand and critically evaluate both personal and policy decisions regarding the variety of options (e.g. fossil fuel, solar, wind, etc.) for energy generation and use. The course also focuses on the environmental impacts of all forms of energy, from the extraction of fossil fuels and mineral resources from the earth, to the generation, distribution and consumption of energy, and ultimately emission of fossil fuel combustion products, notably carbon dioxide and other heat trapping gasses, to the atmosphere.

LSP 120 or LSP 121 or MAT 130 or above is a prerequisite for this class.

ENV 216  
EARTH SYSTEM SCIENCE  
Undergraduate  
This course focuses on three of the great spheres of the Earth (lithosphere, hydrosphere and atmosphere) and how they interact with the biosphere to create an integrated Earth system with an emphasis on how human activities impact important earth system cycles. Students should have a basic understanding of how living organisms interact with their physical environment. Laboratory activities provide experience with the tools and methodology of systems thinking.

LSP 120 or LSP 121 or MAT 130 or above is a prerequisite for this class.

ENV 217  
HUMAN IMPACTS ON THE ENVIRONMENT  
Undergraduate  
A science-based course that examines the interface between humans and the living and non-living environment, the consequences of these interactions, and options for mitigating environmental impacts.

ENV 222  
TOPICS IN ENVIRONMENTAL STUDIES  
Undergraduate  
Variable topics in environmental studies.
ENV 230  
GLOBAL CLIMATE CHANGE  
Undergraduate  
This course introduces the student to the general principles of climate change and how it affects weather, agriculture, ocean levels, etc. In recent years, the problem of global climate change became one of the most important issues in science and politics. This course will cover topics like natural and human made climate changes, the handling of proxy data and data methods, and social behavior.

LSP 120 or LSP 121 or MAT 130 or above is a prerequisite for this class.

ENV 235  
ENVIRONMENTAL EDUCATION AND STEWARDSHIP  
Undergraduate  
This unique JEYL course is for junior level students with diverse majors interested in experiential learning within the field of environmental education. In partnership with the Chicago Academy of Sciences' Peggy Notebaert Nature Museum, students will not only gain valuable content knowledge on the region's natural history, but also apply that knowledge via service learning in a museum setting. Enrolling in this course is an opportunity to witness and interact with the professionals, pedagogy, science, and practice of promoting environmental literacy.

ENV 240  
INTRODUCTION TO HORTICULTURE  
Undergraduate  
This course introduces the principles and core practices involved in the culture of plants. Topics include the uses of plants and horticultural practices throughout history; the botanical and horticultural classification of plants; plant structure and function, growth and regulation; environmental requirements for plant growth; genetic modification of plants; plant reproduction and propagation; and plant pests and diseases. The course also considers environmental issues in horticulture including xeriscaping, biodiversity and the use of native plants, water management and rain gardens and hydroponics and container gardens.

ENV 245  
URBAN AND COMMUNITY AGRICULTURE  
Undergraduate  
This course will acquaint students with the challenges, opportunities, practices, and transformative potential of urban agriculture. Taking an interdisciplinary, case-study approach, this course will explore issues such as food security, community gardening, farmers markets, the locavore food movement, entrepreneurial aspects of urban agriculture, methods of urban food production, and food consumption patterns. The course will meet in the classroom and on-site at the DePaul urban farm and greenhouses. In addition, students are expected to spend several hours each week outside of class time engaged in hands-on experience in urban farming at DePaul or at local sites arranged with the instructor.

ENV 250  
APPLIED ECOLOGY  
Undergraduate  
An examination of how ecological principles are applied in order to understand and improve the relationship between humans and the natural environment. Cannot receive credit for both ENV 250 and BIO 215.

LSP 120 or LSP 121 or MAT 130 or above is a prerequisite for this class.

ENV 260  
ENVIRONMENTAL DATA ANALYSIS  
Undergraduate  
This course provides an overview of the biometrical techniques employed in the analysis of environmental data. Topics include: handling of data, experimental designs, testing for differences between an experimental and a control group, testing for differences among many groups, and determining trends in data. Data from the environmental sciences is used throughout, and students are introduced to appropriate software for data analysis.

LSP 120 or LSP 121 or MAT 130 or above is a prerequisite for this class.

ENV 294  
SECOND YEAR SEMINAR  
Undergraduate  
The purpose of this course is to advance ecological literacy. The seminar presents the study of the environment to students in a philosophical, cultural, and historical context, and in addition makes them aware of some foundational ideas of the discipline through a selection of new and classic literature.
ENV 300
PLANT IDENTIFICATION
Undergraduate
An in-depth overview of plant families and species in the Chicagoland area. Lectures will focus on morphology of plants, evolutionary relationships among plant families, and terminology of plant structures. Students will use botanical keys and manuals for the area to identify plants and will learn collection techniques. Plant species will be collected in their natural habitats during field trips.

ENV 250 or BIO 215 is a prerequisite for this class.

ENV 310
ENVIRONMENTAL SOIL SCIENCE
Undergraduate
An examination of the physical, chemical, biological and engineering properties of soils, their genesis and classification, how they function as sites of waste disposal, and their role in global agricultural production. The course includes a three-hour lab and a mandatory Saturday field trip.

LSP 120 or LSP 121 or MAT 130 or above is a prerequisite for this class.

ENV 315
PLANT ECOLOGY
Undergraduate
This course focuses on how plants are affected by abiotic factors in the environment and interactions with other organisms. Goals are to improve students' abilities to understand research papers, present overviews of current research, design experiments, and analyze data. The course includes weekly labs with greenhouse experiments or field trips followed by data analysis. Topics include germination ecology, pollination biology, competition between plants, and effects of herbivory.

ENV 250 or BIO 215 is a prerequisite for this class.

ENV 316
CHEMISTRY OF EARTH SYSTEMS
Undergraduate
This class focuses on the impact of pollution on the Earth's ability to provide clean air, water and food for human consumption. The industrialization of the economy during the last 150 years has greatly increased the amount of waste that is sent into the four Earth spheres: the atmosphere, hydrosphere, lithosphere and biosphere. These emissions directly harm organisms and also cycle back to pollute essential ecosystem services provided by the Earth. This class will consider the source, transport, transformation and ultimate fate of pollution emitted into the air, water and solid Earth. Examples will include relatively simple cases (agricultural pesticides harming birds) and range to more complex interactions (depletion of stratospheric ozone by CFCs and the increase in harmful ultraviolet radiation). The laboratory component will be project-based and some work can be completed outside of the assigned lab time.

ENV 216 and CHE 132 are a prerequisite for this class.

ENV 320
CONSERVATION BIOLOGY
Undergraduate
Conservation biology is an interdisciplinary endeavor concerned with the protection and management of biodiversity. It employs insights from the biological sciences, from the theory and practice of natural resource management, as well as from the social sciences and humanities. The reach of the discipline is vast, ranging across all organismal groups and the landscapes and processes that sustain them. We will therefore restrict ourselves to a general overview and draw upon a series of case studies in the Chicagoland area.

BIO 215 or ENV 250 is a prerequisite for this class.

ENV 322
ECOSYSTEM ECOLOGY
Undergraduate
This course will introduce students to the conceptual and methodological tools of ecosystem ecology. The course will focus on understanding the fundamental structure and function of ecosystems but will also address very recent debates on the economic value of ecosystem services, the role of biological diversity in maintaining ecosystem processes, and the consequences of stressed and degraded ecosystems for human welfare. Finally, we assess the role of ecosystem ecology in designing sustainable restoration projects. The course includes a weekly lab.

BIO 215 or ENV 250 is a prerequisite for this class.
ENV 340
URBAN ECOLOGY
Undergraduate
In this course we examine the way ecological ideas can increase our understanding of cities in ways that assist us in making cities more habitable - cleaner, healthier and more biodiverse. We will pay considerable attention to the ways in which ecology can be broadened by its encounter with disciplines that have historically paid more attention to the city: urban sociology, anthropology, economics, demography, architecture and planning. This course has a required lab; some Saturday field trips.

BIO 215 or ENV 250 is a prerequisite for this class.

ENV 344
ENVIRONMENTAL JUSTICE AND ADVOCACY
Undergraduate
This course explores the roles of individuals and organizations in advocacy through the lens of environmental justice, particularly as power arrangements facilitate or impede consensus building. The course examines how legislation is written and how this process has impacted communities of color. Special attention is paid to advocacy techniques such as lobbying, movement-building, public education and litigation.

ENV 345
URBAN AGRICULTURE
Undergraduate
This course will acquaint students with the challenges, opportunities, practices, and transformative potential of urban agriculture. Taking an interdisciplinary, integrative, case-study approach, this course will explore issues such as food access, food security, food deserts, community gardening, farmers markets, locavore food movement, entrepreneurial aspects of urban agriculture, method of food production, community nutrition, and food consumption patterns. The course will meet both in the classroom and on-site at an urban farm, where students will work in all aspects of the farm as well as learn to organize communities in an effort to help them create food security and access to healthy food systems.

ENV 350
ENVIRONMENTAL SCIENCE AND STUDIES CAPSTONE
Undergraduate
This course examines basic core concepts of and current issues in environmental science drawing on perspectives of the liberal studies curriculum, including reflectiveness, value consciousness, critical and creative thinking, and a multicultural perspective.

Status as a senior Environmental Studies or Environmental Science major is a prerequisite for this class.

ENV 355
INTRODUCTION TO ENVIRONMENTAL HEALTH
Undergraduate
Study of the environment factors that influence health. Topics include air and water pollution, global population and local community dynamics, toxicology, infectious and chemical agents, radiation, and management.

ENV 250 or BIO 215 is a prerequisite for this class.

ENV 359
ECOLOGICAL AND ENVIRONMENTAL MODELING
Undergraduate
Introduction to mathematical models commonly used in ecological and environmental science. Students will learn the basics of modeling with sufficient depth to critically evaluate models in the literature and to construct and analyze novel models of ecological or environmental phenomenon of their choosing.

ENV 360
RESEARCH METHODS
Undergraduate
ENV 360 is intended for junior year Environmental Science majors who are preparing for their senior research projects. Topics include nature and philosophy of science, experimental design, statistical analysis and scientific writing, focusing on common concerns and pitfalls of the environmental science researcher. Students develop a literature base and thesis proposal on a topic to be determined in the first weeks of the course.

Status as an Environmental Science major with junior standing or above is a prerequisite for this class.
ENV 361
RESEARCH IN ENVIRONMENTAL SCIENCE
Undergraduate
ENV 361 is for students who are currently working with an ENV faculty mentor on a research project. Restricted to students majoring in Environmental Science or Environmental Studies; permission of instructor required.

ENV 362
SENIOR THESIS
Undergraduate
ENV 362 is designed for Environmental Science students working on their senior thesis. 2 quarter credits.

ENV 360 is a prerequisite for this class.

ENV 390
SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE
Undergraduate
Variable topics.

ENV 398
TRAVEL/STUDY
Undergraduate
Foreign and domestic study tours by special arrangement with sponsoring programs: Variable credit.

ENV 399
INDEPENDENT STUDY
Undergraduate
Variable credit. Permission of instructor and chair required.

ENV 440
URBAN ECOLOGY
Graduate
In this course we examine the way ecological ideas can increase our understanding of cities in ways that assist us in making cities more habitable - cleaner, healthier and more biodiverse. We will pay considerable attention to the ways in which ecology can be broadened by its encounter with disciplines that have historically paid more attention to the city: urban sociology, anthropology, economics, demography, architecture and planning. This course has a required lab; some Saturday field trips.

ENV 506
EARTH RESOURCES AND HUMAN SOCIETY
Graduate
This course will provide an overview of the relationship between the growing human population worldwide, the natural resources required to sustain this population, and the consequences of resource exploitation for managing environmental quality. We will integrate the ecological, economic, and policy factors involved in natural resource management. For graduate students in sustainable management.

Graduate standing is a prerequisite for this class.

EXP 440
PLAY AND EXPERIENCE DESIGN
Graduate
This course focuses on the pedagogy of play within the design dissemination and critique of designed experiences. The course will begin with an inquiry into the origins of the term, its role in human development, cultural ritual, and social interaction before moving on to a series of design investigations into the affordances of play as design principles for the creation of engaging experiences. Further, we will use the study of play mechanics as a way to broadly explore the larger concept of “playful systems.” How might interesting play mechanics be used to structure interactive experiences in systems that aren’t necessarily games? Students will explore systems such as museums, classrooms, and social media to apply these concepts. PREREQUISITE(S): HCD 401
EXP 442
INTERFACE AND EXPERIENCE DESIGN
Graduate
This course focuses on the concept of “interface” as it relates to the design of human-centered experiences. From an inquiry into the design of digital interfaces for web and mobile platforms, to the exploration of non-digital social interfaces in day-to-day life, students will apply user research and design methods to prototype and test a range of interface solutions. The course is designed as a stepping stone to a student's own investigations and interests, as well as a space for exploration and experimentation with alternative design processes and methodologies.
PREREQUISITE(S): HCD 401

FA 105
ESSENTIALS OF COMPENSATION MANAGEMENT
Undergraduate
This course will examine the strategic use of compensation systems by management to attract, motivate, retain, and reward employee performance. This course will explore the factors of job analysis, job description, and job evaluation as the basis of compensation strategy offering students an opportunity to develop competencies in making equitable compensation decisions.

FA 108
SMALL BUSINESS TAX PLANNING
Undergraduate
This course will examine how the Internal Revenue Service (IRS) deals with small businesses and entrepreneurs. It will help students (prospective entrepreneurs) understand the policies and procedures of the IRS and how to defend themselves in audits, appeals and hearings. Upon completion students should have a clearer understanding of how to avoid common tax traps and unnecessary fines and penalties assessed in the areas of federal income, payroll and investment planning. Additionally, students will be able to recognize differences between IRS policies and tax laws passed by Congress.

FA 109
TAX PLANNING FOR A SECURE RETIREMENT
Undergraduate
The Internal Revenue Service (IRS) administers tax laws which affect retirement income. What investment options are sheltered against taxes? What are some of the growth funds that have historically kept pace with economic growth in spite of taxes? These are some of the questions which will be addressed in this course. Students will learn to describe, differentiate, and explain form, function, and variation within functional business processes. More specifically, this course examines: 1. Social security, medicare, defined benefit plans and defined contribution plans. 2. Quantitative methods to determine the amount of retirement money you may need in the future.

FA 110
ESSENTIALS OF TRAINING AND DEVELOPMENT
Undergraduate
This is a 5-week, 1-competence course on Employee Training and Development. Students will learn the basic processes of employee training and development, including needs assessment, theories of learning and behavior change, training design to support appropriate selection or development of training, delivery of training, issues of transfer, and assessment of results.

FA 111
SNL AND CAREER PATHWAYS
Undergraduate
Are you trying to decide on a career path, or want to change careers and are not sure in which direction to head? Career Pathways is a one-competence hybrid course designed to complement a student's plan of study. It is an exploration of the academic, cognitive and interpersonal skills that a liberal arts education fosters, with an emphasis on the practical value of a liberal arts education in today's workplace. Students will explore the career potential of their education, examine a variety of career pathways and determine the important role careers can play in contributing to society and the global workplace. During the course students will assess their personalities, interests and leveraging their skill set into a matching career. Under close examination, students will study their own individual skills, values and interests; learn how to manifest these skills, values and interests effectively; and begin to articulate possible career pathways which are mindful of society and workplace needs. Can only be taken for one competence.
EXPLORING SUCCESS TECHNIQUES FOR ENHANCING CAREER SKILLS
Undergraduate
This course will address challenges that individuals encounter as they seek to advance in the job market as well as the problems faced within the workplace. The purpose of the course is to refresh and increase your effectiveness and preparation as a job seeker in your chosen field. The course will cover areas such as resume and cover letter writing, interviewing techniques, and effective job searches. Meets first five weeks of the quarter. May only be taken for one competence.

MANAGING CHANGE FOR ORGANIZATIONAL LEADERSHIP
Undergraduate
If change were simple, all organizations would be effective and thrive in the presence of great challenges. Implementing change involves complex skills combining visionary leadership with project and other management skills. This 5-week class provides an introduction into the management and leadership skills change agents use on a regular basis as they implement organizational change. The focus of the class will be departmental or division change to be most relevant to SNL students. It will provide skill development of both managerial and interpersonal skill elements crucial to the success of change implementations.

IS OBAMACARE HEALTHY FOR AMERICA?
Undergraduate
The Patient Protection and Affordable Care Act (better known as Obamacare), passed by Congress in 2010 and deemed constitutional by the Supreme Court of the United States, has been called the most sweeping government program of our time. Everyone has an opinion about it. Few understand the law itself. Perhaps even fewer understand how we got the health care system that we have had for generations. It is a system that many fear will be irreparably harmed by Obamacare. It is a system rife with opposing outcomes. It works well for the majority of the American population but fails to cover 40 to 50 million or more of its people. It is a system that is affordable for some but has led to the inability to pay medical bills as the number one reason for bankruptcy in the United States. What about Obamacare? Will it make our national health dilemma better or worse? Is it affordable? Will it improve healthcare access? Will it save lives or lower medical standards? Will it economically harm individuals and businesses in the short and long term? Is it a product worth having and a price worth paying? Is Obamacare healthy for America? This course will actively engage the student in finding their own answer to this question and sharing their findings with the greater community in which we live.

COMMUNITY CONNECTIVITY
Undergraduate
Prosperous local economies are built upon the foundation of strong communities. Community economic vitality is largely determined by the quantity of leaders in a community and how, individually and collectively, they talk, decide, act, and interact with one another. While businesses certainly play important roles in the economic development of their communities, so do the school teacher, the store clerk, the plant manager, the girl scout troop leader, and the citizen who organizes a block party. Community leadership and engagement is the cornerstone for building strong and prosperous local economies. Business retention and expansion, small business, retail and commercial development, and tourism, for example, are also important components of a diverse economic development strategy. In this course, students will analyze the interaction between small business and local civic engagement in their community, and identify opportunities for everyday citizens and small local businesses to become a more responsible civic partner. The course will include discussions, group exercises and speakers to explore various aspects of civic engagement at the local level for both individuals and small businesses.

GET TO WORK! COMMUNICATION AND JOB SEARCH SKILLS FOR A SUCCESSFUL CAREER
Undergraduate
How can adults enhance their employability in today’s business world long term? This course will provide strategies for participants to design and navigate a successful job search in today’s competitive market. The course will focus on the development of communication skills, both written (online applications, resumes, and cover letters), verbal (interviewing), and non-verbal (body language, presenting oneself as a professional) in order to provide a foundation for a lifetime of career development and success.

FA 121
F1 / EXPER LRNG EVAL: DESIGN A PLAN FOR DEVELOPMENT IN ONE’S FOCUS AREA
Undergraduate
This course satisfies a degree requirement in the Focus Area. Competence: F1 - Statement: Can design a plan in one’s focus area based on an analysis of elements that comprise that area.
FA 122
FX / EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
Undergraduate
This non-credit hour course satisfies a degree requirement in the Focus Area as part of SNL's independent study options. FX - Individual Focus Area Elective

FA 123
FX / EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
Undergraduate
This non-credit hour course satisfies a degree requirement in the Focus Area as part of SNL's independent study options. F3 /Experiential Learning Evaluation: Individual Focus Area Elective

FA 124
FX / EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
Undergraduate
This non-credit hour course satisfies a degree requirement in the Focus Area as part of SNL's independent study options. FX /Experiential Learning Evaluation: Individual Focus Area Elective

FA 125
FX / EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
Undergraduate
This non-credit hour course satisfies a degree requirement in the Focus Area as part of SNL's independent study options. FX /Experiential Learning Evaluation: Individual Focus Area Elective

FA 126
FX / EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
Undergraduate
This non-credit hour course satisfies a degree requirement in the Focus Area as part of SNL's independent study options. FX /Experiential Learning Evaluation: Individual Focus Area Elective

FA 127
FX / EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
Undergraduate
This non-credit hour course satisfies a degree requirement in the Focus Area as part of SNL's independent study options. FX /Experiential Learning Evaluation: Individual Focus Area Elective

FA 128
FX / EXPERIENTIAL LEARNING EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
Undergraduate
This non-credit hour course satisfies a degree requirement in the Focus Area as part of SNL's independent study options. FX /Experiential Learning Evaluation: Individual Focus Area Elective

FA 133
EDITING YOURSELF AND OTHERS: A COLLABORATIVE APPROACH TO WRITING AT WORK
Undergraduate
In a professional or business setting, writing is not only a main means of communicating but also a tool for getting things done. It is through writing that an organization demonstrates its worth and achieves its goals. Anyone with good writing skills is at an advantage in the workplace. Unfortunately, when people lack good writing skills, their overall abilities and performance may be questioned. It is not surprising that many professionals, no matter how accomplished they are in their area of expertise, are anxious when they have to write. And, writing often becomes a point of contention when people on the job don't agree on whether a piece of writing is effective or how to go about improving it. Those who delegate responsibility for writing to others often feel frustrated that they end up having to do the work themselves - a situation that invariably leads to their employees feeling criticized and insecure in their job. Needless to say, the duplication of work effort, the loss of productivity, and the inevitable bad feelings undermine the work environment, often leading to individuals resigning or being dismissed. In fact, according to a recent survey of Fortune 500 executives, poor reading and writing skills is the most frequent reason for dismissal of first-year employees.
FA 134

ESSENTIALS OF MANAGING INTERNATIONAL RELATIONS - A CROSS-CULTURAL PERSPECTIVE

Undergraduate

This course will examine main subject areas in cross-cultural management and will bring together important research findings related to International Relations. As globalization shapes the role of managers, managers' responsibilities in the international business affairs become the norm rather than the exception, and as such, establishing and maintaining contacts with other cultures becomes commonplace. In this course you will examine cross-cultural management issues from a predominantly psychological perspective, as opposed to being country specific. Thus, the focus will be placed on interactions of people from different cultures in organizational settings. This approach helps you understand the effect of culture that can be applied to a wide variety of cross-cultural interactions in a number of organizational contexts. Students of organizational behavior, industrial and organizational psychology, and social psychology will find many of the topic areas familiar; however, the focus of this course is on application of these concepts to managing international affairs.

FA 135

PROPERTY: LAW, POLICY AND EVERYDAY IMPLICATIONS

Undergraduate

This course will examine how the American legal system defines and handles transactions and disputes related to real estate and personal property. Simulations and written exercises will help to explain in practical terms how law surrounding property issues was made, and how it evolves. Topics to be addressed in this course will include: finance & sale of real property, how the title system works, zoning and government taking by eminent domain, the intersection of civil rights and the U.S. Constitution with property law, landlord-tenant issues, and disputes related to personal property. Whether you are interested in learning about how law and public policy are made, or simply wish to know more about real-life issues that arise when you buy or sell a home or must default on a mortgage, this course will advance your understanding and arm you with useful information.

FA 136

THE LANGUAGE AND LEADERSHIP OF ORGANIZATIONAL CHANGE

Undergraduate

This class would explore the impact of language on an individual's ability to learn and change him/herself as well as the human systems or organizations we are in. Using as a primary text "How the way we talk can change the way we work" by Robert Kegan and Lisa Laskow Lahey, students will examine the inclination not to change (or equilibrium) that is inherent in each individual and organization and how language impacts this. Students will also examine individual learning and bottom up change in the context of organizational learning and change. In addition to providing learning around the content of the class, students will work collaboratively in small groups to support each others' efforts thereby functioning as learning communities.

FA 137

WHO IS #1? TODAY'S SUPER POWERS

Undergraduate

History tells us that sooner or later, empires fall. There has been a good bit of activity on this front in the last few decades. It all makes you wonder: What is a super power? What influence do super powers exercise over our economic and social lives? Is the US a super power? How are Americans viewed across the globe? and...what about our ability to deal with economic and social equality right here at home? In this course, students will examine international economics, the effects of globalization on us and on the world, and the ways in which our lives might or might not be changed by our place in the global network. Students will look at these issues from the global perspective, and will also examine them from national and personal perspectives.

FA 195

CAPITALISM IN CRISIS

Undergraduate

The recent financial crisis has taught us that we must become literate in economics. What do we know about derivatives, bubbles, collateralization of debt, no doc loans, and open market operations? How do these things influence us? The recent debate and implementation of universal health care raises many ethical issues. Does every citizen have the right to health care? Is it the government's role to ensure that this happens? What economic rights does a citizen have? Should the government foster entitlement programs? How does the current US health care system compare with other industrialized nations' systems? In this course, students will study the major components of our economic system and will review its current stressors and weak points.
MANAGING A SUCCESSFUL BUSINESS
Undergraduate
The intent of business planning is to set the foundation for business success. More than one business has been put out of business when it experienced unplanned rapid growth. Students learn the financial and management aspects of business along with techniques for defining financial tracking methodologies that uncover and deal with potential problems at an early stage. Special emphasis is placed on merger and acquisition as a forward-looking method for creating new business opportunities and success. Students will work in groups to understand the detailed realities associated with being on the seller and buyer side of a business sale/purchase. Methods of post sale business integration are also discussed. It is strongly recommended but not required that students take “Starting a Successful Business” before taking this class.

DEVELOPING SUPERVISORY SKILLS FOR THE 21ST CENTURY
Undergraduate
As we enter the 21st Century, a change is occurring with respect to the age and the make-up of the working population, which can have a significant impact on the management of people. Furthermore, American managers today must not only face the challenges of profit/loss-oriented business decision-making, but must also improve their skills in working with people. Topics that will be covered not only prepare managers for change, but also guide and position them for the future. Workforce 2020 offers the best ideas about what lies ahead and what Americans - collectively and individually, in large and small firms, in federal agencies and in small-town development commissions - should do to prepare for the journey to Workforce 2020. This course will examine how fundamental changes are altering the workforce of tomorrow and address the seemingly intractable issues and concerns managers face today and offer a new way of dealing with them.

FINANCIAL PLANNING FOR RETIREMENT
Undergraduate
This course concentrates on the financial issues of retirement: income, savings, pensions, annuities, portfolios, health care, and taxes. We look carefully at the range of decisions facing adults in the U.S. as they plan for their post-working years. Learning focuses on best models of collaborating with financial experts, and planning for balance in life expectancy and assets (including real estate). The culmination of our course lies in the question of whether to remain employed for life; to resist retirement. We examine that possibility in the light of current labor market practices and the potential benefits of elder entrepreneurship.

CAREER ASSESSMENT AND PLANNING
Undergraduate
In this course, students use structured analysis and reflection, research and planning to create a professional development portfolio. Students learn strategies for reflecting, assessing strengths and growth opportunities, practicing smart goal setting, and attaining goals. Opportunities to return to this portfolio will be built into the major courses for purposes of ongoing assessment, reflection and planning.

HELPING CHILDREN SUCCEED
Undergraduate
This course is designed to teach strategies to adults for helping children in school, regardless of age. We will explore the various ways people learn and discover techniques used to enhance learning. This course combines lecture, discussion, small group work, student presentation, and student participation in class discussion.

EMOTIONAL COMPETENCE FOR ADULTS
Undergraduate
We've all known people who were brilliant but ineffective because they couldn't manage themselves or learn to interact with others. It is nearly impossible to be successful at work or beyond without balancing thinking and feeling and developing skills in self-awareness, self-regulation, and interpersonal communication. This course will examine a framework of emotional competence and its application to a variety of settings, with special emphasis on abilities required to work effectively in teams. Readings will be drawn from emotional intelligence as it relates to the workplace, to parenting and public education, and to personal growth. In addition, film will be used to demonstrate these abilities and to inspire us to work toward our own development.
We live in times of dramatic change and unprecedented challenges and opportunities. Changing demographics, new technology, a global economy, and new demands on workers will bring sweeping change to the world of work of the 1990s and beyond. Through lecture, discussion, and small group research and presentation, students will develop an understanding of how the social, political, and economic trends impact society as well their individual area of specialization.

The abundant supply of goods and services on the market makes the business environment challenging for any business. There are several regulations and laws to protect both the business owner and the consumer. Businesses try to differentiate their products through innovation and by effectively marketing their products with strategic branding. In order to be successful, it is imperative that business leaders understand the laws pertaining to their business, and that they rely on one or more types of intellectual property. Business leaders and managers must have an understanding of the intellectual property tools at their disposal, and how to exploit these tools when marketing and promoting their business. This class provides an introduction to business law and an overview of the various types of intellectual property that exist with an emphasis on copyrights and trademarks. Students will gain an understanding of how to use these laws to successfully promote, market, develop, and grow their business.

Teamwork is a highly valued and often misunderstood means of getting something accomplished through a collective effort. It is the most complex competence in Goleman's emotional intelligence constellation because it relies on the personalities, histories, preferences, skills and other attributes of individuals who comprise the group. This hybrid course will explore the variety of skills and abilities of individuals that contribute to effective teamwork. Our sessions will explore the learning dimension through a structured simulation and will discuss other approaches to teamwork based on readings from the text and readings drawn from the literature of organizational development and emotional intelligence.

HR professionals will tell you that liking people is not a good reason to go into their field. In fact, it sometimes seems likely that HR decisions are made with anything but the human element in mind. Is business in general a field which fits into the human community or is it something which exists outside our social structures and social rules? In this course, students will examine a variety of examples of how people act at work, and how the vicissitudes of the workplace influence their lives.

In this course, students will learn that the Federal Reserve System, our national bank is a privately held corporation and not part of the national government. Who controls the Fed? How well do we understand the institution that influences so much of the average American's financial security as well as the American economy through interest rates? This course will explore the history of the Federal Reserve System and its historical effects on the American and global economic systems.

Sales Management is one of the most important jobs in business today. It is the focal point for managing customer relations, and is critical for sustaining profitability and growth. It draws on a broad spectrum of skills and offers many desirable career paths for both entry level as well as experienced workers. Sales Management techniques are applicable in a wide variety of business settings, and the basic framework and details apply in all of them. The purpose of this course is to present a practical, contemporary framework for Sales Management. It starts with basic sales analysis techniques for determining company position in the market. From there it explores modern sales techniques for facilitating the customer's buying decision. It then covers the major Sales Management job functions, such as Territory Management and Sales Training. The course concludes with a discussion of leadership and psychological skills that make for Sales Management excellence. Students will learn Sales Management via course lectures, textbook reading, Internet searches and independent research on the company they work for.
FA 209
CONSUMER BEHAVIOR INSIGHTS
Undergraduate
In the Consumer Behavior Insights course, students explore the processes that consumers use to make decisions. Understanding of consumer segments is developed and applied to create communication strategies using a decision-making framework. Through coursework, students demonstrate an understanding of various topics including how market intelligence is collected, market segmentation, the impact of various cultural influences on behavior, elements of persuasive communication and development of consumer-oriented strategies. Cultural norms influence receptivity to marketing communication messages. In-depth consumer knowledge of a sub-cultural segment is learned and applied as students conduct market research. Based on analysis, students develop communication objectives, positioning statements and strategies for consumer communication. The role of mass media is examined in two distinct areas. Mass media influence cultural values by reinforcing norms for consumer needs and wants. Mass media are also important means for communication of targeted advertising messages.

FA 210
CRIMINAL JUSTICE
Undergraduate
This course provides an overview of the American criminal justice system. Examines the history, functions, structures, processes and interactions of the three principal components of American criminal justice: police, courts, and corrections. This includes an analysis of the major components of criminal justice and their inter-relationship in the administration of justice.

FA 211
DEVELOPMENT OF PRODUCTS AND SERVICES
Undergraduate
The design of new products and services that exceed customer expectations with quality is a key competitive advantage in today's markets. The course will provide students with an overview of the Total Design Process Methodology, as well as an introduction to tools and techniques that enable the integration of marketing, design and other supply chain elements to develop successful projects. Students will apply the tools and ideas described in the course in the generation of a consumer product or service concept that will be developed throughout the term.

FA 212
CONFLICT, WORK PERFORMANCE, AND EMPOWERING EMPLOYEES
Undergraduate
The empowered employee is the successful employee. This course will provide students with real world techniques for creating high performing organizations. Effectively addressing inevitable workplace conflicts is an essential skill for any leader who wants the maximum productivity. Students will study proven interpersonal communication and negotiation concepts that can be used to create win/win solutions for any workplace conflict. The utilization of interest based conflict management and crucial conversation concepts will fundamentally alter the student's perception of conflict. In turn, they will see conflict as an opportunity. This course will also provide learners with key leadership concepts that are essential for developing strong collaborative teams.

FA 214
ENTREPRENEURIAL ACCOUNTING
Undergraduate
Entrepreneurial Accounting is a thorough coverage of financial and management accounting topics in an economically challenging business environment. Clear principles and procedures are used to demonstrate the complete accounting cycle in any type of organization: For-Profit or Non-Profit. General purpose financial statements are prepared and examined from a fundamental understanding of how for-profit and non-profit businesses operate in a dynamic and changing business marketplace. Specifically, the reach of this course will be on a global environment that is characterized by a high degree of uncertainty. We will examine a variety of accounting challenges faced by business from an international perspective. This will have important implications on the way a company becomes more competitive and thus profitable. As such each of you will be assigned a company on day one of class to manage through a series of accounting dilemmas often both inside and outside our borders. As you acquire the requisite skills (throughout the term) to meet those challenges you'll execute decisions that will change the management course of the company. It is through this individual decision making that you'll learn what works and what doesn't and why. This is not a static accounting course. Your decisions will have an impact on the direction of the company. We will also cover a series of topics that will enhance your understanding of financing techniques and options through detailed ratio-analysis. This will advance your ability to understand and seek creative financing for any ideas you might have in the future. This is essential if you have that entrepreneurial spark that just needs some financial backing and support to get started. As this is an accounting course we would expect some proficiency in basic quantitative/mathematical ability. You should also be able to use a calculator reasonably well.
FA 217  
NEW SOCIAL MEDIA MARKETING AND CULTURE  
Undergraduate  
This course discusses how digital media technology has changed marketing and examines the strategic use of digital and social media for business on platforms such as Facebook, YouTube and Blogs. Students will learn how to integrate these new technologies in marketing campaigns to enhance branding and create product awareness. Students will be able to use new media applications and conduct a digital media analysis. This course is designed to teach how to use new media to create a marketing and communications strategy; special technology skills such as HTML or programing are not required, but internet skills are necessary. Students are encouraged to use multimedia tools in the production of final work.

FA 218  
MARKET RESEARCH, CORPORATIONS, AND YOU  
Undergraduate  
In this class, students will learn fundamental market research concepts and methodologies, apply them to both the business world and their personal world, and become "intelligent consumers" who can more consciously navigate the relationship between those worlds. In doing so, students will also develop perspectives on market research processes and practices related to the field's three guiding participants: Market researchers, who want to use the tools at their disposal to present information they can trust and support; Businesses, which need to translate these findings into real-world decision making that helps sell consumer products and services; and Consumers, whose purchasing behavior and arguably much of their everyday existence is influenced significantly by market researchers and businesses intent on accessing their wallets. To gain these perspectives, students will learn and apply quantitative and qualitative research tools and methodologies used by businesses to identify, build, and leverage their relationships with consumers. Examples include secondary research assessment and synthesis; survey design; ethnography; and focus groups. Statistics and advanced math are not required for this course and will not be taught during the course. Building blocks for success include logical reasoning and critical thinking skills, a strong spirit of inquiry, inquisitiveness about human behavior, and analytical creativity.

FA 219  
NEGOTIATIONS FOR BUSINESS SUCCESS  
Undergraduate  
Negotiation techniques are applicable in a wide variety of personal or business settings, and the basic framework and details apply in all of them. The purpose of this course is to emphasize business negotiation and cover those practical and contemporary techniques that work. It starts with a basic framework for negotiation and its components. From there it explores negotiation from a global perspective. This has become increasingly important as a result of the rapidly developing world economy, offshore outsourcing and the power of multinational corporations. The topic is even more vital as business negotiations, particularly on the global front, can be expected to toughen in the wake of the economic crisis that emerged in 2008. The course concludes with a discussion of personal and psychological skills for persuading and influencing others.

FA 220  
DEVELOPING CONSULTING SKILLS  
Undergraduate  
This course will help students learn how to start and operate a consulting business enterprise. Materials will address consulting purposes, skills, and techniques. Through class discussions and exercises, readings and assignments, students will learn how to create, organize, and operate a consulting enterprise. Students will review detailed analyses of consulting proposals, contracting, client needs and expectations, needs analyses and evaluation, project planning, data collection and analysis, resistance, client relationships, change management, feedback, pricing, presentation and facilitation skills, and ethical considerations.

FA 221  
ENTREPRENEURSHIP: FROM START-UP TO SUCCESS  
Undergraduate  
In this course, students learn the essential attributes of an entrepreneur and the stages one goes through in taking the seed of an idea and growing it into a successful business. But it also takes more than a good business plan and money to succeed - entrepreneurs must understand that all too often, the strengths that helped them be successful as a start-up become liabilities to overcome in order to take their business to the next level. This course provides practical insights into the differences between effective leadership and management by exploring the concepts of Emotional Intelligence in the workplace and how to identify and develop human capital - the lifeblood of every business. Competences: L7, H2C, H3D, FX.
FA 223
EVALUATING ACCOUNTING & FINANCE PRINCIPLES: A GLOBAL PERSPECTIVE
Undergraduate
This course introduces the basic principles and quantitative methods which embody the fields of finance and accounting. Moreover, the course demonstrates how the two disciplines complement each other to facilitate various types of sensitivity analyses in a global environment. The students will learn (1) the fundamental framework of accounting; (2) the criteria used for making finance decisions related to investing, forecasting, and planning; and (3) the financial tools applied to evaluate the financial performance of a business. Additionally, students will be given an introduction to the international financial markets, the international flow of funds and exchange and interest rate determinations. We will also discuss the challenges behind recent plans to integrate International Financial Reporting Standards (IFRS) with U.S. GAAP (Generally Accepted Accounting Principles) and why it is such a hot topic among accounting professionals today. There is no accounting or finance background required for this course. Students should have an understanding of basic algebra and ratios.

FA 224
HOMELAND SECURITY IN THE 21ST CENTURY
Undergraduate
An overview of the evolution of the Department of Homeland Security (DHS) in the U.S. and surveys the major policies, practices, concepts and challenges confronting the field. An analysis of various organizations under the authority of DHS and an assessment of the current threats from international and domestic terrorism will be examined. Examination of government, private organizations, and citizens involvement in protecting against and responding to terrorist threats.

FA 226
FUTURE AMERICAN WORKPLACE
Undergraduate
This course will examine social, political and economic trends and their potential impacts on society and individual lives. This course meets for five weeks during the December Term. Through lecture, discussion, small group work, and individual research and presentation, students will develop an understanding of how the social, political, and economic trends impact society as well as their individual World of Work area of specialization or Individual Focus Areas, and will apply those understandings to their own decision-making process.

FA 228
THE MARKETING MINDSET
Undergraduate
How customers are created and kept is the function of marketing. How marketing functions within an organization is the focus of this course. It is designed to give students an understanding of the marketing process that covers everything from advertising to warranties. Through simulation exercises, students will learn about the strategies available for marketing products and how a given strategy affects decisions. Students will also explore how advertisements have become a part of our popular arts, transmitting culture and values while creating cultural stereotypes and influencing our language.

FA 229
FINANCIAL MANAGEMENT
Undergraduate
Most people have heard about the Federal Reserve System, but few would be able to describe its structure, its purposes or the tools it uses to influence our economy. But it has a vast impact on every individual's economic health and wealth. Understanding the structure of the various investment markets, what causes them to move one way or the other, the individual types of investments and their tax implications is key to managing one's financial future.

FA 230
ONLINE PROJECT MANAGEMENT
Undergraduate
In this online class, students will learn the fundamentals of creating and managing web-related projects. Topics will include website design, graphics, fonts, colors, links, frames, HTML, and Java.

FA 231
PERSONAL FINANCIAL PLANNING
Undergraduate
This course will help students organize their financial lives by learning and implementing selected principles of accounting, finance, and management. The course will address value and risk determination by dealing specifically with the analysis of one's financial status, goal setting and planning, and decision making. Risk analysis, savings and investment principles, taxes, debt management, retirement, and estate considerations are areas which guide the financial management of individuals and businesses alike.
FA 233
BUSINESS CONTINUITY MANAGEMENT
Undergraduate
The main goal of the course is to provide students with a comprehensive overview of Business Continuity Management impacts that threaten an organization and provides a framework for building resilience with the capability for an effective response that safeguards the interests of its key stakeholders, reputation and value creating activities. The primary objective of Business Continuity Management is to allow the Executive to continue to manage business operations under adverse conditions, by the introduction of appropriate resilience strategies, recovery objectives, business continuity, operational risk management considerations and crisis management plans. The sections within subject area overview are not presented in any particular order of importance or sequence, as it may be necessary to undertake or implement sections in parallel during the development of the BCM Program.

FA 234
PROBLEMS IN MARKETING AND ADVERTISING
Undergraduate
In this course, students will examine the roles of marketing not only in the selling of products and ideas, but also as a vehicle for the dissemination of public information and socially relevant developments. Students will discuss how marketing might be viewed as a social institution and will analyze how advertising can change attitudes. Specific attention will be paid to television commercials and other forms of advertising.

FA 235
MANAGING ORGANIZATIONAL BEHAVIOR
Undergraduate
While no organization will ever achieve functional perfection (organizational nirvana), employees possessing an understanding of performance necessities will be empowered to make incremental, and possibly radical, change. This course is designed to give students a fundamental understanding of the organizational components, systems, and behaviors that must be in place to ensure optimal performance. Topics will include organizational vision, mission and structures; employee motivation; team behavior; and performance management. In addition, students will apply the tools introduced in the course to real or realistic situations.

FA 236
MARKETING YOU: COMMUNICATING YOUR PROFESSIONAL IDENTITY ON AND OFFLINE
Undergraduate
In the emerging world of cloud computing and in the context of a competitive global economy, communicating one’s personal brand effectively either virtually or offline will become increasingly important. In this hybrid course, students use innovative tools and approaches to assess their unique strengths and weaknesses, passions and prior learning, and expertise and experience to identity their personal brand, plan career goals, and create or add to a career ePortfolio. Theoretical frameworks that address opportunities and risks associated with hyperconnectivity as well as concerns about managing personal, professional, and social identities are also explored.

FA 237
CONFLICT MANAGEMENT, NEGOCIATION, AND CLIENT RELATIONS
Undergraduate
This course will introduce students to a variety of strategies for conflict management and negotiation. Students will engage in a number of hands-on activities to develop skills that will benefit them in and beyond the workplace.

FA 238
CREATING A MARKET
Undergraduate
Marketing campaigns are being conducted by hospitals, churches, and the U.S. government. Marketing consultants help sell political candidates, public policies, even countries. And the professionals - lawyers, doctors, and dentists - are discovering marketing. You market yourself when you look for a job. Marketing is not just an activity restricted to corporations. It is all around us. Using marketing case studies, students will analyze various situations and make recommendations on appropriate marketing strategies. Each student will research a selected marketing topic of personal interest.
FA 239
GRANT WRITING
Undergraduate
Fundraising is very competitive among nonprofit organizations, so the ability to target the right foundations and to write proposals that sell your program or organization is important. This course will teach the basics of good proposal writing. It will also explore the tools and resources available to organizations trying to identify which foundations can best respond to their funding needs. Students will learn how to use proposal writing to market programs to potential funders and to increase the chances that their proposals will be read and approved for funding.

FA 240
ORGANIZATIONAL DEVELOPMENT AND CHANGE
Undergraduate
One of the realities of the business world in which we find ourselves is the speed and frequency with which strategies, markets, products, programs, leadership, and even entire companies change. This course explores the field of organization development, the discipline that applies behavioral science knowledge and practices to help organizations achieve greater effectiveness through the change and development process. Using case studies, simulations, role plays, and individual work experiences, students will examine how and why organizations change and develop and the implications and consequences of various strategies and activities directed toward that effort. Topics include the nature of planned change, change management, transformational change, organization diagnosis, intervention design, and human process interventions. Students will also explore the relationship between organization and personal change and strategies and methods designed to effectively manage that relationship.

FA 241
WORKPLACE ENGAGEMENT AND COMMITMENT: HOW TO MOTIVATE EMPLOYEES
Undergraduate
This course is designed for participants to examine how organizations can motivate their employees to become fully engaged and committed to their workplace. Apart from the benefit and moral value of an altruistic approach to treating employees and colleagues with human dignity, research has shown that well motivated employees are more productive and creative.

FA 243
GROUP DYNAMICS
Undergraduate
The purpose of this course is to understand the nature of groups, the ways in which small groups come together and behave, and the principles that govern the behavior of small groups. The class will combine experiential learning with reading and discussions about the theories of small group development and group dynamics. Course content will include: 1) the nature of small groups and group dynamics; 2) feedback and good interaction; 3) the process of group development, i.e. forming, storming, norming, performing, adjourning; 4) factors that interfere with optimal group performance; 5) leadership and leader effectiveness; 6) problem solving techniques. Teaching methods include "ice breaker" exercises, self-assessment forms, such as LEAD and FIRO B, some lecture, discussions and experiential learning.

FA 244
INTERVIEWING FOR EMPLOYEE POTENTIAL
Undergraduate
This course will introduce a method of using interviews to assess the characteristics of employees in order to make more strategic choices in selection, training and development. In addition to learning how to conduct behavioral interviews, participants will become familiar with the structure of competence models used to guide assessment. Students will work on gaining an understanding of the various applications of interview assessment and be able to apply one specific model of behavioral interviewing. You may only register for one competence.

FA 246
DIVERSITY IN THE WORKPLACE
Undergraduate
The purpose of this course is to heighten the students' awareness of diversity. This may take the form of critical self-assessment of one's knowledge of diversity and/or identifying prejudices, what they are and how they began. Through group discussions, analyzing case studies and lectures, students will be provided with opportunities to gain a deeper understanding of their own prejudices and to develop a rationale for valuing human differences in their respective lives.
At work, we often learn how to use another language. That is, we learn to speak about technology, or about marketing, finance, or human resources with a specific vocabulary and referring to particular ideas. However, we also bring our own unique perspectives to the workplace. Our individual approaches to problem solving and to human relations at work define our contributions. In this course, students will use short story and journal writing to define and assess their contributions to the workplace. Students will produce written accounts of their lives at work. Students will assess their work not only for the clarity of the stories told, but also for elements which contribute to good writing. Looking at the literature of work will help students see their own work in the context of this literary genre.

American business and the free enterprise system developed together with the nation itself. All three phenomena have their roots in the knowledge, skills and values that the earliest Europeans brought to this country. This course provides an overall view of the relationship between American history and culture, the development of its central business system, and contemporary implications for business environments.

In this course, students will delve deeply into corporate training programs, learning strategies for identifying specific training needs and ways to target training to appropriate organizational levels. This is especially important in firms undergoing significant structural change. Next, students gain knowledge of the way to create effective training programs to directly address organizational and role-based needs. The culmination of competence is the development of expertise in testing, assessing, and evaluating training outcomes. Students work in groups, reviewing prize-winning video and web training programs.

This course provides an overview of the concept of organizational learning and an opportunity to gain hands-on experience with two communication practices related to it: collaborative learning and storytelling. The class will be highly experiential and focused on immediate application of learning. It will consist of in-class activities in groups of two and larger and will draw heavily on students' workplace experiences and environments. Collaborative learning results when two or more people help each other create or enhance their knowledge relative to specific challenges or opportunities. Its goal is to stimulate new insights and support changes in assumptions, beliefs and/or behaviors. The ancient oral tradition of storytelling is a powerful practice used in virtually all societies to pass on a tribe's culture, values, and the knowledge that permitted survival. It's no different in today's organizations. Stories can ground people in the organization's culture, capture and transmit knowledge, and promote change.

SNL courses are designed specifically to focus on the competencies of the SNL curriculum. Courses are competence-based, and revolve around particular content. Students who are interested in a specific content area might not always find these interests addressed through SNL courses. Furthermore, students, particularly those nearing the completion of the SNL BA degree, find that they have some competencies which are not addressed by SNL courses in the time frame necessary. Contract Learning is designed to address the needs of these students. In this course, students can address a variety of competencies from the SNL competence framework, and can focus their work around content of their choice. By means of detailed and comprehensive contracts, learners will work with faculty to develop materials addressing their chosen competencies. Students will work with David Kolb's Learning Styles Inventory first introduced in the Learning Assessment Seminar, to revisit their preferred methods of discovering and absorbing information. In class discussions, learners will also analyze their topics, and their competencies to develop ways of expanding their knowledge and meeting the requirements of the competence statements.

This is a ten week course on strategic management in organizations. Students will learn the basic concepts of strategic formulation including understanding the competitive forces, competitive advantage, strategic decisions, and the impact of the internet on strategy. Next students will look at how strategy can be applied to business, governmental, societal and global issues. Students may focus on developing a strategy for an organization for the F-X competence, or look at strategy from a governmental or societal prospective with the H-1-I competence, or analyze the strategy of a country or global issue for the H5 competence.
Everyone has had the delightful experience of learning by accident - of being surprised by insights and skills that emerge from experience. But accidental learning can be time consuming and therefore costly to organizations and individuals in organizations that have specific learning goals to meet. Engaging and effective learning in organizational settings is most often the product of systematic analysis and planning. This course will prepare participants to design and deliver training in a variety of adult learning settings. Principles of adult learning theory and best practices in adult learning will be examined to derive criteria for sponsoring learning experiences of adults. In addition, a five stage training design protocol (analysis, design, development implementation, evaluation) will provide a context for participants to address the following questions and understand their implications: 1) Who is the audience and what is the training context? 2) What is to be learned and why? 3) What methods are best suited to the target learning outcomes? 4) What resources are available and appropriate to the learning outcomes and methods?

This course concerns marketing in a global context. We will understand and examine the difficult problems facing many companies from U.S. and international perspectives. This course will introduce key concepts in marketing, and it will use a variety of frameworks to steer your way through many of today's critical marketing issues.

This course provides an overview of the fundamentals of Project Management for non-Project Managers. It introduces the four phases of the project management process: Initiating, Planning, Managing, and Closing; the role of the Project Manager; tools, techniques and deliverables associated with successful project management; and troubleshooting techniques.

In an economic downturn, how do we navigate the changing worlds of work? This class will investigate current theories and models as well as offer students first hand experience observing and analyzing changes in the organization of work. We will approach issues concerning work from a number of perspectives--history, gender, technology, ethics, environmental, and global. As a way to explore the multiple issues related to the reorganization of work, ethics, culture, and technology, we will read texts, analyze websites, and view films to assist you in class assignments and projects toward fulfilling course competencies. You will also learn several qualitative research methods and approaches by becoming an apprentice and using them first hand. The culmination of our individual and collective work will be a public educational event, paralleling Trump's "Apprentice" show. First, each student will investigate and study issues of work/business by conducting an investigation of a workplace of your choice. Then, as a team, each group will devise a vision, plan, marketing, and publicity educational campaign about one aspect of work reform.

The purpose of this course is to help students develop skills in organization building--skills that they can use to make good decisions in the business environment as well as in personal life. Students learn to take control of their own decision-making processes, rather than resorting to perceiving their experiences passively as the result of "chance" or luck. The course focuses on the process of building an organization through human resources, but the skills taught and learned in the course are helpful to all members of the business community in their personal and professional lives.

An understanding and an ability to apply the basic disciplines of project management can boost your success in work and personal endeavors. Project management as a discipline provides the tools for accomplishing complex objectives - ones that may require different resources applied over extended periods of time. However, there is a danger in following a set of empty procedures, in hopes that adherence to guidelines can substitute for content expertise, common sense, and an understanding of human motivation. There is considerable evidence that projects fail for human and organizational reasons, not mechanical or procedural ones. The key ingredient in project success is this personal dimension, and that is the main theme for our course. We will use the mechanics of the project management process as the platform for exploring how to recognize and deal with the real underlying issues in managing projects - recognizing and managing people and organizational issues.
FA 269
ENTREPRENEURSHIP: HOW TO FIND AND FUND YOUR DREAM
Undergraduate
Did you know that 90% of new restaurants are doomed to fail? Have you always wanted to be your own boss? Are you presently conducting a small business from your garage that you'd like to make bigger and more profitable? Who makes a great entrepreneur? Are businesses easier to manage in the age of technology? In this course, Students will learn how to identify an appropriate small business for their talents and time restrictions. Learners will also consider methods of financing their dream work lives, and review the pitfalls awaiting new businesses in today's economic climate. Students need not have a business in mind, but must be willing to consider how they might go about putting together a plan for a successful venture. Ideas about the definition of business in modern society, of entrepreneurship, about the psychological make up of the successful small business owner, and about the long term view for small businesses will also be covered.

FA 270
STARTING UP AND RUNNING YOUR OWN BUSINESS
Undergraduate
This course will help students learn how to start and operate an independent business enterprise. We will address entrepreneurship, defining your markets, accounting basics, business plans, financing, establishing the business, hiring employees, business equipment, software, and marketing. Through readings, discussion, and home assignments, students will learn how to increase the probability of reaching their business goals while minimizing risks and costs. By applying management, financial, and software concepts and practices, students will have the knowledge to start and run a new business.

FA 274
APPLYING ORGANIZATIONAL BEHAVIOR TO TODAY'S BUSINESS ENVIRONMENT
Undergraduate
A conceptual and practical look at the discipline, nature and scope of organizational behavior and its importance in today's global and diverse business environment. This course is designed with a management focus that will offer knowledge of and applications, challenges and opportunities for diverse viewpoints, teamwork, group dynamics and problem solving in organizations in order to enhance and achieve productivity, performance and satisfaction in the workplace.

FA 276
MANAGING AN INVESTMENT PORTFOLIO
Undergraduate
This course will discuss how some top money managers build diversified investment portfolios (past performance is no guarantee of future performance), as well as the Nobel Prize winning theory behind their decisions. This will not be a “how to invest” type of course but rather a forum for ideas to consider. It will touch upon other important subjects that an informed investor should be aware of, such as: load vs. no-load mutual funds, active investment managers vs. passive indexes, the money management industry, behavioral finance, market efficiency, and valuation techniques. This class is meant to be accessible to all students, so there are no prerequisites; only an interest in the subject is required. Knowledge of financial math or spreadsheets is not needed, though examples of both will be demonstrated in class.

FA 278
HIGH PERFORMANCE WORK TEAMS
Undergraduate
Today’s business environment frequently requires groups of individuals to work together as a team, but usually without the training to understand what this really means. This course focuses on the skills needed to develop a business work group into a High Performance Team. It details the definition and requirements for good team development and concentrates on facilitation and negotiation techniques for team meetings, as well as on the communication and conflict resolution between team members. Since the purpose of most teams is to resolve problems, a scientific approach to problem-solving is also introduced. This is a highly interactive course which actively involves the students, encouraging the sharing of practical ideas and techniques. The course has sufficient flexibility to allow for the exploration and analysis of many typical team situations that are of interest to the students: what is discussed during class can be applied the next day at work.

FA 279
WRITING FOR MANAGEMENT AND BUSINESS
Undergraduate
Developed to serve in the creation of compelling business communications designed to be clearly understood, this course instructs corporate writing that communicates with certainty and conviction. Every type of corporate writing is covered, ranging from resumes and cover letters, through business reports, to the creation of short and long proposals, good-news and bad-news letters, memorandums, direct requests, and other persuasive business expression. Special attention is paid to the technique of unearthing valid and reliable research supported with modern document design.
FA 281
BUSINESS WRITING
Undergraduate
Business Writing provides students with an opportunity to develop concise, articulate, and actionable written business documents. Students will learn to plan, organize, and write effective business documents such as business letters, memorandums, e-mail, business reports, abstracts, executive summaries, cover letters, and resumes. In addition, students will learn to examine and write to a specific audience, to select the most effective wording and phrasing, to analyze and revise written works (either their own, or the work of others), to identify logical fallacies, to write within a specific context, and to unearth valid and reliable research.

FA 283
A CRISIS IN CREDIT: READING AND INTERPRETING FINANCIAL STATEMENTS
Undergraduate
The record collapses of first home builders, such as Levitt and Sons, WCI Communities, and Matrix Development Corp., then financial giants Lehman, Fannie Mae, Freddie Mac, Wachovia, and Merrill Lynch beg the question, how did we get here? More importantly, how do we avoid repeating this “crisis” in the future? This course will examine these questions in light of corporate balance sheets and income statements. Students will learn to read and interpret financial statements. In addition to the technical details related to financial reporting, the course will examine the political and social implications of the U.S. Treasury addressing the problems of the housing and credit sectors. This will involve a historical review of the roles of government and the private sector in the development of financial systems in the United States.

FA 286
THE ART OF THE INTERVIEW
Undergraduate
An interview is just a conversation with a purpose and in this class we will look at all kinds of interviews: entertainment, investigatory, forensic, structured and freeform, research, medical, diagnostic, job, group, etc. We will examine some venerable sources: The Proust Questionnaire, Chicago's own Studs Terkel, and a variety of well-known current practitioners of the art. The class will look at oral arguments before the US Supreme Court, which are just interviews by the members of the court with presenting legal counsel. We will also briefly evaluate the use of interrogation and torture to gather intelligence. Students should expect to perform, document, and analyze a variety of simple interviews in this class: simple job interviews, interviews to gather family history, patterned and freeform interviews, questionnaires, etc. Students will also analyze the techniques used in a variety interviews, using audio streamed recordings and transcripts.

FA 288
MARKETING FOR THE SOCIAL GOOD
Undergraduate
This is a ten week course on the nonprofit and public organizational issue of social marketing. Generally social marketing techniques are used to influence individuals, or groups to change their behavior in order to improve a social good such as: individual health, the environment, and the community. Students will develop an appreciation for the principles of social marketing and will be taught the techniques for conducting social marketing programs. Students will also learn how to develop social marketing plans and meaningful promotions, including utilizing imagery/art to understand and create advertisements.

FA 289
BUSINESS WRITING AND INTERNET COMMUNICATION
Undergraduate
E-mail has flooded the information highway allowing us to communicate on an immediate basis. But has this immediacy caused us to drop our guard so that our communications are not as effective? This course will give students a solid foundation in business writing so all communications - business-to-business, business-to-consumers, in-house memos to instant messages - can be clear and concise. Students will also review written etiquette and explore the impressions created by the spoken word compared with the written word.

FA 290
USING FINANCIAL DATA
Undergraduate
In this course, students will learn practical applications of the fundamentals for making financial and investment decisions. Students will work with cases and problems drawn from business experience. They will work with economic and philosophical theory, as well as economic data, and learn to understand such concepts as supply and demand, competition and monopoly, and the money supply. Students will become familiar with financial information, learn how to assess financial risks and rewards, and become conversant with the terms, symbols, and abbreviations that are used in current business publications.
FA 291  
THE BUSINESS DOCUMENT: FROM INCEPTION TO EXECUTION  
Undergraduate  
This course reviews the process of creating, planning, developing and analyzing a business document. Students will learn how to structure, write and control such demanding projects to relate information, interpret data and recommend solutions to business problems. Students are expected to possess writing skills that enable concentration to be placed on developing a clear, concise and consistent writing style in complex and sophisticated documents. Class discussions will cover pros and cons of using certain document formats and what, in turn, makes them effective. Upon completion, students are expected to possess the necessary skills and confidence to develop sophisticated, highly professional business documents.

FA 292  
LEADING OUT LOUD: PUBLIC SPEAKING FOR BUSINESS AND LIFE  
Undergraduate  
One of the most sought-after business skills is public speaking ability. We all have equal access to high-technology; high-touch skills give us the competitive advantage. Through discussions, exercises and presentations, students will have many opportunities to build their skills in both casual and formal speech. Each student will prepare presentations in a variety of styles, including impromptu, persuasive and informative. Through regular feedback from the instructor and peers, students will build their presentation skills in organization, topic development, use of visuals and delivery. Students will be video-taped regularly so that they can chart their progress and participate in self-assessment.

FA 293  
EFFECTIVE PUBLIC SPEAKING  
Undergraduate  
This is an introductory course that assumes no previous experience on the student's part. The class seeks to familiarize you with some basic principles of effective and ethical public speaking, to give you experience in enacting those principles through practice, and to instill a sense of the importance of public communication in shaping our lives. Through class feedback and videotapes of your own speeches as well as critiques of other communicators, you will discover how personal style, appearance and body language impacts the message.

FA 294  
DESIGNING BUSINESS STRATEGIES FOR B-WEB MODELS  
Undergraduate  
Thriving in the internet economy requires rapid adaptation, technological excellence and motivated personnel. Using a detailed case study, students will learn strategies for optimal organizational development in this new world economy. We will investigate its various historical bases, the elements of its uniqueness, and analyze several theoretical models of structure and process in organizational function.

FA 295  
CONTEMPORARY LEGAL ISSUES  
Undergraduate  
This course will examine basic ideas in the practice of law. It will also examine contemporary legal issues in the world of work. Students will examine the structures of the legal community and the impact it has on how business is conducted, and on the economic system in which we live and work. Through readings, discussion, and group projects, students will investigate current issues which have evolved as the practice of law has become a big business itself. Students will develop and evaluate plans individually or through group interaction for applying new insights to effecting change in their own working environments. May be taken for only one competence.

FA 296  
INTRODUCTION TO FINANCIAL SYSTEMS  
Undergraduate  
Remember when things were simple? It was a long, long time ago. These days, issues in finance are complex to the point that many of us feel excluded. How can we make and use money if we don't understand how it works? How can we educate ourselves enough? In this course, students will examine how money works in contemporary society. Furthermore, students will discuss how developing technology has changed the flow and focus of money matters in our time.
COMMUNICATING IN A GLOBAL BUSINESS ENVIRONMENT
Undergraduate
Effective and efficient communication is a challenge in our own culture, but this is compounded when we face communicating in a culture other than our own. This course will begin by examining and practicing communication formats that are accepted in the Western world. Following this we will examine the historical background and sample presentations of leaders other than those from the United States and Europe. In addition, learners will have opportunity to format their own presentations using those of the world's great leaders as models. Learners will be encouraged to incorporate their own professional situation as a place to begin experimenting with their newly acquired knowledge.

PROJECT MANAGEMENT
Undergraduate
Project Management is a business concept which has received a great deal of attention over the last few years. Business managers are discovering that the complexity of human and technological systems forces workers to organize, prepare, and monitor project development in a way which was not necessary in simpler times. In this course, students will discuss and discover methods of project organization and execution which will help them achieve efficacy and success in the workplace. This course will cover concepts in describing project goals, setting priorities, identifying needs, and designing realistic time lines. Students will learn how to execute successful projects from start to finish.

INDEPENDENT ADVANCED PROJECT
Undergraduate
This required course is a problem-solving experience which represents the culmination of an SNL student's learning in a specific area. Students, guided by their academic committee, design and execute an independent project which demonstrates the integration of theory and practice, and the ability to pursue and document avenues of inquiry with excellence. * Successful completion of Research Seminar is required before registration.
LL 300 is a prerequisite for this class.

ADVANCED PROJECT COURSE
Undergraduate
The main purpose of this course is to guide you through the various steps involved in designing and carrying out an Advanced Project (AP) on a subject that is related to your particular focus Area (FA). Whether you want to address a practical problem or a theoretical question, in this course you will be guided through the process of investigating a problem or issue in depth, and establishing clear links between the definition of the problem or issue, discussion of conceptual issues, methods of investigations, analysis of findings, and practical applications. Successful completion of the Advanced Project will satisfy the F-11 and F-12 competences.
LL 300 is a prerequisite for this class.

STARTING A SUCCESSFUL BUSINESS
Undergraduate
In this class, you will learn evaluation techniques for determining the business feasibility of a new idea, methods of performing a market analysis with special focus on spotting marketing and demographic trends. You will learn the details associated with forming and managing a functional new business with the ultimate goal of this course being the writing of a 10-page business plan for a new product or service idea. It is strongly recommended but not required that you have taken "Understanding Financial Statements" if you do not already have an accounting or financial background.

WOMEN IN BUSINESS AND LEADERSHIP
Undergraduate
Women's work is never done. Not only are women mothers and wives, but these days the expectation is that women will take on leadership roles outside the home as well. What makes a woman a leader? How did the workplace differ when women were not corporate leaders? Who are today's prominent female leaders and how are they shaping our future? In this course, learners will study the lives and contributions of various important women from business, politics, and social action. Students will assess equality in management and leadership, the psychological make up of the woman leader, and the ways in which women's contributions to leadership differ from men's. Furthermore, the class will endeavor to define leadership, its consequences, and its personal ramifications. Students should expect to read extensively about the lives and characteristics of contemporary women who have surfaced in leadership roles. Learners will also identify women leaders in their own workplaces and communities and assess their involvement in the corporation and/or general public. Competences: A3X, FX, H3X, H4.
FA 311  
BUILDING QUALITY INTO PROJECT MANAGEMENT  
Undergraduate  
Today's business environment is time-based and cost-conscious with expectations for quality and excellence. An understanding of project management processes and developing the essential skills and tools can optimize time, cost and quality. This course will provide an introduction to the theories and concepts of project management and how those theories and concepts apply to today's business practices.

FA 312  
FINANCIAL LITERACY  
Undergraduate  
The purpose of this class is to learn the language of business and the "grammar rules" required to apply this language to different scenarios and our own lives. We will discover who the audience for financial information is and develop the ability to see how financial activities affect and are relevant to this audience. We will explore the topic of financial literacy both from the global and the personal perspective. Big corporations, small businesses and we the individual have something in common. All must ask the question: How do we control, organize and communicate financial situations and information in a way that is meaningful to us and that will help accomplish long term goals. Simply having money does not guarantee that we know how to manage it or that resources are being used effectively or appropriately to realize our goals. In this class, we will first establish a common framework and terminology for financial literacy and then explore questions such as "Why is financial planning important?"; "What are common budgeting systems and tools?"; "How can a budget or financial plan be used to help identify and achieve monetary goals?" "Why do such plans often fail?" By considering the economy, assessing our own individual financial situations, by applying financial concepts learned to real world situations, students should be able to apply skills learned within both a personal and global context.

FA 313  
PROCESS MANAGEMENT AND DESIGN  
Undergraduate  
From erecting an architectural monument to developing training materials to planning an international seminar, it's all process. Process Management and Design begins with an examination of the origins of work systems and process design, ranging from the principles of Frederick Taylor to the philosophies of Deming, Duran, and Cosby. The course of study then moves into an unfettered exploration of process within the context of organizations and leadership, as well as an experiential consideration of the manner in which process applies in non-traditional contexts. Class participants will learn to create, define, analyze and classify processes; develop and apply process measures, and determine customer and consumer needs and expectations. Other topics covered include process re-engineering, continuous process improvement, process benchmarking, and systems thinking. Class participants are encouraged to engage in this learning experience with fresh perspectives about process, and its potential meaning in unconventional settings.

FA 314  
THE BUSINESS OF RETAIL  
Undergraduate  
The famous business theorist Peter Drucker has called American culture a unique combination of materialism and idealism. These qualities have combined to make America a consumer based society unlike any other culture. What is it about American stores and the American shopper that makes both so unique? Super stores, the consolidation of regional stores into multinational conglomerates, online shopping, the emergence of an-ever-more savvy and demanding consumer, economic cycles, international monetary values and the demographics of American shoppers have combined to transform the experience of shopping in the last twenty years. How do stores entice consumers to buy? That question will be answered in this class. This class will look at a variety of store environments and will feature student-based discussion of weekly store visits. Using the science of shopping (as defined by Paco Underhill and others) the class will visit and evaluate, time and scheduling permitting, a wide range of retail options.

FA 315  
CORPORATE COMMUNICATIONS: BEYOND THE BUZZWORDS OF BUSINESS  
Undergraduate  
A successful business leader's actions are underscored by efficient and effective skills in communication. This course will position you to move forward with the respect of others and a heightened sense of self worth. We will focus on looking at communications in contemporary business contexts; determining your skill in presentation/platform applications, and ways to advance; and effectively demonstrating your increased understanding and application level.
FA 316
MAKING BUDGETS: FINANCIAL AND ETHICAL INTERPRETATIONS
Undergraduate
This course examines the process and responsibilities of the manager in the budget formation, interpretation and implementation process. Students will learn to read and interpret financial budgets and understand the practical and ethical implications that budget implementation has on managers and workers. The class consists of case studies with analytical problem solving, introductory lectures on basic financial concepts and theoretical frameworks. Students will develop and analyze financial budgets, participate in discussions of current ethical implications of budget implementations, and write reflective papers addressing their competencies.

FA 317
CAREER VS CALLING: LIFE IS ALL ABOUT THE HYPHEN
Undergraduate
When we die, our tombstones record our birth date and our death date, with a hyphen in between. How we live our lives is represented by that hyphen. This course is intended to help students identify what they want their hyphen to represent and how that applies to their career and life choices. Special attention is given to methods of identifying personal calling and for achieving personal fulfillment goals. Students also examine the views of philosophers, spiritual leaders, and artists, both historical and contemporary. Students create their own mission statement for work and life. A primary objective of the course is to expose students to resources that can be used in their own self-discovery process. Multi-media activities include small and large group discussions and presentations, research, and report writing, video and audiotapes. Students are encouraged to use the Internet in their research.

FA 318
UNDERSTANDING FINANCIAL STATEMENTS
Undergraduate
Business managers as well as investors must have a basic understanding of financial statements as not only a management tool but also as a way of communicating the financial and operational well-being of a company. This course teaches students the essential elements of financial statements, their interpretation and their impact on investors and society. This is a particularly important topic and skill in light of the recent corporate financial reporting scandals plaguing Wall Street and the nation.

FA 319
THE VALUE OF STATISTICS
Undergraduate
In this class, students will look at how numbers add up to give us reasons to be for or against ideas. This course will center on how to create, decode, and analyze statistics. Some knowledge of mathematics is essential to understanding statistics so prior completion of the Quantitative Reasoning course or it’s equivalent would be very beneficial to having success in this class.

FA 320
BUILDING AN INVESTMENT MODEL THAT FLIES
Undergraduate
Investors range in age from newborn babies to centenarians. Population as a whole can be segmented according to various attributes, some of which have a decided influence on one’s spending and investment proclivities. Identifying those attributes is essential in determining the appropriate types of investments for the individual investor. Understanding the role of the economic, interest rate, and inflation cycle are also critical to putting together an efficient, effective, and suitable investment portfolio. Prerequisite: Completion of Risk vs. Reward in Investing. Building on what was learned in the prerequisite class, we will examine the segments of the population and what causes them to make their investment decisions. We will then put together sample portfolios for hypothetical investors for different points in the economic cycle. This course can be taken for only one competence.

FA 321
BUSINESS AND PROFESSIONAL WRITING
Undergraduate
As contemporary American business continues to move toward internet- and web-based communication, and with increasing demands on business managers to communicate key messages quickly and effectively, the ability to write clearly and effectively becomes an increasingly valuable skill. Business and Professional Writing offers students practical experience in developing cogent, concise and articulate written products. Students will learn to plan, organize and write effective business documents such as, business letters, memoranda, E-mail, business reports, abstracts, executive summaries, cover letters, and resumes. In addition, students will learn to examine and write to a specific audience, to select the most effective wording and phrasing, to analyze and revise written works (either their own, or the work of others), to identify logical fallacies, to write within a specific context, and to work collaboratively in creation and modification of business and professional written documents.
FA 322
SINO-AMERICAN RELATIONS: A BUSINESS PERSPECTIVE
Undergraduate
In this class, students will analyze contemporary Sino-American relations from a cross-cultural perspective, with an emphasis on developing an understanding of how particular issues impact the business climate through the interplay of macroeconomics and geopolitics. Additionally, students in this class will identify and analyze those specific issues in contemporary Sino-American relations that have the greatest potential to impact the present and future operations.

FA 323
SURVIVING RAPID BUSINESS GROWTH
Undergraduate
A successful new business often experiences tremendous revenue, personnel and financial growth. Ineffective management of this growth with all of its opportunities as well as pitfalls can put a successful business out of business. This course covers the areas of concern, shows methods of monitoring financial and operational information to highlight potential problem areas before they become major problems and then shows methods of effectively dealing with these challenges.

FA 324
INTERVIEWING FOR EMPLOYEE POTENTIAL
Undergraduate
What are the obligations of the workplace to the worker and vice versa? Does the individual worker matter more or does the organization? How can the organization honor both words in “human capital” and be fiscally responsible? The ways that organizations approach selection, hiring, and training express their answers to these questions, intended or not. This course will examine ways to assess the competence and potential of individuals and to create avenues for individual development in the context of organizational effectiveness. Participants will learn skills of behavioral interviewing, interpreting interview data, and developmental feedback and will devise strategies for the ethical use of assessment results.

FA 325
CONNECTING THOUGHT AND BEHAVIOR IN THE WORKPLACE, THE COMMUNITY, AND IN YOUR PERSONAL LIFE
Undergraduate
This course introduces students to practical concepts of Cognitive Behavioral Psychology and offers them new perspectives on how to observe and understand the interaction between thoughts and behaviors in their daily lives. Students will evaluate the tendencies and correlations between what a person “thinks” and what that person “does” through observation and interpretation of their own experiences. A report will be generated for each competence that will include an analysis of the student’s own cognitive behavioral tendencies and a plan for personal development.

FA 326
GENDER, SEX AND LATER LIFE
Undergraduate
This course will compare the aging experiences of men and women in later life and the relevancy of gender roles to the aging process across ethnic, racial and cultural diversity differences. Although this course is sociological, we will examine the physiological/psychological differences and similarities between older adult men and women. Specific topics of analysis will include gender, politics and power, the gender gap in longevity, why aging women have a longer life expectancy than men, but experience more chronic illnesses and report less physical and mental well-being in advanced ages. This course will explore society's attitudes and myths about sexuality in later life, as well as presenting realistic information on ongoing research into the physiological and emotional changes affecting sexuality and intimacy.

FA 327
TECHNIQUES OF BUSINESS REPORT WRITING
Undergraduate
Most training programs are created as the result of a report, and reports also document the effect of the training on the trainees. Either way, the report is a legitimate component of all training programs. Learn the procedures used in creating detailed reports that can be implemented in your workplace. Examine the “voice” of a business report, and learn ways to turn reports into RFPs for further programs. A five-week, close examination of the steps involved in creating detailed reports for business is encountered in this class. This course can be taken for only one competence.
FA 328
APPRECIATIVE INQUIRY, POSITIVE ACTION: UNDERSTANDING THE POWER OF STORY TELLING
Undergraduate
Traditional approaches to organizational change place the practitioner (manager, consultant, or other change agent) in the role of diagnostician or problem-solver. This approach is based on the concept that organizations are like machines: when they break down, the expert simply needs to find the source of the problem and repair it. Organizational developers have discovered that organizations rarely act as predictably as machines, and repairs led by experts rarely have lasting impact. In the early 1980's a new model for organizational development began to emerge in response to the frustration with traditional approaches. Appreciative Inquiry, founded by David Cooperrider and colleagues provides a new theoretical and practical approach to change that engages the positive energy of the organization. In this course, you will learn how Appreciative Inquiry evolved in the relatively new field of organizational development, understand its core concepts and learn how to use the process to unleash the power of positive change in your organization. This course is excellent for anyone working in a management, leadership, consulting or supportive role in an organization (or who aspires to).

FA 329
DEVELOPING AND MANAGING A MARKETING COMMUNICATIONS PROGRAM
Undergraduate
This course will provide the student with the understanding of the principles of marketing communication, the marking communication vehicles most commonly employed by corporations in America and Western Europe, and the situations in which each marketing communication vehicle may be most effectively used in an ethical manner. The students will learn both the principles of marketing communication and how to target a market demographically, geographically, and psychographically, to ensure that the marketing communication strategy developed and program executed are consistent with the "best in class" principles of marketing communications.

FA 330
FUNDAMENTALS OF GLOBAL MARKETING
Undergraduate
This course will help students to understand the basic concepts and practices necessary to market products and services in the global marketplace. The major outcomes of this learning experience will be: identifying activities, principles, and challenges of the marketing process, as applied domestically and internationally; understanding market segmentation, target marketing, and market research and their applications; applying the "4 Ps" of marketing - product, price, promotion, and place/distribution - to domestic and global business; and becoming familiar with key issues and international situations encountered when marketing products and services globally.

FA 331
COMMUNICATION, PRESENTATIONS, PUBLIC SPEAKING
Undergraduate
According to The Book of Lists, fear of speaking in public ranks ahead of fear of dying and disease. While it might not be this extreme for everyone, this course addresses "speaker-fear" and provides learners with both theory and practical experience in the art and science of getting their point across clearly. We will examine personal learning styles and social styles and also work on developing presentations and actually delivering the message. Ice breakers, difficult situations, pacing and diction, openings and closings, and other tools and techniques are explored.

FA 332
INVESTMENTS AND THE ECONOMY: A WELL-OILED MACHINE
Undergraduate
In this class, we will review major economic theories and determine what factors were in play when the theories were conceived, and how each has been used in the 20th century (and thus far in the 21st) to structure investment decisions. We will determine the various economic variables, as well as tax consequences, and how they impact choices we make for our investment portfolios. This course can be taken for only one competence.

FA 333
SELF, WORK AND FAMILY: CHALLENGES AND CHOICES IN A CHANGING WORLD
Undergraduate
This course is designed for everyone who has experienced the challenge of managing a multi-faceted life in a rapidly changing world. It begins with an analysis of the definitions of "self," "work," and "family" across cultures, and examines recent research into generational theory to identify some of the psychological and historical antecedents of contemporary attitudes about these concepts. We then explore the dynamics among these concepts, including conflict, balance, integration, and boundary setting, paying particular attention to the impacts of technological change and the growing number of women in the workforce. Finally, we examine various models for adult development and engage in activities that allow for each student to articulate his or her personal priorities and to develop life and work strategies that enhance workplace performance, productivity, and personal fulfillment.
FA 334  
FINDING BUSINESS IDEAS THAT WILL WIN  
Undergraduate  
Not all new ideas are good ones. This course teaches students evaluation techniques for determining the business feasibility of a new idea, with the ultimate goal being the writing of a feasibility study for a new product or service idea. This course can be taken for only one competence.

FA 335  
FREE TRADE, FREE MARKETS: THE WORLD TRADING BLOCKS  
Undergraduate  
This course addresses how large financial institutions organize and control the flow of international trade. In this course, students will study the organizational set up of NAFTA, The European Union, and the smaller Asian trade associations. The World Trade Organization will also be studied and analyzed. Students will explore the various roles of regional exchanges for larger trading blocks. This course will be helpful for all students working in or considering careers in finance, in commercial analysis, or in international business.

FA 336  
DESIGNING PROFESSIONAL TRAINING PROGRAMS  
Undergraduate  
Training is one thing; training that's really used is the thing. This course prepares the student to identify and select design elements that vary training rhythm in order to maintain interest. Next, the training program content -video clips, role-playing exercises, quizzes, and round-table discussion-fosters behavioral change in those being trained. This course can be taken for only one competence.

FA 337  
FOCUSING ON ASSESSMENT OF TRAINING NEEDS  
Undergraduate  
To put it simply: who needs training and why? Needs Assessment is the third key step in the creation of business training programs. It unearths areas for training and identifies groups who should receive it. A five-week, close examination to help recognize and prioritize essential information.

FA 338  
eVALUATION AND VALIDITY OF TRAINING RESULTS  
Undergraduate  
Discover how your training benefits both student and the company. Sophisticated evaluation techniques currently in use by the most respected training organizations are analyzed and tested in this class. In addition, we examine ways to support your own training designs with proof of their validity and reliability. This course can be taken for only one competence.

FA 339  
PROFESSIONAL BUSINESS WRITING  
Undergraduate  
This course develops writing skills used in a business setting. Effective writing skills are directly related to a person's ability to successfully maintain and grow in a career. And as our world continues to shrink globally, being able to produce clearly written communication across all cultures is a skill that is not only desirable but also essential. Through a process-oriented approach, you will learn to plan, investigate, organize, write, and revise successful business reports and correspondence. Emphasis is given to principles of effective professional writing, especially as they pertain to memos, letters, reports, proposals, e-mails and employment messages. You will also be introduced to collaborative writing and intercultural communications within a business context. Finally, you will learn to correctly use one of three different "styles" for documentation: AP (Associated Press), MLA (Modern Language Association) and APA (American Psychological Association).

FA 340  
IMPLEMENTING CORPORATE TRAINING PROGRAMS  
Undergraduate  
In this course, students will learn about the strategic process of effectively and efficiently implementing a corporate training program based on business drivers from design stages through measurement of results. This process includes defining requirements and success criteria, designing the process, implementing and powerfully communicating the program to the learners, and then understanding how to measure the success of the program. It is imperative to measure and report on the trends of the program and to understand why it is important. Using methodology and models that have been successful in numerous global and domestic companies, students in this course will create their own plan for implementation, communication, and measurement to ensure success in their future training program implementations.
AN EXAMINATION OF THE INITIATION AND MANAGEMENT OF CHANGE PROCESSES IN TODAY’S CORPORATE ENVIRONMENT. SPECIAL EMPHASIS IS PLACED ON MANAGING THE EFFECTS OF ORGANIZATIONAL CHANGE ON THE WORK GROUP. STUDENTS LEARN TO INTRODUCE, IMPLEMENT, AND DRIVE CHANGE. ADDITIONALLY, STUDENTS WILL LEARN TO RECOGNIZE AND OVERCOME RESISTANCE TO CHANGE. CLASSES WILL CONTAIN VIDEOS AND LEADING EDGE MANAGEMENT TECHNIQUES.


THIS COURSE FOCUSES ON BOTH THEORY AND PRACTICE OF HOW TEAMS LEARN. RELATED TO THEORY, PARTICIPANTS WILL REVIEW THE TEXT OF VARIOUS AUTHORS WHO HAVE WRITTEN ABOUT TEAM LEARNING. EACH PARTICIPANT READS THE REQUIRED TEXT AND REVIEWS A SECOND BOOK OF THEIR CHOICE RELATED TO TEAM LEARNING. THE PARTICIPANTS THEN LEARN FROM EACH OTHER THE KEY POINTS OF THE AUTHORS. IN PRACTICE, PARTICIPANTS IMMERSE THEMSELVES IN A PROJECT TEAM THAT FOLLOWS A SEQUENCE OF PROBLEM SOLVING STEPS FROM ANALYSIS THROUGH SOLUTIONS.

IN THE WORKPLACE DIFFERENCES OF OPINION ARE AN IMPORTANT SOURCE OF CHANGE, INNOVATION AND CREATIVITY. YET WHEN DIFFERENCES ARE NOT DEALT WITH EFFECTIVELY, THEY CAN GROW INTO CONFLICTS THAT SHATTER IMPORTANT WORKING RELATIONSHIPS AND REQUIRE PRECIOUS RESOURCES TO RESOLVE. LEADERS NEED TO BE ADEPT AT DEALING WITH DIFFERENCES RESPECTFULLY AND CREATIVELY TO MAINTAIN THE INTERDEPENDENT RELATIONSHIPS THAT ARE REPLACING COMMAND AND CONTROL POWER STRUCTURES IN TODAY’S DECENTRALIZED, FAST-PACED ORGANIZATIONS. THIS FIVE-WEEK COURSE WILL INTRODUCE THE SKILLS NEEDED TO ADDRESS CONFLICTS IN A CONSTRUCTIVE WAY AND PROVIDE AN OPPORTUNITY TO PRACTICE THEM. IT PROVIDES AN OVERVIEW OF SKILLS AND TECHNIQUES THAT HELP LEADERS IDENTIFY AND ADDRESS WORKPLACE DIFFERENCES THAT CAN LEAD TO CONFLICT AS WELL AS HELP THEM RESOLVE CONFLICT PRODUCTIVELY WHEN IT OCCURS SO THAT RELATIONSHIPS ARE PRESERVED. STUDENTS WILL BE ABLE TO DISTINGUISH BETWEEN THE METHODS OF ADDRESSING CONFLICT INCLUDING ARBITRATION AND MEDIATION; WILL IDENTIFY POTENTIAL SOURCES OF CONFLICT IN THEIR OWN WORKPLACE; USE SKILLS ASSOCIATED WITH CONFLICT RESOLUTION TO FACILITATE CHANGE IN NON-CONFLICT SITUATIONS; IDENTIFY ARCHETYPAL ROLES ASSOCIATED WITH CONFLICT AND THE STORY FRAMEWORK ASSOCIATED WITH THE CONFLICT RESOLUTION PROCESS.

ONCE AN IDEA IS PROVEN FEASIBLE, TIME MUST BE PUT INTO CREATING A BUSINESS ENTITY WITHIN WHICH THAT IDEA CAN BECOME A REALITY. THIS COURSE TEACHES STUDENTS THE DETAILS ASSOCIATED WITH WRITING A BUSINESS PLAN AND FORMING AND MANAGING A FUNCTIONAL BUSINESS, AND CREATES A DEEPER APPRECIATION FOR WHAT GOES INTO STARTING AND RUNNING A BUSINESS. THIS CLASS CAN ONLY BE TAKEN FOR ONE COMPETENCE.

THIS COURSE LOOKS AT LEADERSHIP AS A PROCESS OF UNDERSTANDING THE INTERNAL BUILDING BLOCKS OF EFFECTIVE LEADERSHIP, WHETHER YOU ARE A SOLE-ENTREPRENEUR OR THE CEO OF A FORTUNE-100 FIRM. IT ENABLES STUDENTS TO EXPERIENCE AND LEARN THE SKILLS/TOOLS NECESSARY FOR AN INNOVATIVE APPROACH TO LEADING. THE FORMAT IS LARGELY EXPERIENTIAL, WITH EMPHASIS ON EXERCISES, TECHNIQUES AND READINGS THROUGH WHICH THE STUDENTS WILL INVESTIGATE THE CREATIVE PROCESS AND HOW IT IS INTEGRAL TO ALL ASPECTS OF THE BUSINESS. THE COURSE IS DESIGNED TO OPEN STUDENTS TO THE CREATIVITY WITHIN THEMSELVES AND THEIR ORGANIZATIONS, AND TO THE TOOLS THAT PROMOTE INNOVATION AND ENHANCED ORGANIZATIONAL EFFECTIVENESS.
FA 347
WRITING PERSUASIVE BUSINESS PROPOSALS
Undergraduate
The first step in the creation of effective training programs for in-house or out-sourced clients, this course probes deeply into the art and craft of creating persuasive proposals. It may be a surprise to learn that proposals are written to an effective, sensible formula.

FA 348
UNDERSTANDING ORGANIZATIONS AND OURSELVES
Undergraduate
Organizations play an enormous role in our personal, business, and community development. At the same time organizations are shaping us, our participation in these organizations shapes their structure, values and behavior. In this course you will begin to understand the dynamic relationship between the individual and the organization, using your own experience as a starting point. This highly participatory seminar format course will give you many opportunities to learn from your own experience of organizations, and those of your colleagues. You will learn to frame your experience in terms of existing and emerging organization theory from the modernist and post-modernist perspective. While this course will be relevant to many, it will be particularly useful to those interested in working with or influencing organizations, including business people, managers, human resource and organizational development practitioners, and those working in the non-profit sectors.

FA 349
TRAINING, TEACHING AND TEAMS IN THE WORKPLACE
Undergraduate
What is workplace learning? Why do employers want to train employees instead of hiring people already skilled, and how is the teaching task accomplished? Is workplace learning different from classroom learning? Do people learn better in groups? Do people accomplish more in groups? Less? Who is the best workplace teacher? Why? In this course, students will address the many concepts and problems raised by the acquisition of skills and knowledge in the workplace. By examining texts, case studies, and experience, we will uncover theories and methods of teaching and will define productive workplace education.

FA 350
EFFECTIVE COLLABORATION: SKILLS, STRUCTURE AND CULTURE
Undergraduate
Collaboration or working in teams is part of most 21st century workplaces. It is intended to be a way to tap into the creativity, problem-solving skills and diverse perspectives of today’s organizations in an effort to be competitive through creating and sharing knowledge. Collaboration is encouraged in traditional settings “face-to-face” as well as virtually. What does it mean to collaborate effectively? What are the skills, structures/tools and organizational cultures that promote collaboration? During this class students will take a very hands-on approach to exploring these questions while practicing the individual skills that support collaborative work. They will also explore and discuss the types of organizational structures and organizational cultures that support effective collaborative work. Working in groups they will document their shared understanding of these concepts using a free tool for creating a knowledge model of their collaborative efforts.

FA 352
BUSINESS ETHICS AND SOCIETY
Undergraduate
In this class, we will explore major issues in business ethics related to labor, equal employment opportunity, worker safety and health, environmental quality, financial disclosure, and the role of government and free enterprise in preserving and enhancing our society and market operations. We will examine accepted business practices in light of human needs, justice, rights, and dignity. By exploring a variety of ethical frameworks and perspectives, we will consider the questions of whether or how moral imperatives and values work in the conduct of business.

FA 353
SYSTEMS CHANGE AND CHAOS THEORY
Undergraduate
This course focuses on the phenomenon of organizational change. It examines the natural environment as an example of the ways chaos can be a healthy, and often necessary, aspect of an organization’s identity. As organizations continually reinvent themselves, chaos models are useful tools for assessing this change strategically. We address the following specific issues: (1) the complexities of inside, and outside, collaboration; (2) reinvention of the organizational relationship; (3) building a shared vision; (4) systems thinking; (5) Strategies for team-based learning and related leadership skills.
FA 355
USING PERFORMANCE METRICS TO ANALYZE AND ENHANCE BUSINESS RESULTS
Undergraduate
Business performance cannot be viewed in a vacuum. It must be viewed in terms of past performance, current results, and where performance levels need to be in order to achieve desired outcomes. This course will explore the use of performance metrics as a strategic tool to enhance business results. Without an accurate, quantitative assessment of what is being done from an action to outcome perspective, it is difficult to set a course for positive change. Establishing a set of integrated performance metrics involves numerous business processes. In this context, the course will also examine mission statements, business plans, databases, the creation of key tasks, and the establishment of good employee relations through leadership initiatives. The importance that each of these elements has in the business process, as well as how they need to be integrated to produce optimum business results, will be discussed.

FA 357
INTERNATIONAL BUSINESS IN THE GLOBAL ECONOMY
Undergraduate
The advances in communications technology have changed the global economy and have shaped communities throughout the world. The advent of the Internet, email systems, worldwide shipping capabilities and the pressure for profit production have contributed to the erosion of political and national lines in favor of international trade. Global trade agreements, the World Trade Organization, and the European Union illustrate the new era of cross-national trade taking precedence over tradition nationalistic interests. As the economy becomes more global, it becomes essential for all participants to understand emerging trends in order to thrive, sustain or survive. This course examines the resources used in international business and analyzes movements in the global economy. The process will include a study on how these economic changes affect global communities and redefine ethical systems. Students will learn to identify the underlying factors that move the global economy and what effects those movements have on various ethical, social and economic systems. New economies, economic processes and implementation, as well as political, social and ethical systems construct the global community of today. This globalization affects all in the workforce, regardless of level or perceptions. Each member of the global society should be able to recognize, adapt and interpret current trends in this new economy in order to make appropriate business, social and ethical decisions. This class consists of discussions focused on global systems, economic and ethical, introductory lectures on basic global economic concepts and theoretical frameworks. Students will participate in discussions of current events related to economic globalization and write reflective papers addressing their competencies.

FA 359
ETHICAL BUSINESS BEHAVIOR
Undergraduate
Ethical Business Behavior explores the ethical issues that business decision-makers face and examines the moral principles that are used to help resolve these issues. Ethical decisions in the workplace can have tremendous influence on the individuals and the corporations involved. The outcomes of unethical behavior can affect reputations, trust and career path. Results have been as severe as loss of employment, physical harm to individuals, corporate bankruptcy and even impacts to the economy. Students are placed in decision-making roles through exercises, case studies and role-playing. Reasoning skills are honed through identification of ethical issues and alternative means to analyze these issues. Ethical behavior is evaluated using analytical skills to apply ethical concepts to business situations.

FA 360
UNDERSTANDING TRAINING AND DEVELOPMENT BASICS
Undergraduate
Both in a stable and unstable economy, employers are compelled to make the best use of their human resources. With globalization of business, widespread and ever changing use of technology, and the ever-increasing demand by employees for work/life stability, employers are seeking ways to keep talented individuals a part of their workforce. One way in which they go about doing this is through training and development. As a manager, supervisor or HR specialist, it is important to understand the basic principles of employee training. Whether you are the initiator or consumer of training instruction, this course will help you develop an awareness of opportunities and challenges in employee training such as assessment of needs, training objectives, needs priorities, training methods and evaluation. This course has been designed as an overview course, and it is not intended for students who have extensive training and development experience.

FA 361
TEAM BUILDING
Undergraduate
No matter what our expertise, discipline, or area of interest, we are and will continually become members of teams, work groups, task forces and committees in both our work and personal lives. What we once did in isolation, we now do with others. This awareness has required truly effective organizational leaders to examine, understand, and master the ways in which individuals interact in group and team settings. Team Building utilizes an experiential format to focus on a variety of concepts and practices associated with developing and managing effective teams. Different approaches to management, motivation and performance are addressed, along with barriers to effective team efforts. Participants will experience the roles of team member and team leader as they develop their understanding of the “whats” and “whys” of effective teams. Expected student outcomes include mastering the basic concepts, theories, and fundamental techniques in team development and maintenance, identifying current challenges and issues that exist in a variety of settings, including “virtual” teams, and identifying positive team management strategies and their application to those situations.
FA 362
CHICAGO: AN ENVIRONMENTAL HISTORY
Undergraduate
This course will explore the history of Chicago from an environmental perspective. From the city's first days, its geographic location amidst surrounding natural resources has been key to the city's development. In this class, we will trace the historical relationship between Chicago and its environs. We will examine the transition of Chicago from a rising industrial power to its position as a burgeoning green urban center. We will study environmental movements of the last century and a half, from early urban reformers to more modern efforts to clean up the city's air, water, and land resources. We will also consider issues of environmental justice, in terms of the distribution of living, working, and waste spaces. Finally, we will investigate contemporary environmental problems and solutions. Students will be expected to attend lectures, participate in class discussions, and research and present their findings on a current environmental issue in Chicago. Competencies: S3C, H4, H1H.

FA 363
ACHIEVING WORK AND LIFE GOALS
Undergraduate
You will study the process of goal achievement from goal definition through development of a vision, review of resources and obstacles, strategic ordering of tasks and steps, effective communication and problem solving and development of an action plan. You will consider theories of goal setting, planning, communication, and negotiation, and engage in practical exercises that will require the application of theory. You will produce a completed action plan for a defined career or personal goal.

FA 364
STATISTICS FOR MANAGERIAL DECISION, SOCIAL AND BEHAVIORAL SCIENCES
Undergraduate
This course introduces the fundamental concepts and methods of statistics with emphasis on real world applications to a wide variety of fields. Statistical methods constitute valuable analytical tools for decision and policy makings in the twenty first century. The apprehension of such techniques should enable business managers, policy makers, educators, behavioral scientists, and other social scientists to reach an informed and well presented conclusion that is based on real-life trackable phenomena. The course begins with a survey of basic descriptive statistics, data sources, and data collection and presentation. It then covers elementary probability theory, sampling, estimation, hypothesis testing, and linear regression. Those statistics and characteristics will be easily computed using the Microsoft Excel, Minitab, or other software. The course focuses not on mathematical proofs of theorems, but rather on practical issues involved in the collection, treatment, and interpretations of historical data from a wide variety of areas of interest, including finance, economics, education, psychology, public opinion, demography, immigration, and data in the related fields using the techniques of statistical inference. More importantly, it is crucial to keep in mind throughout this course that the reliability of any decision or policy making based on historical data depends on well constructed statistical inference.

FA 365
THE LEADERSHIP EDGE
Undergraduate
The course is designed to give students a practical understanding of the ways transformational leaders are having a lasting impact on a wide array of organizations ranging from major corporations, to nonprofits, to international institutions. In the process, students will learn leadership lessons that can contribute to their personal and professional growth and development. The principles of deep change can apply to people at every level of an organization regardless of its size. The class is interactive and will include case studies as well as movies portraying transformational leaders who have pursued the vision of deep change. Multi-media activities will include small and large group discussions and presentations, research, report writing and video and audio tape presentations. Students prepare a paper based on personal experience, class activities and independent research to demonstrate their understanding of the competency chosen.

FA 366
CULTURAL PERSPECTIVES ON THE GLOBAL ECONOMY
Undergraduate
This course explores economic globalization from the perspective of the ethical and religious values of the world's major cultural traditions. For all their differences, the religious traditions of the world have one thing in common: the poverty, suffering and violence that afflict a tremendous number of people in our global economy. This course will explore how the world's religious and spiritual traditions can help us collaborate to reduce economic injustice and promote environmentally responsible development. In particular, we will focus on the unique perspective that Buddhism can bring to economics. The goal is to promote an intercultural dialogue that will help us learn collaboratively about some of the most important and practical issues of our day.
FA 367
INTEGRATED MARKETING COMMUNICATIONS
Undergraduate
This course introduces the concept of Integrated Marketing Communications (IMC) which is the approach that more and more marketing and communications professionals are using to face the challenges of the contemporary market place. An increased rate of advertising clutter in most traditional media, the rapid growth of the internet, a more product knowledgeable and demanding consumer with an increased variety of options to chose from, higher pressures from manufacturers to retail chains and a global economy are only a few characteristics of today's business environment. We will use real examples of companies and industries to analyze the concepts of advertising, sales promotion, direct marketing, interactive/internet marketing, public relations and personal selling and the most common techniques for understanding consumer behavior and create an effective promotional campaign that integrates some of these tools to target specific markets. Additional skills for the creation of visual layouts and global market penetration analysis will be developed for some students depending upon their selected competences.

FA 368
COMPASSIONATE BUSINESS: STRESS REDUCTION IN THE WORKFORCE
Undergraduate
A system of spiritual growth, a system of stress relief. In the business world, the stress on a person's life and health has a direct impact on their productivity and creativity. Studies have shown that as stress increases in someone's life, their productivity at work goes down. The current state of humanity and technology has created a world with a new type of stress; the pace and speed of interaction has increased to a rate where a person has to deal with an influx of information and, often, interactions with hundreds of people per day via different technologies. In this course we will study another worldview in order to develop survival skills that reduce our stress. This different world view is the Yogic tradition from India called Kundalini Yoga. By taking this course, students will develop stress relief techniques and a sense of great purpose in their business lives. We will lower the stress level in our lives by participating in Kundalini Yoga stress reduction techniques from a video, weekly meditation exercises and textbooks.

FA 369
HUMAN RELATIONS IN THE WORKPLACE
Undergraduate
In this career analysis and development course, students examine the six key Human Resource functions with their accompanying principles, then examine and practice key Human Relations skills and roles in order to develop their competence in understanding how people perform in the workplace. Specifically, students will be involved in understanding the interrelated functions of: workforce planning, design of productive work systems, structure and process of labor law, development of flexible compensation/benefits programs, design of effective employee safety/security/health programs, and construction of intelligent information systems for the human resources environment. Students will witness and measure the practice of the key skills and roles including goal-setting, communicating, and negotiating. Students will also practice assessing performance, retention, and other human resource functions. Competences: FX, L7, H3X, S3X.

FA 370
STRATEGIC APPROACHES TO PROJECT MANAGEMENT
Undergraduate
Project management can be broadly defined as planning, scheduling of non-routine tasks, and allocation of resources to complete a specific project deliverable within a given time period. Today, global economic competition, limited resources, tight deadlines, and the complexity of projects demand knowledge of systematic project management techniques and applications of project management tools. This course is designed to provide a general framework to assist you in developing fundamental project management skills and the application of strategic approaches to successful project management. Topics include concepts and techniques in developing a project plan, budgeting, cost management, and scheduling. Project scheduling topics will address scheduling techniques (PERT- Program Evaluation Review Technique and CPM- Critical Path Method), methods to assess risk, resource allocation, and project acceleration. Additional topics include project monitoring, control, evaluation, and project termination processes. To demonstrate a basic knowledge of project management concepts, individual project case studies for this course will be developed for some students depending upon their selected competences.

FA 371
WORK AND THE MODERN SELF
Undergraduate
Our identities are shaped by the work that we do (and by the work that we do not have the opportunity to do). This course will address the impact of working and of the products of our work on our sense of self. For some people, "work" refers to one's job, the means of one's livelihood. Others use the word to describe volunteer work, housework, or other productive activities. Some people associate "work" with drudgery and compulsion, while others think of the word in terms of productivity and stimulation. We will consider work from the perspective of our needs and values, but also from the perspective of the needs of society. We will also consider the value that society assigns to different types of work (and the impact of that valuation on us and on various social groups). Other topics will include how work affects our family and social lives, how our private lives affect our experience of work, and the impact of technology on our work.
FA 372
GENDER, MIGRATION AND THE NEW WORLD ORDER
Undergraduate

All over the world more and more women are migrating to different countries or parts of the world. The majority of these migrants are employed as “nannies, maids, and sex workers.” The global restructuring of national or regional economies results in massive unemployment and the destruction of traditional sources of livelihood. Women therefore migrate to other countries or parts of the world in order to secure their own and their family members' livelihoods, and an array of national policies and institutions propagate, mediate, and benefit from the global free trade of domestic or sex workers. In this course we address these issues by asking to what extent the traditional gender-based values of the old world order remain intact in this new economy while crossing divisions based on class, racial-ethnic, geopolitical, or cultural differences. Migrant women's experiences, voices, and individual and collective acts of resistance or organization are at the center of this course.

FA 373
IRELAND FROM THE INSIDE OUT
Undergraduate

The Irish can lay claim to shaping and exporting to the larger world the work of musicians, poets, novelists, screenwriters and directors and the re-emergence of Celtic spirituality. All of this is an outgrowth of the tremendous social, economic and political changes occurring over the past twenty years in Ireland. This course examines the economic, social and political history of Ireland, as well as the forces shaping recent changes within the society. While the island's total size is only 52,341 m² or approximately the size of Alabama with close to 4 million people living in the Republic of Ireland, it has been at the center of historic change and a crossroads for many shifts in European and world history. Students will demonstrate the competencies through class participation, field work, research and other assignments that will allow them to apply course readings, guest speakers, videos and discussion to their own interests.

FA 374
LITERATURE AND CINEMA AND THEIR IMPACT ON THE HUMAN EXPERIENCE
Undergraduate

How does literature and film transform the human experience? Through fiction, drama, and film from different cultures, in this course, students will explore how these art forms shape the individual, and have the ability to transform us mentally, emotionally and physically. Through international literature and films, this course will emphasize the study of different cultures, different views, different systems of thought and values. The goal of this course is to learn that in spite of differences, there is a universality and sameness in humanity's emotions and needs. This course will focus on screening a variety of films, reading different forms of literature, and will require students to discuss and analyze films and books.

FA 375
NARRATIVE FOR FREEDOM: THE LITERATURE OF AMERICAN ABOLITIONISM
Undergraduate

This course facilitates discussion and learning about a challenging subject in American history. Through literary writings from the Abolitionist Movement, we will study the oppressive nature of the American system of slavery as we read stories of resistance. Autobiographies are powerful sources— they animate life experiences and bring the past to life. The Narratives of slavery and freedom we will read in this class galvanized their 19th Century readers, as men and women bore witness to the violence and injustice they experienced under the slave system. They explicitly called upon the conscience of the nation— to abolish slavery and to live up to the ideals of freedom, equality, and democracy. In addition to rooting these Narratives in history, we will also explore how and why they were created, their rhetorical styles, as well as their place in black literary history.

FA 376
PERSONAL MASTERY AND THE ORGANIZATION
Undergraduate

Peter Senge says, “Personal mastery goes beyond competence and skills...it means approaching one's life as a creative work, living life from a creative as opposed to a reactive viewpoint.” This course starts with an introspective look into managing oneself, then moves into using tools to provide data on oneself and lastly, integrating the information into one's personal and professional life. Various personal development theories and models will be explored and used to build a Personal Development Plan. This course is for students who wish to engage in continual learning and self-reflection, and will provide an opportunity to identify ways for improving personal effectiveness, both at life and at work.
A LIVING MOVEMENT: TOWARD A WORLD OF PEACE, SOLIDARITY AND JUSTICE
Undergraduate
How can we make sense of the enormous changes taking place in our world? From the Egyptian victory to overthrow a dictator to the struggle of Wisconsin union members, non-violent actions are spurring more peace, solidarity and justice. How do we take part in building a movement of peace, solidarity and justice? Join the Living Movement course and travel to Memphis, TN for the joint conference of the Peace and Justice Studies Association and the Gandhi-King Conference. Over 1,000 people will attend to share stories from the front lines of the struggles for peace and justice and listen to evidence from scholars on the victories of non-violent action. Meet national leaders and network with activists from all over the country.

THE UNDERGROUND RAILROAD
Undergraduate
This course focuses on the geographic region of west central Illinois, specifically Jacksonville, the seat of Morgan County, Illinois. The engaging learning questions are: What does Jacksonville have to teach us about the Underground Railroad and why is that important? The activities of a developing nation coming to grips with the institution of slavery, manifest destiny, expansion and growth are the sources of present day identity. How these giant issues made an impact in a small town that was growing along with the rest of the nation serve as a metaphor for development of the west. Though we will deal with the real lives of real people and their experiences of daily life, we will also consider Jacksonville as an example for all those places that were equally active on the stage of national development and the pathway that led inevitably to the Civil War. We cannot consider all of the issues with which these early settlers contended, but we will focus our attention more narrowly and peer into the lives and times of these pioneers through the lens of “...our peculiar institution...” now known as slavery and the flight for freedom. We will consider the experiences associated with this flight from the perspectives of those who fled and those who helped the freedom seekers flee. We will consider a thirty-year time frame from 1830 to 1860 and we will inquire into the political, theological, educational, agricultural, and motivational traits and attitudes that brought people to this place and influenced their actions. We will draw connections between important personal values and why people came to this frontier of the national western boundary of the U.S., as well as how the institutions they built continued to transform our lives.

WAR PRESIDENTS/ PEACE PRESIDENTS
Undergraduate
Presidents of the United States have been analyzed from various perspectives over the years: as Federalists or Anti-Federalists; as Whigs, Democrats or Republicans; as activists or conservatives; as friendly to business or labor or consumers; as good campaigners or bad; as popular or unpopular; successful or unsuccessful, and so forth. This course will look at the history of the U.S. presidency through the lens of War and Peace. Presidents have been entrusted by the People with enormous powers, but none so solemn and vital as those of “Commander-in-Chief.” During the nation's 229 years, which Presidents have been primarily known for their roles as War Presidents? Which wars were “major” and which “minor”? Which wars were initiated by which Presidents? Which wars were in response to attacks on the United States? Which events were initiated by Congress? Were all of these wars “just Wars”? What is a “just War”? Does it matter whether or not it is just or just that we win? Which Presidents pursued diplomacy to avert war? Which Presidents were known for their dedication to Peace? Which were both? How did the various Presidents handle tough times of war or peace? How did they perform as leaders and react to public dissent or support? What was the impact of their decisions on the nation's well-being? What lessons can we learn from these histories? Each student will individually study one President from the 18th or 19th century during the first five weeks of class; and a 20th century President during the final five weeks, by reading from various biographical sources. Each week students will bring their reading and research results to share with the class, so we gain an even broader perspective. We also will follow the unfolding events of the current U.S. overseas wars and the actions of the current President of the United States, Congress and Press.

ARTISTIC EXPRESSION THROUGH DIGITAL PHOTOGRAPHY
Undergraduate
A photographer is someone who combines the compositional skills of an artist, the analytical mind of a scientist and the observational soul of a poet. In this introductory course you will become all three as you study traditional photographic composition and interpret the images you captured with your digital camera in the darkroom of Adobe PhotoShop.

CONFLICT AND COOPERATION AMONG NATIONS: BUILDING DEMOCRACY AND A FREE MARKET IN IRAQ
Undergraduate
This course is an introduction to international relations, the analysis of the actors, institutions, and events, which influence the processes of international politics, the market, and the development of strategy. The context of the course is based on the changes caused by 9-11 to international politics, markets, strategies, and the consequences of those changes. This course will use the effort to construct a democracy and a free market in Iraq as a case study to explore the larger changes occurring in the international system in the post 9-11 era. Every student will be expected to know the substance and controversies attendant to political, economic, and military developments in Iraq. Each of these areas is fundamentally critical in assessing whether building democracy in Iraq can succeed. A critical analysis of democracy in Iraq is a major goal of this course.
While examining theories of organization and organizational behavior, students will: 1) Explore the raison d'etre of modern organizations and how they evolve.  2) Learn the core variables and processes that determine an organization's structure and capacity for achievement.  3) Consider the accelerating and transformational changes in current organizational design, including the impact of digital technology on organizational form, from classic forms to distributed and virtual organizations; the shift from organizations being risk averse to taking risks to enhance innovation; virtual work environments and shared offices; and how emphasis on collaboration has changed the organizational landscape.

This course briefly examines the ethical responses to problems in contemporary society.  The main emphasis will be to establish basic competence in the comparison of systems of ethics in an effort to assist dialogue in our pluralistic world.  The goal of this course is to assist students in making decisions in today's highly charged socio-political world characterized and fueled by competing ethical tenets, and to consider their roles in the development of a tolerant society.

In this course, students will explore globalization and the role of international businesses in creating jobs and making a profit as perhaps the best way to eradicate poverty in developing countries.  We will also examine the role of the Millennium Development Goals (MDGs) in reducing poverty, promoting human rights, safeguarding the environment, and creating new global business partnerships.

Throughout our country's history, our culture has embraced the notion of the Great American Dream.  Rags-to-riches heroes have fascinated and inspired us; have shaped a cultural belief system which teaches that anyone can be anything in America if they demonstrate the talent, the intelligence, and the willingness to work hard for financial success.  Critics of the American Dream argue that it is simply not possible for everyone to prosper through determination and hard work alone.  Our continued belief in the American Dream, they suggest, blinds us to the structural factors that influence individual success or failure such as class privilege and institutional discrimination.  In this class we will examine the American Dream in detail.  How and why did it develop in our culture?  How is it taught and shared by members of our culture?  How does the American Dream compare to cultural messages regarding individual capabilities in other countries?  Does our belief in the American Dream empower or restrict individual potential?  Through an examination of interdisciplinary readings, film and television material, and lively in-class discussions, students in this course will critically examine the American Dream and its impact on our culture, and on individual life experience.

Working in a non-profit organization can be a very rewarding experience.  But how do you know what would be a good fit based on what you can offer?  This exploratory course provides students with an overview of what ingredients make a non-profit successful.  The lessons provide students with an understanding of how a social issue can be conceptualized into a program to form a non-profit organization.  Students learn the basic operational components of an effective non-profit, explore best practices, determine how institutions impact social problems and evaluate their effectiveness.  Students also reflect upon their own skills and abilities as they research or interact with non-profits to help guide them into an environment that matches their interests.  The course is interactive and consists of a film, reflection, group and individual exercises, readings, discussion, research and writing.  The final paper may consist of examining a social issue from an ethical perspective, analyzing the challenges faced by urban, suburban or rural settings, evaluating the effectiveness of how a social institution addresses a social problem or designing an individualized transition plan to volunteer or work in a non-profit organization.
FA 387
AFRICAN-AMERICAN STUDIES IN CRITICAL PERSPECTIVE
Undergraduate
This course is important for students who seek to gain a comprehensive understanding of African-American history in the United States. It will begin with discussions of African culture, the Atlantic Slave Trade, and early forms of slavery/indenturing. It will pay particular attention to the colonial and Revolutionary experience, delving into the mass exodus of Africans during the Revolutionary War, and African-American's role and position in the country's formative years. Enslavement, the Civil War and Reconstruction will follow as key areas of study. In every discussion, students will be asked to look for parallels between the contemporary and 18th and 19th century African-American experience and, where appropriate, to identify key social and cultural thinkers and leaders of the various historical periods. The primary texts for the course will be John Hope Franklin's From Slavery to Freedom, articles and readings written by scholars and important early African-American artists and intellectuals, and video presentations.

FA 388
PUBLIC/COMMUNITY RELATIONS
Undergraduate
Public relations is a tool for promoting an activity, an event, a company, a product, or a person. Students will learn about the various contexts where public and community relations activities can be used to increase the public's awareness of the value and worth of a particular product, person, or activity. Case studies will be used to illustrate how public relations can enhance one's image and visibility, especially in the fundraising or marketing world. Students will learn: 1) the overall purpose of public and community relations, 2) its use as a strategic marketing/promotional tool, and 3) how to develop a public relations plan that can be implemented. They will also learn the importance of knowing their audience and appropriately communicating messages to different groups. The course will examine the role that media, as both a social institution and a technological tool, plays in communicating a wide range of messages and information.

FA 389
INTRODUCTION TO RESTORATIVE PEACEMAKING PRACTICES
Undergraduate
The course will provide an introduction to the emerging field of restorative justice and its application in the criminal justice system, schools, workplaces, communities, families and organizational settings. Restorative approaches are based on aboriginal and indigenous practices and traditions to build community, problem solve, resolve conflict, decision make, develop consensus, reconcile, celebrate and possibly heal. It is a growing movement that explores how relationships can be restored or built by recognizing the capacity of the individuals and community to identify, address and resolve their issues in a manner that meets their needs and allows them to move forward. We will examine various approaches to implementing restorative principles as well as the challenges of creating and sustaining restorative environments, initiatives and resources to support communities in developing safer and healthier relationships. The underlying dynamics that are usually at the root of conflict and alienation will also be considered to better understand and appreciate the possibilities and promise of restorative processes.

FA 390
DIVERSITY: IN AND BEYOND THE WORK PLACE
Undergraduate
Diversity, Multiculturalism, Affirmative Action, Equal Opportunity Employer: these are all words that have historical significance and power in today's workplace. This course will examine how the United States workplace has attempted to address diversity and what have been the challenges along the way. Other aspects of life in the United States such as families, schools, churches and neighborhoods have functioned with less of an effort to represent the pluralism of society. This course will explore these differences and evaluate the experiences of the individual, organizations, and institutions from a multitude of perspectives. Students will demonstrate the competencies through class participation, group projects, journal entries and other assignments that will allow them to apply course readings, films, and discussion to their own personal experience.

FA 391
THE POLITICS AND HISTORY OF THE VIETNAM WAR
Undergraduate
The Vietnam War was the longest and, perhaps, the most controversial of American Wars. This course will briefly examine Vietnamese society and the First Indochina War as introduction to discussing the Second Indochina War. This course has four main objectives: 1.) to examine why and how the Second Indochina War was fought; 2.) to analyze the portrayal of the war in literature and film; 3.) to analyze what has been learned, and what should have been learned, from this war and 4.) examine how such lessons influence contemporary policy and perceptions, (i.e. the significance of the Vietnam War in assessing the wars in Iraq and Afghanistan, the effect of the war on the decision making calculus of the media, public, and politicians).
FA 199
CAREER ASSESSMENT AND PLANNING
Undergraduate
In this course, students use structured analysis and reflection, research and planning to create a professional development portfolio. Students learn strategies for reflecting, assessing strengths and growth opportunities, practicing smart goal setting, and attaining goals. Opportunities to return to this portfolio will be built into the major courses for purposes of ongoing assessment, reflection and planning.

FCH 101
BASIC FRENCH I
Undergraduate
First quarter of beginning French. Listening, speaking, reading and writing French in a cultural context for the beginning student. This course is an introduction to the study of the French language and the culture of Francophone countries. Its methodology is based on two assumptions. The first assumption is that language and culture are inseparable. As students learn the French language, they will also gain insights about the French and francophone people and their culture. The second assumption is that language is for communication. Studying a foreign language does not mean memorizing grammar rules, but internalizing these rules so that learners can use them as guidelines when they attempt to express themselves in spoken and written French. The course also centers on the explanation of cultural aspects of French life, especially as they differ from American life. In-class work is devoted to intensive communication practice, so that students are able to put the rules they study to use in talking about themselves and their personal interests in French.

FCH 101S
BASIC FRENCH FOR SUMMER
Undergraduate
(Covers the equivalent of FCH 101 and the first half of FCH 102.) The first half of beginning French. Listening to, speaking, reading, and writing French in a cultural context for the beginning student.

FCH 102
BASIC FRENCH II
Undergraduate
Second quarter of beginning French. Continued emphasis on the four skills in culturally-authentic situations. This course is a continued introduction to the study of the French language and the culture of Francophone countries. Its methodology is based on two assumptions. The first assumption is that language and culture are inseparable. As students learn the French language, they will also gain insights about the French and francophone people and their culture. The second assumption is that language is for communication. Studying a foreign language does not mean memorizing grammar rules, but internalizing these rules so that learners can use them as guidelines when they attempt to express themselves in spoken and written French. The course also centers on the explanation of cultural aspects of French life, especially as they differ from American life. In-class work is devoted to intensive communication practice, so that students are able to put the rules they study to use in talking about themselves and their personal interests in French.

FCH 103
BASIC FRENCH III
Undergraduate
Third quarter of beginning French. Completion of the basic elements of the French language, spoken as well as written, with due regard to the cultural context of French expression. This course completes the introduction to the study of the French language and the culture of Francophone countries. Its methodology is based on two assumptions. The first assumption is that language and culture are inseparable. As students learn the French language, they will also gain insights about the French and francophone people and their culture. The second assumption is that language is for communication. Studying a foreign language does not mean memorizing grammar rules, but internalizing these rules so that learners can use them as guidelines when they attempt to express themselves in spoken and written French. The course also centers on the explanation of cultural aspects of French life, especially as they differ from American life. In-class work is devoted to intensive communication practice, so that students are able to put the rules they study to use in talking about themselves and their personal interests in French.

FCH 103S
BASIC FRENCH III FOR SUMMER
Undergraduate
(Covers the equivalent of the second half of FCH 102 and all of FCH 103.) The second half of beginning French. Further work on the basic elements of the French language, spoken as well as written, with due regard to the cultural context of French expression.
FCH 104
INTERMEDIATE FRENCH I
Undergraduate
First quarter of intermediate French. Intensive practice in the use of French through listening, speaking, reading, and writing, and continued
e nhancement of the cultural awareness intrinsic to those skills. This course emphasizes language as communication. It stresses the further
development of listening, reading, speaking, and writing skills. It is designed to reinforce the students' knowledge of French grammar and
vocabulary in realistic contexts. The course also incorporates information on many aspects of contemporary French/Francophone society since
cultural awareness is essential for true communicative competence. All the material presented has a functional purpose so that it can be easily
used in real-life language situations. Class activities are structured to give students the practice they will need in order to perform authentic
communicative functions in real life. FCH 103 or equivalent, including placement test or permission of instructor, is recommended.

FCH 105
INTERMEDIATE FRENCH II
Undergraduate
Second quarter of intermediate French. More concentration on the four language skills in an authentic cultural context. This course emphasizes
language as communication. It stresses the further development of listening, reading, speaking, and writing skills. It is designed to reinforce
the students' knowledge of French grammar and vocabulary in realistic contexts. The course also incorporates information on many aspects of
contemporary French/Francophone society since cultural awareness is essential for true communicative competence. All the material presented
has a functional purpose so that it can be easily used in real-life language situations. Class activities are structured to give students the practice
they will need in order to perform authentic communicative functions in real life. FCH 104 or equivalent, including placement test or
permission of instructor, is recommended.

FCH 106
INTERMEDIATE FRENCH III
Undergraduate
Third quarter of intermediate French. Developing more fluency in speaking, understanding, reading and writing French with a concomitant
heightened awareness of the cultural dimensions of the French language. This course emphasizes language as communication. It stresses the
further development of listening, reading, speaking, and writing skills. It is designed to reinforce the students' knowledge of French grammar
and vocabulary in realistic contexts. The course also incorporates information on many aspects of contemporary French/Francophone society
since cultural awareness is essential for true communicative competence. All the material presented has a functional purpose so that it can be
easily used in real-life language situations. Class activities are structured to give students the practice they will need in order to perform
authentic communicative functions in real life. FCH 105 or equivalent, including placement test or permission of instructor, is recommended.

FCH 197
SPECIAL TOPICS IN FRENCH
Undergraduate
See schedule for current offerings.

FCH 198
STUDY ABROAD
Undergraduate
Variable credit.

FCH 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

FCH 201
ADVANCED COMMUNICATION I
Undergraduate
First quarter of advanced French. Developing culturally appropriate speech and writing through the study of speech acts and written
documents within the context of a systematic study and review of grammar and an introduction to translation. Students will have to read and
prepare orally all texts and questions assigned for each session. In class, time will be spent on oral communication activities. These activities
will allow students to express their views and impressions with precise terminology and help students acquire greater fluency and accuracy.
FCH 106 or equivalent, including placement test or permission of instructor, is recommended.
FCH 202
ADVANCED COMMUNICATION II
Undergraduate
Second quarter of advanced French. Focus on the differences between speech and writing with an emphasis on the latter as expressed in compositions, editing, translation, and other writing activities. This course is designed to help students develop culturally appropriate speech, writing, and translation through the study of speech acts and written documents within the context of a systematic study and review of grammar. The course introduces sophisticated syntactical patterns of the language and increases students’ vocabulary, thus enabling them to write more elaborate compositions and improve their oral communication skills in a culturally appropriate manner. All students become editors of DePaul's literary French magazine, Mille-Feuille and participate in all stages of its publication. The overarching theme of the course is the geography of France. Students will gain an in-depth understanding of France's geography, and be introduced to some of the regional characteristics of its literature and culture, economy, cuisine, music, and handicraft. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 203
ADVANCED COMMUNICATION III
Undergraduate
Third quarter of advanced French. Developing a sophisticated spoken and written fluency using authentic texts as models for elaborated discourse. Written texts and writing exercises reinforce oral expression through extensive (journal) writing and intensive writing (individual and team compositions). The course includes advanced grammar work, occasional translation, and vocabulary enrichment. It utilizes Internet resources built into the textbook and creates a simulation: students assume the role of a character in a French apartment building and develop that character throughout the duration of the quarter. Students write collaborative chapters for a detective novel based on the characters developed in the apartment house. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 204
ADVANCED COMMUNICATION IV
Undergraduate
Continued refinement of advanced speaking skills by focusing on oral texts discussed in their sociocultural context. Backup support provided through written texts and exercises. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 297
SPECIAL TOPICS IN FRENCH
Undergraduate
See schedule for current offerings.

FCH 298
STUDY ABROAD
Undergraduate
Variable credit.

FCH 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

FCH 301
THE MIDDLE AGES
Undergraduate
This course is an overview of medieval literature such as Chanson de Roland and the poetry of Francois Villon. It looks at the diverse literary genres that characterize medieval literature and create its diversity. Some genres, such as the roman courtois, are given special attention because of their singular importance. Readings are placed within the cultural context of their times in order to understand the values they convey. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.
FCH 302  
SURVEY OF 17TH AND 18TH CENTURY FRENCH LITERATURE  
Undergraduate  
This course follows themes developed across two centuries of French literature from 1600 to the end of the ancien regime. It looks at notions such as religion and disbelief as they move from philosophers like Descartes, the French moralistes to the philosophes; it presents conceptions of theater, the novel, and the essay as they evolve from the "grand siecle" to the "siecle des lumieres." It looks at the unfolding of classical French literature in a historical context that moves from royal absolutism to the demands of political and intellectual freedom that arise during the Enlightenment. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 303  
ROMANTICS, REALISTS, AND REBELS  
Undergraduate  
This course is an introduction to the writings of the French Realists and to nineteenth-century reactions against Romanticism. Readings might include works by Balzac, Baudelaire, Rimbaud and Flaubert. The course objectives are to familiarize students with Realist writers in the tradition of French literature and to examine ways in which Realism helped define French literary thought in the nineteenth century. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 304  
FRENCH CIVILIZATION I  
Undergraduate  
A survey of French civilization from its Gallic origins to the end of the ancient regime, this course focuses primarily on the history and culture of France, although it accords special attention to broader international developments such as the crusades. Beyond the tensions and exchanges between Islam and Christianity, some of the other key subjects this course addresses are feudalism, the Renaissance, the wars of religion, the centralized monarchy, and the Enlightenment. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 305  
RENAISSANCE  
Undergraduate  
This course provides an overview of the literature of the French Renaissance with strong emphasis on its most distinguished writers. These may include Rabelais (novel), Ronsard and Du Bellay (poetry), and Montaigne (essays). The course also may treat some lesser literary figures such as D'Aubigne, Marot (poetry) and Garnier (theater). The course conveys a sense of the unfolding Renaissance aesthetic and objectives, ranging from the early exuberance of Rabelais to the later skepticism and caution of Montaigne. It chronicles the self-conscious attempt of French authors to create a literature that rivaled that of Greco-Roman antiquity. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 306  
SEVENTEENTH-CENTURY FRANCE  
Undergraduate  
This course is an overview of French literature of the classical period, i.e., the literature largely written during the reign of Louis XIV. The course approaches materials by genre covering theater (Corneille, Racine, Moliere), poetry (La Fontaine, Malherbe, Regnier, Tristan l'Hermite), the novel (Mme de LaFayette, Sorel, Furetiere), literary theory (Boileau), and the moralistes (Pascal, La Rochefoucauld, La Bruyere). FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 307  
THE AGE OF ENLIGHTENMENT  
Undergraduate  
This course presents the French Enlightenment as a period of multiple liberations: the promotion of political liberty (the revolt against the absolutist monarchy), the condemnation of human slavery (most particularly in the colonies where it was rampant), the rejection of religious authority and dogma in the secular sphere (critique of the Roman Catholic Church and the advocacy of deism and atheism in place of Christianity), the exaltation of sensuality and the passions (libertine literature and the contestation of monogamy). The course examines the new cultural ideal, the philosophie, who fills the salons of the period. The course ends with several texts from the French Revolution. Most of the readings come from key writers of the period such as Diderot, Montesquieu, Rousseau and Voltaire, though they also include other writers of lesser magnitude. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.
FCH 308
THE ROMANTIC MOVEMENT
Undergraduate
This course is a study of the works of Lamartine, Hugo, Vigny, and Musset, all major representatives of the Romantic movement in France. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 309
THE FRENCH NOVEL
Undergraduate
Topics may include: 17th- and 18th-century novel; world of Balzac; Flaubert and Stendhal; Realism and Naturalism; contemporary novelists; survey of the novel. This course examines the structures and situations that often typify the novel of apprenticeship and asks why the genre has enjoyed such a continuous popularity among readers over so many centuries. It treats topics such as the transformation of the hero/heroine, the relationship of the greater society to the protagonist, the trials of the protagonist, the cultural ideals embodied by the hero/heroine, and the implications of the fate of the main characters. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 310
FRENCH DRAMA
Undergraduate
Topics include: classical drama; romantic drama; contemporary drama. This course examines theatre practices in France across several centuries looking at the various art forms that populated its stages: tragedy, comedy, existentialist theatre, theatre of the absurd and contemporary creations. In addition to reading plays spanning from the 17th to the 21st centuries and putting these in their social context students may view filmed productions of theatre performances and attend plays if possible. Authors might include Racine, Corneille, Moliere, Beaumarchais, Musset, Ionesco, Beckett and Reza. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 311
FRENCH POETRY
Undergraduate
Topics include: form and substance; Baudelaire, Rimbaud, Verlaine, Mallarme; contemporary poets. This course is an exploration of French poetry. It provides a history of French poetry while outlining the socio-historical and intellectual context for poetic creation. The course is also an introduction to the techniques of literary analysis as characterized by "explication de texte," a close reading that looks at the various components of texts: the imagery, the style, rhyme scheme, structure, characterization, tone, etc. leading to an understanding of the overall structure and meaning of the piece. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 312
TWENTIETH CENTURY WRITERS
Undergraduate
This course introduces students to some of the most prestigious literary figures of the earlier period of the past century, such as Proust, Gide, Malraux, Camus, Sartre, and De Beauvoir. It explores their work in the novel and, when appropriate, in other genres. The course situates the texts and authors within an historical and stylistic framework that indicates major twentieth-century concerns. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 313
THE SURREALIST REVOLUTION
Undergraduate
Nerval, Lamartine, Breton, Aragon; films of Man Ray and Bunel. This course takes an interdisciplinary approach to the surrealist movement because the European avant-garde of the early twentieth century used all modes of expression to convey their artistic theories. The course explores surrealist writings and art of all kinds to assess the totality of surrealist modes of expression. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 314
CONTEMPORARY FRENCH WRITERS
Undergraduate
This course is an exploration of texts written by French authors since the 1940’s. Students are taught to analyze a series of novels and short stories as well as the themes they develop and the narrative strategies they adopt. This course will also study the theories that have shaped the period: existentialism, the New Novel, feminism, the literature of transgression, the question of being and language, and Neo-Realism. Authors might include: Bataille, Perec, Blanchot, Yourcenar, Duras, Tournier, LeCleizio, Guibert, Cixous, Ernaux, Tremblay, Conde, Ben Jelloun. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.
FCH 315
CONTEMPORARY FRENCH CRITICISM
Undergraduate
Topics include: structuralist critics; feminist critics; post-modernist critics. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 316
FRANCOPHONE LITERATURE OF AFRICA AND THE CARIBBEAN
Undergraduate
Classic and emerging writers of these regions. This course might include the well-known contemporary Haitian writer Dany Laferriere in a multi-faceted course examining the historical, cultural, and political background of the Haitian question. Other iterations of this course might include writings of authors from Francophone Africa or the Caribbean studied within the context of their nations and of the francophone world. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 317
THE LITERATURE OF FRENCH CANADA
Undergraduate
Classic and contemporary French-Canadian writers. This course is an introduction to established authors of French Canada whose works are considered classics. Authors to be read might include Louis Hemon, Gabrielle Roy, Yves Theriault, Antoine Maillet, Anne Hebert, and Michel Tremblay. While acquainting students with several forms of Canadian literature, this course intends also to familiarize them with many aspects of French Canadian culture in all its diversity. Topics covered might include the way of life in the wilderness of the Eastern Canadian forest; the disenfranchised in Montreal; Eskimo life and the Inuit culture; < le grand derangement > the removal of the Acadians from their land, now known as Nova Scotia, to Louisiana. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 319
FRENCH/FRANCOPHONE WOMEN WRITERS
Undergraduate
This course is an exploration of recent texts written in French by a variety of women across the globe. It gives students a chance to discuss not only of these women within their own society but also the specificity of their relationship to the French culture and language. From France, to Senegal, Benin, Congo, Algeria, Quebec, Egypt, Vietnam and Guadeloupe, the course will allow students to travel across socio-geopolitical borders and to explore the narrative strategies specific to these women. A few films might further contextualize the material. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 320
FRENCH FOR BUSINESS
Undergraduate
Advanced preparation for the use of French in the business world. This course focuses on acquiring business vocabulary, skills for dealing with French business partners, and the ability to comprehend specialized business journals and reports. It prepares students for using their knowledge of French in a business context. Extensive discussions of the role France plays in the European Union will also be included. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 321
TRANSLATION
Undergraduate
Fundamental principles of translation. The main objective of this course is to introduce the students to the fundamental principles of translation and to help them acquire the techniques for translating a whole range of texts from French into English, and to a lesser extent, from English into French, thus equipping them with proficiency in translating at an advanced level. Through a variety of translation assignments, students will be able to review French grammar, work within different registers and learn appropriate vocabulary, expand their reading and writing abilities in French and develop a sense of responsibility for the text translated. This course presents a survey of the latest technologies such as web-based dictionaries, and provides an introduction to translating technical documents in medicine, law, sports, travel, and business. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 322
FRENCH GRAMMAR AND USAGE
Undergraduate
This course is an examination of French grammar as a linguistic system and of notions of "standard" in written and spoken French. Recommended for future teachers and students interested in grammatical analysis. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.
FCH 323
TRANSLATION II
Undergraduate
Continued introduction to fundamental principles of translation. The main objective of this course is to introduce the students to the fundamental principles of translation and to help them acquire the techniques for translating a whole range of texts from French into English, and to a lesser extent, from English into French, thus equipping them with proficiency in translating at an advanced level. Through a variety of translation assignments, students will be able to review French grammar, work within different registers and learn appropriate vocabulary, expand their reading and writing abilities in French and develop a sense of responsibility for the text translated. This course presents a survey of translation theory and provides an introduction to translating documents in theory, journalism, hotel management, psychoanalysis, literature, advertising, cooking and cinema. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 324
TRANSLATION III
Undergraduate
Intensive practice of French-English and English-French translation. The course includes a major portfolio project requiring collaborative work. It aims to equip students with proficiency in translating at an advanced level, to train them to locate and make appropriate use of reference material from a variety of sources, to write introductions and footnotes as needed, to help them understand the importance of familiarity with a subject matter and distinguish between various lexical fields, to teach them to comprehend and effectively manage the linguistic and cultural aspects of language transfer. Furthermore, the course provides students with an understanding of professional expectations in the field of translation. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 326
FRENCH STYLISTICS
Undergraduate
An intensive writing course, providing rhetorical, linguistic, and literary analysis of varied styles of writing.

FCH 329
FRENCH CINEMA
Undergraduate
Topics in French film from its origins to the present day. A course on iconic French filmmakers of the last fifty years and their contributions to a creative reorientation of cinema in the context of the history of French cinema and film criticism. Topics might include: the New Wave and after, growing up in France and its colonies, love and eroticism, the representation of women in cinema, women directors and the deconstruction of female stereotypes, living on the margins, cinema of the suburbs, social renegades, the construction of the city. Through readings, class discussions, and film viewings, students gain an understanding of French films in light of their cultural and historical contexts. Directors studied might include: Francois Truffaut, Jean-Luc Godard, Diane Kurys, Claire Denis, Patrice Leconte, Andre Techine, Agnes Varda, Bertrand Blier, Matthieu Kassowitz and Sylvain Chomet. Students learn the basic concepts of film aesthetics necessary to an appreciation of cinema, along with a critical vocabulary in French for analyzing and discussing films. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 332
FRENCH CIVILIZATION II
Undergraduate
Intellectual, political and social background from the rise of Napoleon to the current time. This course describes the various political mutations of France from the Empire of the early nineteenth century to today's Fifth Republic. The course presents critical social, literary, and artistic developments throughout the two centuries under consideration. A sample of cultural topics includes impressionism and cubism in art, and romanticism, realism and existentialism in literature. The course devotes significant attention to the creation of late-nineteenth century and early twentieth-century Paris (a time of French cultural pre-eminence in the West) when the city, initially under Haussmann's urban renovation projects, began to take on the physical form that so many people associate with Paris today. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 333
PASTEUR, MICROBES AND 19TH CENTURY FRANCE
Undergraduate
Louis Pasteur, one of the world's most important scientists, lived during a time of turmoil and explosive growth in France. A chemist and microbiologist, he is famous for his discoveries of the principles of vaccination, fermentation and pasteurization. In this course, students will read his scientific writings, as well as historical documents explaining the turbulent times in which Pasteur lived and worked. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.
FCH 340  
CONTEMPORARY FRANCE  
Undergraduate  
This course is an introduction to contemporary France through articles, books, films, web sites, and, when possible, direct interaction with French people via social networks. Although the course emphasizes France as it is today, it also seeks to point out underlying cultural/historical factors that govern French responses to particular situations. The course covers numerous topics from both high and popular culture. When timely, it makes comparisons between diverging French and American cultural perspectives. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 341  
INTRODUCTION TO FRENCH LITERATURE I  
Undergraduate  
(Required of all majors.) Taught in Autumn quarter every two years on a rotating basis with FCH 342. This course is a survey of French Literature from the Middle Ages through the seventeenth century (le grand siecle). It treats some of the major authors/texts of the medieval, renaissance and classical periods of French literature and offers readings from a variety of genres: poetry (epic, lay, ballad, sonnet), theater (religious, profane, farce, high drama), and prose (philosophical musings, aphorisms, essays, novel). The course provides an overview of approximately six hundred years of French literature. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 342  
INTRODUCTION TO FRENCH LITERATURE II  
Undergraduate  
(Required of all majors). Survey of French literature of the 18th and 19th centuries. Taught in Autumn quarter every two years on a rotating basis with FCH 341. By analyzing works and excerpts from major writings of the French canon, the course treats the progression from the Age of Enlightenment, putting an emphasis on the themes of love and virtue, to pre-Romanticism, and the libertine culture. The course then provides an overview of Romanticism and later nineteenth-century developments such as Symbolism in poetry and modernity. Authors to be read may include Rousseau, Sade, Laclos, Nerval, Hugo, Lamartine, Vigny, Balzac, Sand, Colet, Mme. d'Agouet, Mme. de Stael, and Flaubert. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 345  
THE AFRICAN PRESENCE IN FRANCE  
Undergraduate  
This course offers a cultural studies perspective on the immigrant populations in France since the end of the colonial empire in Africa. It is designed to increase students' understanding of immigration in France as experienced by a variety of African communities. Through sociological documentaries, literature, manifestoes, legal documents, music, films and cooking, students will learn about the experiences and reshaped identities of first and second generation immigrants from both Western and Northern Africa. A brief introduction to the history of immigration in France and to the French colonization and subsequent decolonization of Africa will be provided. Countries discussed include Algeria, Morocco, Tunisia, Senegal, Cameroun, and Mali. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 350  
FRENCH PHONOLOGY AND PHONETICS  
Undergraduate  
(Required of all majors). An in-depth study of the language's sound system and intensive pronunciation practice. This course is designed to introduce advanced students to the theory of the French language sound system and in practice, to help them improve their pronunciation. Lectures, discussions, practice sessions and group work are based on a main manual and various handouts as well as recordings of French speakers. FCH 106 or equivalent, including placement test or permission of instructor, is recommended.

FCH 395  
FOREIGN LANGUAGES ACROSS THE CURRICULUM  
Undergraduate  
The two credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in French. Students must have the equivalent of 106 or higher ability in French to take this two credit component. Please contact the Department of Modern Languages if you have questions about these courses or about language placement.

FCH 397  
SPECIAL TOPICS IN FRENCH  
Undergraduate  
See schedule for offerings.
FCH 398
STUDY ABROAD
Undergraduate
Variable credit. Students participating in the Institute of European Studies will be allowed to count a total of three courses (semester program) or five courses (year program) towards their major or minor requirements.

FCH 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

FCH 401
THE MIDDLE AGES
Graduate
This course is an overview of medieval literature such as Chanson de Roland and the poetry of Francois Villon. It looks at the diverse literary genres that characterize medieval literature and create its diversity. Some genres, such as the roman courtois, are given special attention because of their singular importance. Readings are placed within the cultural context of their times in order to understand the values they convey.

FCH 402
SURVEY OF 17TH AND 18TH CENTURY FRENCH LITERATURE
Graduate
This course follows themes developed across two centuries of French literature from 1600 to the end of the ancien regime. It looks at notions such as religion and disbelief as they move from philosophers like Descartes, the French moralistes to the philosophes; it presents conceptions of theater, the novel, and the essay as they evolve from the "grand siecle" to the "siecle des lumieres." It looks at the unfolding of classical French literature in a historical context that moves from royal absolutism to the demands of political and intellectual freedom that arise during the Enlightenment.

FCH 403
ROMANTICS, REALISTS AND REBELS
Graduate
This course is an introduction to the writings of the French Realists and to nineteenth-century reactions against Romanticism. Readings might include works by Balzac, Baudelaire, Rimbaud and Flaubert. The course objectives are to familiarize students with Realist writers in the tradition of French literature and to examine ways in which Realism helped define French literary thought in the nineteenth century.

FCH 404
FRENCH CIVILIZATION I
Graduate
A survey of French civilization from its Gallic origins to the end of the ancien regime, this course focuses primarily on the history and culture of France, although it accords special attention to broader international developments such as the crusades. Beyond the tensions and exchanges between Islam and Christianity, some of the other key subjects this course addresses are feudalism, the Renaissance, the wars of religion, the centralized monarchy, and the Enlightenment.

FCH 405
RENAISSANCE
Graduate
This course provides an overview of the literature of the French Renaissance with strong emphasis on its most distinguished writers. These may include Rabelais (novel), Ronsard and Du Bellay (poetry), and Montaigne (essays). The course also may treat some lesser literary figures such as D'Aubigne, Marot (poetry) and Garnier (theater). The course conveys a sense of the unfolding Renaissance aesthetic and objectives, ranging from the early exuberance of Rabelais to the later skepticism and caution of Montaigne. It chronicles the self-conscious attempt of French authors to create a literature that rivaled that of Greco-Roman antiquity.
FCH 406
SEVENTEENTH-CENTURY FRANCE
Graduate
This course is an overview of French literature of the classical period, i.e., the literature largely written during the reign of Louis XIV. The course approaches materials by genre covering theater (Corneille, Racine, Moliere), poetry (La Fontaine, Malherbe, Regnier, Tristan l’Hermite), the novel (Mme de La Fayette, Sorel, Furetiere), literary theory (Boileau), and the moralistes (Pascal, La Rochefoucauld, La Bruyere).

FCH 407
AGE OF ENLIGHTENMENT
Graduate
This course presents the French Enlightenment as a period of multiple liberations: the promotion of political liberty (the revolt against the absolutist monarchy), the condemnation of human slavery (most particularly in the colonies where it was rampant), the rejection of religious authority and dogma in the secular sphere (critique of the Roman Catholic Church and the advocacy of deism and atheism in place of Christianity), the exaltation of sensuality and the passions (libertine literature and the contestation of monogamy). The course examines the new cultural ideal, the philosophe, who fills the salons of the period. The course ends with several texts from the French Revolution. Most of the readings come from key writers of the period such as Diderot, Montesquieu, Rousseau and Voltaire, though they also include other writers of lesser magnitude.

FCH 408
THE ROMANTIC MOVEMENT
Graduate
This course is a study of the works of Lamartine, Hugo, Vigny, and Musset, all major representatives of the Romantic movement in France.

FCH 409
THE FRENCH NOVEL
Graduate
Topics may include: 17th- and 18th-century novel; world of Balzac; Flaubert and Stendhal; Realism and Naturalism; contemporary novelists; survey of the novel. This course examines the structures and situations that often typify the novel of apprenticeship and asks why the genre has enjoyed such a continuous popularity among readers over so many centuries. It treats topics such as the transformation of the hero/heroine, the relationship of the greater society to the protagonist, the trials of the protagonist, the cultural ideals embodied by the hero/heroine, and the implications of the fate of the main characters.

FCH 410
FRENCH DRAMA
Graduate
Topics include: classical drama; romantic drama; contemporary drama. This course examines theatre practices in France across several centuries looking at the various art forms that populated its stages: tragedy, comedy, existentialist theatre, theatre of the absurd and contemporary creations. In addition to reading plays spanning from the 17th to the 21st centuries and putting these in their social context students may view filmed productions of theatre performances and attend plays if possible. Authors might include Racine, Corneille, Moliere, Beaumarchais, Musset, Ionesco, Beckett and Reza.

FCH 411
FRENCH POETRY
Graduate
Topics include: form and substance; Baudelaire, Rimbaud, Verlaine, Mallarme; contemporary poets. This course is an exploration of French poetry. It provides a history of French poetry while outlining the socio-historical and intellectual context for poetic creation. The course is also an introduction to the techniques of literary analysis as characterized by "explication de texte," a close reading that looks at the various components of texts: the imagery, the style, rhyme scheme, structure, characterization, tone, etc. leading to an understanding of the overall structure and meaning of the piece.

FCH 412
TWENTIETH CENTURY WRITERS
Graduate
This course introduces students to some of the most prestigious literary figures of the earlier period of the past century, such as Proust, Gide, Malraux, Camus, Sartre, and De Beauvoir. It explores their work in the novel and, when appropriate, in other genres. The course situates the texts and authors within an historical and stylistic framework that indicates major twentieth-century concerns.
FCH 413
THE SURREALIST REVOLUTION
Graduate
Nerval, Lautreamont, Breton, Aragon; films of Man Ray and Bunel. This course takes an interdisciplinary approach to the surrealist movement because the European avant-garde of the early twentieth century used all modes of expression to convey their artistic theories. The course explores surrealists and the art of all kinds to assess the totality of surrealism's modes of expression.

FCH 414
CONTEMPORARY FRENCH WRITERS
Graduate
This course is an exploration of texts written by French authors since the 1940s. Students are taught to analyze a series of novels and short stories as well as the themes they develop and the narrative strategies they adopt. This course will also study the theories that have shaped the period: existentialism, the New Novel, feminism, the literature of transgression, the question of being and language, and Neo-Realism. Authors might include: Bataille, Perec, Blanchot, Yourcenar, Duras, Tournier, LeCleuzio, Guibert, Cixous, Ernaux, Tremblay, Conde, Ben Jelloun.

FCH 415
CONTEMPORARY FRENCH CRITICISM
Graduate
Topics include: structuralist critics; feminist critics; post-modernist critics.

FCH 416
FRANCOPHONE LITERATURE OF AFRICA AND THE CARIBBEAN
Graduate
Classic and emerging writers of these regions. This course might include the well-known contemporary Haitian writer Dany Laferriere in a multi-faceted course examining the historical, cultural, and political background of the Haitian question. Other iterations of this course might include writings of authors from Francophone Africa or the Caribbean studied within the context of their nations and of the francophone world.

FCH 417
THE LITERATURE OF FRENCH CANADA
Graduate
Classic and contemporary French-Canadian writers. This course is an introduction to established authors of French Canada whose works are considered classics. Authors to be read might include Louis Hemon, Gabrielle Roy, Yves Theriault, Antonine Maillet, Anne Hebert, and Michel Tremblay. While acquainting students with several forms of Canadian literature, this course intends also to familiarize them with many aspects of French Canadian culture in all its diversity. Topics covered might include the way of life in the wilderness of the Eastern Canadian forest; the disenfranchised in Montreal; Eskimo life and the Inuit culture; < le grand derangement > the removal of the Acadians from their land, now known as Nova Scotia, to Louisiana.

FCH 419
FRENCH WOMEN WRITERS
Graduate
This course is an exploration of recent texts written in French by a variety of women across the globe. It gives students a chance to discuss not only the place of these women within their own society but also the specificity of their relationship to the French culture and language. From France, to Senegal, Benin, Congo, Algeria, Quebec, Egypt, Vietnam and Guadeloupe, the course will allow students to travel across socio-political borders and to explore the narrative strategies specific to these women. A few films might further contextualize the material.

FCH 420
FRENCH FOR BUSINESS
Graduate
Advanced preparation for the use of French in the business world. This course focuses on acquiring business vocabulary, skills for dealing with French business partners, and the ability to comprehend specialized business journals and reports. It prepares students for using their knowledge of French in a business context. Extensive discussions of the role France plays in the European Union will also be included.
FCH 421
TRANSLATION
Graduate
Fundamental principles of translation. The main objective of this course is to introduce the students to the fundamental principles of translation and to help them acquire the techniques for translating a whole range of texts from French into English, and to a lesser extent, from English into French, thus equipping them with proficiency in translating at an advanced level. Through a variety of translation assignments, students will be able to review French grammar, work within different registers and learn appropriate vocabulary, expand their reading and writing abilities in French and develop a sense of responsibility for the text translated. This course presents a survey of the latest technologies such as web-based dictionaries, and provides an introduction to translating technical documents in medicine, law, sports, travel, and business.

FCH 422
FRENCH GRAMMAR AND USAGE
Graduate
This course is an examination of French grammar as a linguistic system and of notions of "standard" in written and spoken French. Recommended for future teachers and students interested in grammatical analysis.

FCH 423
TRANSLATION II
Graduate
Continued introduction to fundamental principles of translation. The main objective of this course is to introduce the students to the fundamental principles of translation and to help them acquire the techniques for translating a whole range of texts from French into English, and to a lesser extent, from English into French, thus equipping them with proficiency in translating at an advanced level. Through a variety of translation assignments, students will be able to review French grammar, work within different registers and learn appropriate vocabulary, expand their reading and writing abilities in French and develop a sense of responsibility for the text translated. This course presents a survey of translation theory and provides an introduction to translating documents in theory, journalism, hotel management, psychoanalysis, literature, advertising, cooking and cinema.

FCH 424
TRANSLATION III
Graduate
Intensive practice of French-English and English-French translation. The course includes a major portefolio project requiring collaborative work. It aims to equip students with proficiency in translating at an advanced level, to train them to locate and make appropriate use of reference material from a variety of sources, to write introductions and footnotes as needed, to help them understand the importance of familiarity with a subject matter and distinguish between various lexical fields, to teach them to comprehend and effectively manage the linguistic and cultural aspects of language transfer. Furthermore, the course provides students with an understanding of professional expectations in the field of translation.

FCH 426
FRENCH STYLISTICS
Graduate
An intensive writing course, providing rhetorical, linguistic, and literary analysis of varied styles of writing. Cross-listed with FCH 326.

FCH 429
FRENCH CINEMA
Graduate
Topics in French film from its origins to the present day. A course on iconic French filmmakers of the last fifty years and their contributions to a creative reorientation of cinema in the context of the history of French cinema and film criticism. Topics include: the New Wave and after, growing up in France and its colonies, love and eroticism, the representation of women in cinema, women directors and the deconstruction of female stereotypes, living on the margins, cinema of the suburbs, social renegades, the construction of the city. Through readings, class discussions, and film viewings, students gain an understanding of French films in light of their cultural and historical contexts. Directors studied might include: Francois Truffaut, Jean-Luc Godard, Diane Kurys, Claire Denis, Patrice Leconte, Andre Techine, Agnes Varda, Bertrand Blier, Matthieu Kassowitz and Sylvain Chomet. Students learn the basic concepts of film aesthetics necessary to an appreciation of cinema, along with a critical vocabulary in French for analyzing and discussing films.
FCH 432  
FRENCH CIVILIZATION II  
Graduate  
Intellectual, political and social background from the rise of Napoleon to the current time. This course describes the various political mutations of France from the Empire of the early nineteenth century to today's Fifth Republic. The course presents critical social, literary, and artistic developments throughout the two centuries under consideration. A sample of cultural topics includes impressionism and cubism in art, and romanticism, realism and existentialism in literature. The course devotes significant attention to the creation of late-nineteenth century and early twentieth-century Paris (a time of French cultural pre-eminence in the West) when the city, initially under Haussmann's urban renovation projects, began to take on the physical form that so many people associate with Paris today.

FCH 440  
CONTEMPORARY FRANCE  
Graduate  
This course is an introduction to contemporary France through articles, books, films, web sites, and, when possible, direct interaction with French people via social networks. Although the course emphasizes France as is it is today, it also seeks to point out underlying cultural/historical factors that govern French responses to particular situations. The course covers numerous topics from both high and popular culture. When timely, it makes comparisons between diverging French and American cultural perspectives.

FCH 441  
INTRODUCTION TO FRENCH LITERATURE I  
Graduate  
Taught in Autumn quarter every two years on a rotating basis with FCH 342. This course is a survey of French Literature from the Middle Ages through the seventeenth century (le grand siecle). It treats some of the major authors/texts of the medieval, renaissance and classical periods of French literature and offers readings from a variety of genres: poetry (epic, lay, ballad, sonnet), theater (religious, profane, farce, high drama), and prose (philosophical musings, aphorisms, essays, novel). The course provides an overview of approximately six hundred years of French literature.

FCH 442  
INTRODUCTION TO FRENCH LITERATURE II  
Graduate  
Survey of French literature of the 18th and 19th centuries. Taught in Autumn quarter every two years on a rotating basis with FCH 341. By analyzing works and excerpts from major writings of the French canon, the course treats the progression from the Age of Enlightenment, putting an emphasis on the themes of love and virtue, to pre-Romanticism, and the libertine culture. The course then provides an overview of Romanticism and later nineteenth-century developments such as Symbolism in poetry and modernity. Authors to be read may include Rousseau, Sade, Laclos, Nerval, Hugo, Lamartine, Vigny, Balzac, Sand, Colet, Mme. d'Agouet, Mme. de Stael, and Flaubert.

FCH 445  
THE AFRICAN PRESENCE IN FRANCE  
Graduate  
This course offers a cultural studies perspective on the immigrant populations in France since the end of the colonial empire in Africa. It is designed to increase students' understanding of immigration in France as experienced by a variety of African communities. Through sociological documentaries, literature, manifestoes, legal documents, music, films and cooking, students will learn about the experiences and reshaped identities of first and second generation immigrants from both Western and Northern Africa. A brief introduction to the history of immigration in France and to the French colonization and subsequent decolonization of Africa will be provided. Countries discussed include Algeria, Morocco, Tunisia, Senegal, Cameroun, and Mali.

FCH 450  
FRENCH PHONOLOGY AND PHONETICS  
Graduate  
An in-depth study of the language's sound system and intensive pronunciation practice. This course is designed to introduce students to the theory of the French language sound system and in practice, to help them improve their pronunciation.

FCH 491  
FRENCH FOR READING  
Graduate  
Intensive review of basics of French grammar, vocabulary and sentence structure, for reading knowledge of scholarly articles in French.
FCH 496
PRACTICUM IN FRENCH INSTRUCTION
Graduate
Supervised practice in language instruction, paired with a mentor instructor in a beginning or intermediate language course. Students observe a class, teach a lesson or lessons, assist in assessment and lesson planning, and complete individualized assignments to develop their skills as classroom language instructors. Repeatable.

FCH 497
SPECIAL TOPICS IN FRENCH
Graduate
See schedule for current offerings.

FCH 498
STUDY ABROAD
Graduate
Variable credit.

FCH 499
INDEPENDENT STUDY
Graduate
Variable credit.

FIN 202
QUANTITATIVE REASONING
Undergraduate
This course is designed to provide students with an overview of basic statistical tools of financial analysis. Students will become familiar with the design and application of spreadsheet models for the analysis of financial data and tests of hypotheses.

FIN 310 is a prerequisite for this class.

FIN 290
FINANCE FOR NON-BUSINESS MAJORS
Undergraduate
This course will provide to non-business majors a foundation in the concepts and basic tools used in finance and financial management of the business firm, including time value of money, risk and return, interest rates and how companies raise money and reward their investors. Students will be able to understand at a basic level the financial statements, ratios and performance measures and financial markets and institutions they are likely to encounter in a general business environment. Students will also learn how to analyze and make more effective the operations of the firm from a financial perspective.

FIN 310
INTRODUCTION TO FINANCE
Undergraduate
This course introduces students to the logic, principles, institutions, and terminology of finance. The goal of the course is to provide students with a basic understanding of the role of finance and its functions. It is designed to familiarize the students with tools necessary for making sound financial decisions, both at a personal level and at an enterprise level.

ACC 101, ACC 102, ECO 105, ECO 106 and (MAT 135, MAT 136 and MAT 137 or equivalents) are prerequisites for this class.

FIN 311
CORPORATE FINANCE
Undergraduate
The goal of the course is to provide students with the basic tools and theoretical background necessary to understand the corporate financial decision making process. Emphasis is on valuation principles with application to bonds, stocks, and capital budgeting as well as issues involving the capital structure, working capital, and dividend policy.

FIN 310 and an intended or declared Finance major or minor is a prerequisite for this class.
FIN 313
INVESTMENT BANKING
Undergraduate
This course is designed to provide students with a broad overview of investment banking, the structure of the industry, and analytical tools commonly used in the profession. Students who successfully complete the course will develop the skills necessary for an entry-level analyst position with an investment bank. Spreadsheet skills, valuation methods, company, deal and market analysis will be emphasized. The course will also foster the development of presentation and writing skills through group analysis and preparation of case studies.
FIN 310 is a prerequisite for this class.

FIN 320
MONEY AND BANKING
Undergraduate
The study of money and banking as a means to understanding how operations of our financial institutions affect functioning of our economic system and evaluation of monetary policies and goals.
FIN 310 is a prerequisite for this class.

FIN 323
COMMERCIAL BANKING
Undergraduate
The purpose of this course is to analyze the role of commercial banks in the financial system in order to understand the problems and issues confronting bankers now and in the future. The nature of the business of banking will be discussed with particular emphasis on bank mergers and acquisitions; competition from non-banking firms; understanding government policy and how that policy could influence the behavior of banks; measuring and evaluating bank performance; using asset and liability management techniques to gain a greater understanding of the risks that banks face and how they attempt to manage those risks.
FIN 320 is a prerequisite for this class.

FIN 330
INVESTMENTS: THEORY & PRACTICE
Undergraduate
This course focuses on Investment principles and problems. It seeks to develop the student's perception of risks and opportunities in investment instruments and markets. It will inform their description of the markets and the operational effects of current financial events upon the various markets.
FIN 202 and 320 are a prerequisite for this class.

FIN 333
FINANCIAL STATEMENTS ANALYSIS
Undergraduate
FIN 311 is a prerequisite for this class.

FIN 335
PORTFOLIO MANAGEMENT
Undergraduate
Theories and techniques to achieve superior selection and management of securities portfolios. Review and evaluation of significant literature. Problems of timing and strategies in response to changing economic and financial conditions.
FIN 330 is a prerequisite for this class.
FIN 340
INTERNATIONAL FINANCE
Undergraduate
The objectives of this course include: understanding the effect of political and economic factors on the financial decision-making of the firm, determining the major factors influencing currency value; analyzing and managing the spectrum of risks arising from a firm's international operations; and acquiring knowledge of the international financial system and the major players in that system.

FIN 320 is a prerequisite for this class.

FIN 350
REAL ESTATE ANALYSIS
Undergraduate
This course introduces essential institutional, legal, regulatory, and financial aspects of real estate in the U.S. economy and financial system. The course incorporates demographic data for real estate market analysis and includes an exercise in land use planning. PREREQUISITE(S): Junior standing

FIN 310 is a prerequisite for this class.

FIN 360
IPOs & VENTURE CAPITAL
Undergraduate
IPOs and Venture Capital will explore equity financing alternatives for private companies, including their final funding step as a private company - their initial public offering or IPO, when they go public. Although the course has some quantitative elements, the focus will typically be on the analytics - on contract design, optimal regulation, balancing various risks and objectives, and structuring a deal to minimize conflicts of interest and optimize incentives. The main emphasis is on the U.S., but fund-raising methods and options in other countries also will be covered. This course should be useful for those interested in investment banking, venture capital, private equity, or securities law, or those that hope to have a start-up of their own someday.

FIN 310 is a prerequisite for this class.

FIN 362
RISK MANAGEMENT
Undergraduate
Theories and techniques of risk management that employ statistical techniques which enhance risk decision-making. This course develops a framework of analysis that can be applied by corporate or investment risk managers.

FIN 320 is a prerequisite for this class.

FIN 363
DERIVATIVES: PRICING & APPLICATIONS
Undergraduate
This is an advanced course that focuses on the pricing models for the four derivative instruments: forwards, futures, options and swaps. The first part of the course is devoted to the two general classes of derivative pricing models: discrete time and continuous time, with each model's properties discussed in detail. These models are then applied to a range of realistic pricing situations which include swaps, exotic options and fixed income derivatives. The course concludes with a detailed examination of value at risk.

FIN 330 is a prerequisite for this class.

FIN 365
PRINCIPLES OF RISK & INSURANCE
Undergraduate
This course surveys fundamental principles of risk, the risk management process, and insurance as a systematic approach to transfer and finance risk. It examines how insurance offers protection against major risks that firms and individuals face, how the insurance market is structured, and how and why the industry is regulated. This course also delves into theories and philosophies that provide insights into how the risk management industry functions in the larger society. Emphasis will be placed on understanding that insurance is just one of the techniques to be relied upon in planning a comprehensive risk management program.

FIN 317 is a prerequisite for this class.
FIN 366
FINANCIAL MODELING
Undergraduate
This course will focus on the use of EXCEL in implementing financial theory to solve practical, real world problems in finance.

FIN 311 and FIN 330 are a prerequisite for this class.

FIN 367
PROPERTY & LIABILITY INSURANCE
Undergraduate
This course identifies property and liability loss exposures that corporations commonly face and examines how they manage these exposures. The theories and principles governing insurance contracts addressing these risks are then discussed in detail. The course also offers cases and data for an analysis of the commercial property liability Insurance and Reinsurance industry and recent market performance.

FIN 365 is a prerequisite for this class.

FIN 368
INSURANCE INDUSTRY STRUCTURE & OPERATIONS
Undergraduate
The course provides a study of the industrial organization of the evolving Insurance and financial services markets. Students are exposed to the structure, conduct and performance of the US and selected non-US markets. Students also develop an understanding of the state of captive developments and other alternative market participants.

BLW 201, MAT 260, MAT 261, MAT 351, MAT 352, MAT 353, MAT 361, MAT 362, MAT 363, FIN 320, FIN 362, and FIN 365 are prerequisites for this class.

FIN 380
CASES IN FINANCIAL DECISION MAKING
Undergraduate
This is the capstone course for students majoring in Finance. The course applies the case study methodology to hone the student's analytical skills with applied finance issues, as well as to further develop verbal and written communication skills, the ability to work effectively within teams, and to engage in reasoned debate. This course will provide students the opportunity to apply and integrate the knowledge acquired in their previous finance courses.

FIN 311, FIN 330, FIN 333, FIN 362 and (WRD 202 or WRD 204 or WRD 206 or WRD 301) are a prerequisite for this class.

FIN 381
BEHAVIORAL FINANCE
Undergraduate
The primary objective of this course is to better understand investor behavior, return predictability in asset markets, and corporate decisions by considering behavioral aspects of decision making. We will discuss market efficiency, psychology of decision making, anomalies, investor behavior, limits of arbitrage, and behavioral corporate finance.

FIN 310 is a prerequisite for this class.

FIN 393
FINANCE INTERNSHIP
Undergraduate
An academically supervised working experience in a major financial institution. Registration in this program requires approval of the department internship director.

FIN 310 is a prerequisite for this class.
FIN 394
APPLIED INTERNATIONAL PORTFOLIO MANAGEMENT
Undergraduate
This class manages real-dollar scholarship endowment that focuses on investments in international stocks. The course setting is a real world, collaborative, interactive environment that reflects the decision making process of an institutional portfolio team. Students will gain direct exposure to the management of a long-term, institutional portfolio with a stated hurdle rate and cash flow objectives. The class will have an investment fund structure, complete with industry analysts, regional analysts and portfolio managers (from an organizational standpoint, students select from "professional job descriptions" each quarter. Students earn 4 credits over 2 continuous quarters. They can also inquire about staying on for a third quarter. In their first quarter, students choose between taking a Regional Analyst or Investment Analyst role. Different roles have different responsibilities and provide different experiences to the student. All analysts are provided with an analytical framework and professional level tools to conduct equity research. Investment Analysts value, recommend and defend their investment analysis and make equity recommendations to their peers. Regional Analysts focus on political, economic and cultural issues that might affect the investing environment in each region and industry. In their second quarter, students will be eligible to move to a Portfolio Management role, but they can also choose to remain an Analyst (subject to space fulfillment). Portfolio Managers take an active role in the selection of securities, asset allocation and portfolio analytics of the fund. They also serve as mentors to the new Analysts, guiding and facilitating the overall research. Each role is fully outlined in a separate document (called Roles & Responsibilities).

FIN 310 is a prerequisite for this class.

FIN 395
INVESTMENT SEMINAR
Undergraduate
Construction and management of an actual portfolio fund in a nine month seminar setting. Registration requires approval of the seminar director. By application.

FIN 320 and FIN 330 are a prerequisite for this class.

FIN 396
HONORS SEMINAR
Undergraduate
This is a required course for all Honors Students in Finance. It is conducted on a year-long basis (Fall, Winter & Spring) for the benefit of the students in the program. Participants are required to attend all events sponsored by the class conductor. These include, but are not limited to, distinguished speakers series, networking luncheons, current topics forums, communications and protocol workshops, field trips and community service programs. All students are required to complete an empirical analysis paper, utilizing databases available to the department, as assigned by the seminar's conductor.

Status as an Honors Finance student is a prerequisite for this class.

FIN 397
HONORS SEMINAR CONTINUATION
Undergraduate
This is a continuation of FIN 396 Honors Seminar. Students register for FIN 397 during autumn and winter quarters. Participants are required to attend all events sponsored by the seminar's coordinator. These include, but are not limited to, distinguished speakers series, networking luncheons, current topics forums, communications and protocol workshops, field trips and community service programs. All students are required to complete an empirical analysis paper, utilizing databases available to the department, as assigned by the coordinator.

Status as an Honors Finance student is a prerequisite for this class.

FIN 398
SPECIAL TOPICS
Undergraduate
Content and format of this course are variable. An in-depth study of current issues in finance. Subject matter will be indicated in class schedule.

FIN 310 is a prerequisite for this class.
FIN 399
INDEPENDENT STUDY
Undergraduate
Available to students of demonstrated capability for intensive independent work in finance.
Junior standing with at least 88 cumulative units is a prerequisite for this class.

FIN 400
FOUNDATIONS OF QUANTITATIVE ANALYSIS
Graduate
This course provides basic instruction in mathematical and statistical methods as a foundation for GSB 420 Applied Quantitative Analysis. This course will focus on strengthening students' algebra and calculus skills and provide basic instruction in statistical methods.

FIN 455
PRINCIPLES OF FINANCIAL MANAGEMENT
Graduate
This course provides an introduction to finance. The goal of the course is to provide students with the basic tools and the background necessary to understand and analyze the corporate financial decision-making process. The course is designed to familiarize accounting students with tools necessary for making sound financial decisions at the enterprise level. Topics covered include concepts in time value of money and their application to stock and bond valuation, capital budgeting, portfolio management, firm's capital structure, dividend policy, and derivative instruments.
Status as a graduate accountancy student is a prerequisite for this class.

FIN 500
UNIVERSITY EXPERIENCE: ACADEMIC AND BUSINESS CULTURE
Graduate
This course provides students with an understanding of how to be successful in the United States academically and professionally. The course covers concepts, methods, and tools necessary to face the challenges of studying and working in the U.S., paying particular attention to unique challenges faced by international students from Asia and other regions of the world.

FIN 501
ETHICS IN FINANCIAL MARKETS
Graduate
This seminar course will examine both ethical issues and conflicts of interest that face financial decision makers in today's business world. The class will feature case studies and guest speakers as the key teaching tools, supplemented by short lectures and student simulations/exercises. Each class period will be devoted to a different contest in which to consider topical issues. We will look at and discuss ethical issues facing financial services companies, corporates (both public and private), as well as not for profits. We will examine these issues, where applicable and relevant, from multiple perspectives: Board of Directors, Executive Management, Shareholders, Regulators, Suppliers and Customers, Competitors, Employees and Communities. Some of the discussion will purposefully consider the additional realities of differing culture and values in the international context.
FIN 523 is a prerequisite for this class.

FIN 510
ADVANCED MONETARY THEORY AND POLICY
Graduate
This course is designed to provide the analytical tools for a critical examination of monetary and fiscal policies together with their impact on economic activity in general, and on the commercial banking system in particular. Problems involving interest rates, the value of money and qualitative portfolio changes are examined in detail in the light of current theoretical contributions.
FIN 555 is a prerequisite for this class.
FIN 512
COMMERCIAL BANKING
Graduate
The objective of this course is to analyze the role of commercial banks in the financial system in order to understand the problems and issues confronting bankers now and in the future. The student will learn to measure and evaluate bank performance; understand how banking firms make their money and how this has been changing over time; understand the management of assets and liabilities, the valuation of bank mergers and acquisitions, and how government policy influences the behavior of commercial banking firms. The course applies traditional finance and strategic management concepts to the management of financial institutions. The emphasis will be on developing a toolkit to solve problems not only in commercial banks but also in other financial services firms. The student will develop proficiency in relevant financial concepts, analytical frameworks, data analysis, and techniques in the field of financial economics. The course consists of a blend of lectures, discussions, and case studies.

FIN 555 and GSB 420 are prerequisites for this class.

FIN 513
MONEY AND CAPITAL MARKETS
Graduate
This course analyzes interest rates, foreign exchange rates, federal funds futures market, the operation and regulation of financial institutions, and the impact of Central Bank actions on securities markets and the economy. The educational objective of the course is to provide graduate business students with the opportunity to acquire a thorough understanding of the theoretical and applied concepts that determine the operations of the money and capital markets. When you finish this course you will be able to demonstrate how the release of economic news about the real sector and the conduct of monetary policy influence the pricing of assets (interest rates and foreign exchange rates); measure and evaluate the impact of central bank actions on securities markets and the economy; understand the importance of having an independent central bank for macroeconomic performance; measure and evaluate the price volatility of interest-bearing securities; and understand how central bank monetary and regulatory actions can affect the stability and soundness of financial institutions. This course is designed to achieve maximum student involvement in order to add the greatest amount of value to their graduate educational experience. The emphasis will be on developing a toolkit to solve problems that financial analysts and other researchers encounter in security markets and financial institutions. We desire to become proficient in certain financial market concepts, analytical frameworks, data analysis, and various techniques in the field of financial economics. Accordingly, the course is structured to include extensive reading, several written statistical assignments, and class discussions that are based on the readings. These written assignments have three objectives: to make sure that the reading material has been absorbed in full measure; to serve as the foundation for class discussions; and, to provide students with the opportunity to demonstrate their understanding of the substantive class material and the ability to apply this material in "real world" situations.

FIN 555 and GSB 420 are prerequisites for this class.

FIN 523
INVESTMENT ANALYSIS
Graduate
This course provides an introduction to capital markets and financial instruments with an emphasis on security valuation. It is not a course on personal investing. The course builds on Fin 555 and covers relevant aspects of fixed-income markets, asset pricing, portfolio management, equity markets, and derivatives markets. The course provides background material for both Fin 662 (Derivatives Valuation) and Fin 675 (Cases in Investments and Financial Engineering).

FIN 555 and GSB 420 are prerequisites for this class.

FIN 524
FINANCIAL STATEMENT ANALYSIS
Graduate
This course provides an introduction to financial statement analysis from a global perspective by focusing on the International Financial Reporting Standards (IFRS). The emphasis is on the use of company financial reports to evaluate the historical, present, and prospective performance and financial soundness of a company for the purpose of financial decision-making.

FIN 555 and GSB 420 are prerequisites for this class.

FIN 525
PORTFOLIO MANAGEMENT
Graduate
This course covers topics and techniques appropriate for institutional portfolio management. The course does not examine personal investment or personal portfolio management. The topics and readings are designed to be at the level of the portfolio management coverage in all the three levels of the CFA program.

FIN 523 is a prerequisite for this class.
FIN 526
ADVANCED TOPICS IN INVESTMENTS
Graduate
This course provides an understanding of several topics that are important to successful completion of the CFA examination. The course will focus on equity valuation including valuation of closely held companies, real estate valuation, venture capital, behavioral finance, hedge funds, distressed debt, commodity futures, and benchmarks. The course will proceed from simple valuation models to those used to value assets wherein daily mark-to-market accounting is not available (e.g., real estate, venture capital, etc.).

FIN 523 is a prerequisite for this class.

FIN 528
ALTERNATIVE INVESTMENTS
Graduate
Alternative investments are the fastest growing sector of the financial industry, and probably the least understood, including by many market professionals. Although the range of sophistication in people associated with alternative investments varies, it is more and more common to use them in investment strategies, either as direct investments, through funds of funds or structured products. The purpose of this course is to give students a good understanding and workable knowledge of the techniques that should be part of the toolkit of anyone investing in, analyzing and/or advising private and institutional clients on the inclusion of alternative investments in their portfolios. Because this course is geared for students wishing to pursue careers in Wealth Management or related fields, it will largely be taught from a practitioner's point of view. Throughout the course we will pay special attention to capital market trends as they relate to the various investment vehicles we discuss. We will also turn our attention to corporate governance issues as they pertain to alternative investment strategies.

FIN 523 is a prerequisite for this class.

FIN 530
REAL ESTATE INVESTMENT AND FINANCE
Graduate
Analysis of real estate investment opportunities and the characteristics that distinguish them from other assets. Emphasis is upon forecasting cash flows and estimating risk. Case analysis is an integral part of the course technique.

Completion or concurrent enrollment in FIN 555 is required

FIN 551
PROBLEMS IN CORPORATE FINANCIAL POLICY
Graduate
This course enables the student to apply the basic principles of corporate finance learned in Fin 555 and in Fin 553 to problems in corporate finance with the complexities encountered in practice. Through cases and discussion of topical issues, the course provides the student with an opportunity to analyze practical financial situations and problems. The course requires the student to be familiar with fundamental concepts such as valuation methods (WACC, Free Cash Flow and Capital Cash Flow, APV, Trading and Transaction Multiples), portfolio selection, CAPM, and analysis of capital structure. The course emphasis is sufficiently general so as to be of interest to a wide cross-section of students. At its most fundamental level, the course attempts to improve problem-solving skills that relate to problem definition, gathering and organizing the relevant information, developing feasible alternative courses of action, evaluating alternative choices, and recommending and defending the best course of action. In addition to analyzing specific problems or issues, the course will consider how these issues relate to the strategic objectives of the firm and examine the "big picture" assumptions that are used in the numerical calculations. FIN 553 is strongly recommended.

FIN 555 and GSB 420 are prerequisites for this class.

FIN 552
HEDGE FUND MANAGEMENT
Graduate
This is an experiential course focusing on investment analysis in the context of the hedge fund industry. The goal of this class is to give students working knowledge of the hedge fund industry by drawing upon the experience of simulated investment presentations to portfolio managers (in the classroom setting). It is designed to give students rigorous exposure to long/short equity strategies as a gateway to explore other fund strategies. Topics will include securities analysis, research strategies, short selling and portfolio management. The course will help students generate superior investment ideas by conducting creative, value-added research. Students will act as hedge fund analysts by working through the investment process: idea generation, analysis, and presentation, and should walk away with a working knowledge of the hedge fund industry.

FIN 523 is a prerequisite for this class.
FIN 553
ADVANCED CORPORATE FINANCE
Graduate
This course builds on Fin 555 and focuses on fundamental themes in corporate finance. Topics covered include the analysis of capital investments, valuation methods, cost of capital, real options, agency costs, corporate governance, payout policy, equity issues, hybrid forms of financing, and mergers and acquisitions. The main theme of the course is on valuation and the overall focus is on enhancing enterprise value. The course also uses several case studies to illustrate the application of finance theory to practical problems.

FIN 555 and GSB 420 are prerequisites for this class.

FIN 555
FINANCIAL MANAGEMENT
Graduate
This course provides an introduction to concepts and techniques required to analyze and implement optimal financial decisions by firms and serves as the core course in the corporate finance sequence. The course focuses on the effect of time and uncertainty on investment and financing decisions. It develops a framework for corporate financial decision-making. Topics covered include basic discounting techniques, stock and bond valuation, capital budgeting, portfolio theory, asset pricing, and capital structure. The course uses several case studies to illustrate the application of finance theory to practical problems.

ACC 500 and ECO 555 and GSB 420, or equivalents, are prerequisites for this class.

FIN 557
INTERNATIONAL FINANCE
Graduate
This course examines the effect of political and economic factors on the financial decision-making of the firm. The objective of the course is to enable the student to i) utilize the knowledge of the determinants of currency values, and the mechanism through which they work, to forecast changes in currency values ii) to analyze and manage the spectrum of risks arising from a firm's international operations and iii) to be familiar with how the international financial system works and with the major players in the system.

FIN 555 and GSB 420 are prerequisites for this class.

FIN 558
MERGERS AND ACQUISITIONS
Graduate
The course provides an overview of common corporate restructuring strategies and the economic motives for undertaking them. Topics covered include mergers, acquisitions, friendly and hostile takeovers, financial re-capitalization, leveraged buyouts, management buyouts, going private, convertible securities, tracking-stock, spin-offs, split-ups, carve-outs and reorganization under bankruptcy, liquidation, and out-of-court restructuring. The course integrates corporate governance and agency dimensions, financial and strategic management aspects, and legal and accounting considerations into a unified framework. This framework is then used to investigate issues such as pre-merger planning, fact-finding, accounting and tax implications, anti-trust problems, post-merger integration, and the short-term and long-term shareholder wealth consequences of financial and organizational restructuring transactions. The course examines transactions that significantly affect a corporation's assets, liabilities, and/or equity claims. Transactions will be examined from the perspectives of both the corporation (e.g. CFO and CEO) and the capital markets (e.g. investors). Common "arbitrage" trading strategies involving corporate transactions will also be discussed. A basic understanding of financial options and pricing is recommended.

FIN 555 and (FIN 551 or FIN 553) are prerequisites for this class.

FIN 559
SUSTAINABLE VALUE CREATION
Graduate
This course is designed to introduce the concept of sustainability to the process of value creation. The role of financial management has traditionally been defined as one of value maximization. A complex set of questions arises, however, as to whether such maximization is to be undertaken 'unconstrained' and from the perspective of the shareholders alone. For example, should the interests of others, including those of the customers, employees, society at large, the government, the environment, be regarded as constraints to such an endeavor? Some of the recent contributions to the field suggest that most assumptions of the traditionalists (those arguing that the only purpose of the firm is to serve the shareholders and maximize their wealth) do not hold in 'the real world.' Therefore, they conclude that it is necessary that all relevant interests be recognized and taken into account. However, the unanswered question is: 'how does one do this?' This course is designed to pave the way toward the answers to this question. Our goal therefore, is to develop the theoretical relationship that exists between finance and sustainability, and to explore the practical issues associated with its implementation. In plain language, we will learn how to make a business case for making investments in sustainable and socially responsible projects. More ambitiously, our objective will be to develop a framework for the evaluation of all long-term benefits and costs associated with a project.
FIN 562
RISK MANAGEMENT
Graduate
This course examines risk management from a broad enterprise perspective by focusing on the various risks faced by a firm. The course covers various methods that can be used to minimize risk and its effect on firm value.

FIN 555 and GSB 420 are prerequisites for this class.

FIN 564
RISK MANAGEMENT FOR INDIVIDUALS, FAMILIES AND ENTITIES
Graduate
This course develops an analytical framework that employs the tools and techniques for managing risks that affect total wealth throughout the lifetime of an investor or throughout an extended period defined by a family's or entity's objectives. The course starts with insurance markets and insurance products. After the discussion on insurance as a risk management tool, the discussion shifts to topics in financial risk management, including risk tolerance and asset allocation in a mean-variance framework. The remainder of the course adopts an integrative framework for managing other risk factors; such as those generated by uncertain earnings, mortality and longevity - that are not present in an institutional investment setting and discusses the role of financial risk management and insurance products for hedging those risk factors. At the level of the individual, the course views total wealth as a combination of financial assets and human capital and develops portfolio allocations and strategies for risk management accordingly. For families and entities, the focus is on asset-liability management as a tool for portfolio allocation and risk management.

FIN 528 is a prerequisite for this class.

FIN 570
WEALTH MANAGEMENT BOOT CAMP
Graduate
This zero credit course is designed to familiarize the student with the depth and breadth of topics covered throughout the curriculum. The overriding theme of this boot camp is two-fold: (1) to instill and emphasize the importance of ethical conduct in a field best characterized by the element of trust. Entering students will receive a preview of the standards of practice and the importance of ethical conduct to their long-term success. (2) to provide the students a means of an in-depth evaluation of his/her decision to pursue the degree. The student will be provided the opportunity to evaluate suitability of the field and the degree for his/her future career goals. The course will be delivered over a Friday-Saturday period (9:00A.M. - 5:00P.M.) immediately prior to the start of the Fall and Spring quarters. It will be taught by the team of academic and industry directors of the program. Where appropriate, industry guest speakers will also be utilized.

FIN 571
FINANCING NEW VENTURES
Graduate
This course will focus on identifying, examining and evaluating various sources of original and growth capital. Emphasis will be on legal, financial and tax issues related to capital formation as well as specific problems experienced by the small-to-medium-sized firm undergoing rapid growth. Topics discussed will include financing startups, financial planning and strategy, going public, selling out and bankruptcy. A formal proposal for capital acquisition developed through field research will be required of each student. Cross-listed with MGT 571.

FIN 555 is a prerequisite for this class.

FIN 572
FINANCIAL PLANNING, CAPSTONE I
Graduate
This course serves as a capstone course for the multifaceted task of providing wealth management services to high net worth families. Wealth management encompasses assessing the changing financial needs of a family over time, providing financial services to help them achieve their goals, assisting in the implementation of the plans, the monitoring of the changing environment and family circumstances, and the periodic review of the financial plan. The course will review the general principles of financial planning, address the need for wealth management services, the objectives of the planning process and the analysis of personal financial statements. In addition, the marketing of wealth management services will be woven into the course, since knowledge of the subject matter is most valuable when it can be applied to actual families. Development of a strategy, utilizing the tools and techniques for managing risk, requires the use of many different components, which must be considered on a consolidated basis. The basic components can be broken down into:1. General Principles of Financial Planning2. Insurance Planning and Risk Management3. Employee Benefits Planning4. Investment Planning5. Income Tax Planning6. Retirement Planning7. Estate PlanningThe course will emphasize the ethical and legal issues involved in maintaining and growing a wealth management services business. The course will be focused on a case study, in which financial plans, marketing plans, and revisions to those plans will be developed based on the changing needs of the family. Both written and oral presentations will be required. Can only be taken during the last quarter of study.
FIN 573
FINANCIAL PLANNING, CAPSTONE II
Graduate
This course serves as a capstone course for the multifaceted task of providing wealth management services to high net worth families. Wealth management encompasses assessing the changing financial needs of a family over time, providing financial services to help them achieve their goals, assisting in the implementation of the plans, the monitoring of the changing environment and family circumstances, and the periodic review of the financial plan. The course will review the general principles of financial planning, address the need for wealth management services, the objectives of the planning process and the analysis of personal financial statements. In addition, the marketing of wealth management services will be woven into the course, since knowledge of the subject matter is most valuable when it can be applied to actual families. Development of a strategy, utilizing the tools and techniques for managing risk, requires the use of many different components, which must be considered on a consolidated basis. The basic components can be broken down into: 1. General Principles of Financial Planning 2. Insurance Planning and Risk Management 3. Employee Benefits Planning 4. Investment Planning 5. Income Tax Planning 6. Retirement Planning 7. Estate Planning The course will emphasize the ethical and legal issues involved in maintaining and growing a wealth management services business. The course will be focused on a case study, in which financial plans, marketing plans, and revisions to those plans will be developed based on the changing needs of the family. Both written and oral presentations will be required. Can only be taken during the last quarter of study.
FIN 572 is a prerequisite for this class.

FIN 581
THE PSYCHOLOGY OF FINANCIAL DECISION MAKING
Graduate
This course studies the various behavioral strategies that people rely upon to make financial decisions. The course starts with a review of psychological research on intuitive judgment, belief formation, learning, memory, utility theory, risk attitudes, and choice over time. The course introduces concepts such as framing, heuristics, self-control, and conformity. These ideas are illustrated with practical applications to saving decisions, entrepreneurship, trust between financial advisors and their clients, and decision-making in groups. Class discussions are based on academic research.
FIN 555 is a prerequisite for this class

FIN 582
THE PSYCHOLOGY OF FINANCIAL MARKETS
Graduate
This course examines the structure and dynamics of asset prices in world financial markets from the perspectives of research in behavioral finance, portfolio management, and macroeconomic policy. Some prior learning in finance (preferably investments), economics and statistics, and a broad interest in the social sciences (psychology; sociology; history) are required. The course has use for investors and their advisors, as well as for anyone interested in financial history. Class discussions are based on academic research and accepted wisdom.
FIN 555 is a prerequisite for this class

FIN 583
BEHAVIORAL ASPECTS OF CORPORATE FINANCE
Graduate
This course examines selected aspects of investment and financing decisions made in corporations as well as some questions of corporate governance and organizational architecture. The course places special emphasis on corporate decision processes, i.e., on the psychological, sociological and organizational determinants of behavior (e.g., bureaucracy, management fads, or executive hubris). Class discussions are based on academic research.
FIN 555 is a prerequisite for this class

FIN 594
APPLIED INTERNATIONAL PORTFOLIO MANAGEMENT
Graduate
Students taking this class will analyze the economic, political and investing climate of each region and country that is available for investing outside of North America. This class is as much about asset allocation as stock selection. The portfolio should consist of investments in both developed and emerging markets with an overall goal of creating a diversified portfolio that is structured in a way to minimize risk and maximize returns. Investments can include common stock, and exchange traded funds. Students wishing to apply for admission to the course should send their inquiries to Jaimi Goodfriend at goodfriend.jaimi@gmail.com All MBA student of any concentration who have completed Finance 555 are encouraged to apply for entrance into the class. Prerequisite: FIN 555 (4 credit hours earned over 2 quarters)
FIN 595
INVESTMENT SEMINAR
Graduate
Construction and management of an actual portfolio fund in a nine month seminar setting. Registration requires approval of the seminar director based on applications due in the Spring quarter.

FIN 617
QUANTITATIVE METHODS
Graduate
This course provides the student with a comprehensive introduction to the mathematics of finance. The course will focus on applying mathematical concepts, quantitative tools, and modeling techniques to practical problems encountered in finance.
FIN 555 is a prerequisite for this class

FIN 660
IPOs AND VENTURE CAPITAL
Graduate
In IPOs and Venture Capital, we will explore equity financing alternatives for private companies, including their final funding step as a private company: their initial public offering or IPO, when they go public. Unlike many finance classes, this is not primarily a quantitative course. While there are some quantitative elements, the focus will typically be on the analytics: on contract design, optimal regulation, balancing various risks and objectives, and structuring a deal to minimize conflicts of interest and optimize incentives. Our focus will be largely on the U.S., but we will also cover fund-raising methods and options in other countries. We will work in part from Harvard Business School Case Studies. This course should be useful for those interested in investment banking, venture capital, private equity, or securities law, or those who hope to have a start-up of their own someday.

FIN 662
DERIVATIVES VALUATION
Graduate
This course focuses on the theory and practice of the valuation of derivative securities such as forward contracts, futures contracts, swaps, and options. The course also examines the underlying properties of each of these instruments and their use in managing the various risks faced by market participants.
FIN 523, FIN 555, and (GSB 400 or GSB 420) are prerequisites for this class.

FIN 675
CASES IN INVESTMENTS AND FINANCIAL ENGINEERING
Graduate
This course primarily uses case studies to illustrate the application of concepts learned in Fin 523 (Investment Analysis) and in Fin 662 (Derivatives Valuation). The topics covered in the course include the term structure of interest rates; portfolio management, asset pricing, and market efficiency; portfolio performance evaluation; option pricing; management of interest-rate risk, credit risk, foreign-exchange risk, and liquidity and basis risk with options, forwards, futures, and swaps; and enterprise risk management. The course will hone the student's analytical and writing skills through group analyses of case studies and preparation of (case) write-ups.
GSB 420, FIN 555, FIN 523, FIN 617 and FIN 662 are prerequisites for this class.

FIN 793
INTERNSHIP
Graduate
Knowledge acquired in the classroom is applied in an actual business environment through varied theoretical and basic assignments under supervision in industry, government or public finance.

FIN 798
SPECIAL TOPICS
Graduate
Content and format of this course are variable. In-depth study of current issues in finance. Subject matter will be indicated in class schedule. Offered variably.
FIN 799
INDEPENDENT STUDY
Graduate
Available to graduate students of demonstrated capability for intensive independent work in finance.

FIN 317
PRINCIPLES OF CORPORATE FINANCE FOR ACTUARIES
Undergraduate
This is the first course in corporate finance which is designed to introduce students to concepts and techniques necessary to analyze and implement optimal investment decisions by firms. The course focuses on the effect of time and uncertainty on decision-making. In the process, the course develops a framework for corporate financial decision-making, thus providing a solid foundation in the principles and practice of financial management. Topics include basic discounting techniques, stock and bond valuation, capital budgeting under certainty and uncertainty, and asset pricing. Also covered are the following valuation methods: Valuation with Multiples and Unlevered Free Cash Flow and the use of the weighted average cost of capital (WACC).

ACC 101, ACC 102, ECO 105, ECO 106 and [(MAT 150, MAT 151 and MAT 152) or (MAT 160, MAT 161 and MAT 162)] are prerequisites for this class.

FIN 565
PRINCIPLES OF RISK AND INSURANCE
Graduate
This course will provide students with an overview of the insurance industry and a foundation in the areas of property, casualty, and life insurance. Students will have a firm grasp of how insurance firms are able to meet their obligations while creating value for their stakeholders.

FIN 566
RISK MANAGEMENT MODELING
Graduate
This course will use mathematical techniques via EXCEL to identify various risks and exposures affecting enterprises. Then, students will apply solutions that mitigate and control the risks and exposures as identified.

FIN 540
CORPORATE GOVERNANCE
Graduate
This course addresses the overall role that internal audit plays as a critical part of an organization's risk control and governance structure. Internal risk management systems and metrics are examined in detail. Compliance with these risk parameters are examined from the perspective of the Chief Risk officer, the Board of Directors, and the Chief Executive Officer.

FIN 676
CASES IN RISK MANAGEMENT
Graduate
This course addresses the overall role that internal audit plays as a critical part of an organization's risk control and governance structure. Internal risk management systems and metrics are examined in detail. Compliance with these risk parameters are examined from the perspective of the Chief Risk officer, the Board of Directors, and the Chief Executive Officer.

FIN 369
ACTUARIAL CAPSTONE
Undergraduate
This is the capstone course for all Actuarial Science majors. The course is team taught by the math and Finance departments and is based on the material contained in the Actuarial Core Curriculum. The course mixes case studies with lectures to hone the student's analytical skills as well as to further develop verbal and written communication skills, the ability to work effectively within teams, and to engage in reasoned debate.

BLW 201, MAT 260, MAT 261, MAT 351, MAT 352, MAT 353, MAT 361, MAT 362, MAT 363, FIN 320, FIN 362, and FIN 365 are prerequisites for this class.
**FMS 401**
**ASYLUM AND REFUGEE LAW AND POLICY**
**Graduate**

**FMS 402**
**PRO-SEMINAR IN THE HISTORY OF FORCED MIGRATION**
**Graduate**
This course covers the history of forced migration from the two world wars to contemporary waves of displaced people who flee as a result of environmental destruction, climate change, civil and military conflict. The course will also cover the evolution of global legal instruments that address different forms of displacement. The course ends with a look at protracted displacement and internally displacement.

**FMS 403**
**HUMAN RIGHTS LAW**
**Graduate**
This course specifically examines the legal instruments in place to help displaced people that arise not out of national or international multilateral law, but out of the principle of human rights; the principle that by virtue of being human, we deserve basic protection. The course will look at the historical evolution of this principle to legal principle, its challenges, and the ways in which it is being deployed to help displaced persons, internally and internationally.

**FMS 404**
**INTERNATIONAL CONFLICT MANAGEMENT**
**Graduate**
The course focuses on theoretical foundations and practical implications of diplomacy, negotiations, meditation and peace building to solve and prevent conflicts. It offers reflective practices and concrete directions for creating constructive solutions to interpersonal, and inter-group, and international conflict. Cross-listed with MPS 616.

**FMS 405**
**PUBLIC HEALTH AND FORCED MIGRATION**
**Graduate**
This course is an overview of key public health issues for populations undergoing forced migration. The course emphasizes contextual factors relevant to the physical and psychosocial challenges faced by displaced populations. Using a community public health approach, the course will address: the challenges of health promotion; health care access and delivery; the everyday contexts that affect health; strategies for conducting public health research; and interventions for addressing health outcomes. Cross-listed with MPH 553.

**FMS 406**
**ELECTIVE I**
**Graduate**
This course is a chosen elective in an area allied to forced migration studies. The course will be chosen in consultation with the director of the program or with an advisor.

**FMS 411**
**INTRODUCTION TO RESEARCH AND STATISTICS FOR MANAGEMENT**
**Graduate**
This course develops the skills necessary for understanding scientific research and conducting applied research through surveys, interviews, and focus groups. Students learn to calculate basic statistics using Excel and understand descriptive and inferential statistics. Students learn applied program research, including developing and evaluating program theory and processes. Cross-listed with MPS 588.

**FMS 412**
**ADVANCED RESEARCH METHODS AND STATISTICS FOR MANAGEMENT**
**Graduate**
This course continues the study of scientific research begun in FMS 411 and introduces more advanced topics, including experimental designs and statistical control. It teaches applied methods, including needs assessment, outcomes measurement, and impact evaluations, and introduces participatory action research. Students develop their own research proposal for their capstone or thesis project. Cross-listed with MPS 589.

FMS 411 is a prerequisite for this class.
FMS 413
MANAGEMENT OF INTERNATIONAL NGOs
Graduate
This course examines management skills and trends of international nongovernmental organizations. Through specific case studies in the fields of international public service, developments and emergency, students learn current techniques to effectively manage projects, relations and operations of international non-governmental programs and development projects. Cross-listed with MPS 611.

FMS 414
ELECTIVE II
Graduate
This course is a chosen elective in an area allied to forced migration studies. The course will be chosen in consultation with the director of the program or with an advisor.

FMS 450
SUMMER INTERNSHIP
Graduate
Students will spend part of their first summer either a) doing an internship at a local refugee-related organization or b) working at the Asylum clinic at DePaul University's Law School. Students will work for a total of 100 hours. Both these experiences will encourage them to ground their theoretical knowledge in the practice of working with refugee organizations and refugee populations.

FMS 490
PRACTICUM II
Graduate
Students will return to the organization of FMS 450 and work a further 100 hours there in a more hands-on capacity. They can also consult with their adviser if, in exceptional circumstances, they would like to change their organization. In either case, they will consult with the Director or with their adviser.

GAM 200
PLAY
Undergraduate
Exploring the concept of "play" from a variety of disciplinary perspectives including sociology, anthropology, psychology, literary and theater studies and the arts, this course discusses "play" as a central force in cultural, social, artistic and personal development. It intends to raise awareness for the ways in which "play" can promote creativity, mental and emotional health, problem solving as well as personal and social change. It analyzes the role of "play" as an element of negotiation and reconciliation between disparate forces within the individual and with others.

GAM 201
HISTORY OF VIDEOGAMES
Undergraduate
This course provides an overview of the history of modern interactive entertainment starting with the early developments of the late 1940s up until the present day. The course covers five longitudinal perspectives, or themes. For each theme students will become familiar with notable game titles, events, people, technologies, game mechanics and genres.

GAM 205
EVOLUTION OF GAMES
Undergraduate
This lecture course introduces students to the evolving forms, uses, and design of games. Topics covered include the relationship between game design and play, the role of games in fueling the technological imagination, the changing contexts in which games are designed and played (art, social impact, health, education), and the rise of the independent games sector. Students will produce weekly written responses to course material, lead a seminar discussion in small teams, and produce a final written or multimedia paper.
GAM 206  
HISTORY OF GAMES  
Undergraduate

From "The Royal Game of Ur" (2500+ BCE) to "World of Warcraft" (2004), games have been a constant in human history. The forms of games, their experiential qualities, and their cultural significance have varied enormously from era to era and place to place. This class will examine particular games and game genres in their historical context using a case study format. We will focus on "indoor" games, those of chance and skill, as opposed to physical games and sports. The examples will be chosen (i) to have global scope and historic diversity, (ii) to relate to games that students will find familiar, and (iii) to raise particular issues in historical interpretation, the use of primary sources and changing concepts of leisure activity.

GAM 208  
VIRTUAL WORLDS AND ONLINE COMMUNITIES  
Undergraduate

Environments such as social networking sites, multiplayer online games and other online communities are becoming an increasingly large part of how we work, play, and learn. This course introduces the fundamentals for the interdisciplinary study of cyberculture and online social behavior. By examining core scholarship in this area, together with analyzing an existing virtual world, game, or online community, students will learn to research and understand new technologically-enabled social forms as they are emerging. PREREQUISITE(S) WRD 104

GAM 224  
GAME DESIGN FOR NON-MAJORS  
Undergraduate

This course approaches the study of computer games from three angles: first, as examples of media that can be analyzed and critiqued for their thematic elements, formal structure, plot and interactive appreciation; second, as complex software artifacts subject to technological constraints and the product of a labor-intensive design and implementation process; and three as a cultural artifact with behaviors and associations comparable in import to other popular art forms. Students will study the principles of game design and use them both to analyze existing games and to develop their own original game ideas. Students will also learn about the process of game development, starting from the game's narrative concept and moving to consideration of a game's components: the representation of the player, of artifacts, the virtual world that contains them and the interaction between them and the player.

GAM 226  
FUNDAMENTALS OF GAME DESIGN  
Undergraduate

This course provides students a practical foundation in game design with a focus on concept development, design decomposition, and prototyping. Using game design theory, analysis, physical prototyping, playtesting, and iteration students learn how to translate game ideas, themes, and metaphors into gameplay, game pitches, and design documents. Students will analyze and recognize play that exists in important games, stories, and other media.

GAM 228  
ETHICS IN COMPUTER GAMES AND CINEMA  
Undergraduate

Societies function based on normative ethics utilizing common sense to distinguish between ethical and unethical behavior. Most of us are not aware of the underlying theories when arriving at ethical judgments about right and wrong. However, the fast pace of progress in information technologies and digital entertainment creates an environment in which ethical challenges are particularly complex. In the eyes of many, games and movies are violent, offensive and immoral. This course will concentrate on analyzing the impact of digital entertainment on an individual and society. Implications of certain values embedded in games and movies will be discussed. Elements of the ethical code of conduct for a game or movie creator will be formulated. The issue of balancing individual creativity vs. cultural impact, particularly on children, will be discussed.

GAM 229  
DESIGN WRITING AND PRESENTATION  
Undergraduate

This lecture course focuses on effective communication throughout the development process from writing game design documents to playtesting reports and postmortems. Special attention will be paid to the critical and analytical components of design writing and the clarity of articulation. A further emphasis is put on the preparation and delivery of engaging presentations, particularly game pitches. PREREQUISITE(S): GAM 226 and WRD 104
GAM 230
INTRO TO GAME PRODUCTION
Undergraduate
Game development is a big business, and production teams can now exceed one hundred people. This course is an introduction to the production methods used in the game industry, and to the demanding role of the Producer on the game development team. Students will work to develop skills in team building, project presentation, organization, and dealing with people. Subjects covered include scheduling tools, collaborative software, project management, vendor relations, inter-departmental relations, and quality assurance. PREREQUISITE(S): none

GAM 231
HISTORY AND DESIGN OF ROLE-PLAYING GAMES
Undergraduate
Students learn the history of role-playing games and the process of world-building to collaboratively design and develop their own games that advance the genre. Topics include the psychological and social opportunities unique to the genre, as well as its history from table-top, to live-action and massively multi-player. Class time consists of lectures, workdays, workshops, playtests, and critiques. PREREQUISITE(S): GAM 224 or GAM 226

GAM 240
PLAYGRAMMING
Undergraduate
This workshop introduces computer programming to artists and game designers. Programming is an art, but before students can create masterpieces they first need to explore, play, and sketch with code. Students learn basic concepts and techniques of computation and apply these to craft gameplay experiences, improvisational experiments, and software toys. Students will author code from scratch and remix code to complete their weekly projects. No prior programming experience or knowledge is required. PREREQUISITE(S): None

GAM 244
GAME DEVELOPMENT I
Undergraduate
This course provides students additional theory and practice with an emphasis on game design and storytelling for games. Students continue learning about game development processes and techniques and how to apply advanced game design principles to create components of a 2D game.

GAM 245
GAME DEVELOPMENT II
Undergraduate
In this course students will develop skills in game design and development through the creation of a 2D digital game designed from a set of client based restrictions. Emphasis will be placed on teamwork and development pipelines for the design and creation of assets and systems. Students will use a combination of prototyping, storyboarding, user stories, character breakdowns, system breakdowns and flowcharts in the design portion of the game. We will be using Gamemaker Studio as the engine to develop and implement the game. The goals of all design done in this course will focus around designing for the needs of a client; solving problems identified by the client; and providing transparency via reports and milestone deliverables. PREREQUISITE(S): GAM 226 and (GAM 244 or CSC 241 or CSC 243)

GAM 250
DIGITAL SOUND FOR COMPUTER GAMES
Undergraduate
Acquisition and computer representation of sound. Sound standards. Lossy and lossless compression. Synthesis and processing of acoustic signals. Acquisitions of physical acoustic signals. Microphone geometries. Introduction to Foley editing. Game specific topics include: game audio design patterns, interactive processing pipeline for digital audio, music sequencers for games, sound APIs.

GAM 312
GAME USABILITY AND PLAYTESTING
Undergraduate
The goal of game user research (GUR), which includes game usability and playtesting, is to collect unbiased game play data that will help design/development teams make better games. There are multiple GUR methods that work best at different points in the development cycle and it is the game user researcher's job to understand how and when to effectively use them. In this course students will learn a variety of methods for evaluating games, where in the development cycle they are applied, and perform common GUR evaluations including competitive reviews, heuristic evaluations, usability tests and playtesting. PREREQUISITE(S): IT 223 and GAM 244
GAM 325
APPLIED 3D GEOMETRY
Undergraduate
Mathematical techniques that game developers need to develop 3D Graphics and Game Related systems. This course provides a solid reference for a wide range of geometry-related tasks. This class provides the math and geometry background needed to understand and implement basic 3D operations. 3D transformations, matrices, vectors and applied problems are covered in a real time framework.
PREREQUISITE(S): CSC 301  COREQUISITE(S): CSC 361

GAM 326
GAMES WITH A PURPOSE PRE-PRODUCTION
Undergraduate
This course introduces students to the growing field of Games With A Purpose (GWAP) and its manifold application areas such as health, education, social and personal change, activism, journalism, politics and advertising. After laying the theoretical foundation of games as expressive and persuasive media with transformational power, and establishing a framework for the design and assessment of GWAPs, the course focuses on the conceptualization, prototyping, playtesting and evaluation of concrete, client-based projects for purposes beyond entertainment. Instructor Permission Required.   PREREQUISITE(S): GAM 392 or GAM 362

GAM 329
PHYSICAL PROTOTYPING FOR GAMES
Undergraduate
This course will approach the study of Game Design with a focus on breaking designs into manageable elements and prototyping those elements in order to refine play. Students will learn how to develop game ideas and game systems with a focus on play procedures, rules, and designing for various types of possible players. Prototyping will involve various real world media in addition to paper write-ups and layouts. Students will engage in brainstorming exercises, develop game ideas and systems, and review and repurpose existing game mechanics. This course will help students find the balance between hard (planned logical) design and soft (more organic/emergent) design in order to develop compelling gameplay. PREREQUISITE(S): GAM 224

GAM 330
ADVANCED GAME PRODUCTION
Undergraduate
This course builds on the fundamentals covered in earlier courses (GAM230 or IS372/ECT372) by providing a practical, hands-on context in which students can learn the tools and techniques game producers use to manage and organize assets, workflows, tasks, bugs, resources, and personnel. In this course, students combine classroom lectures and lab time to learn production theory, tools, and techniques fundamental to successful game development. Through this experience, students learn the skills and knowledge needed to have an immediate, positive impact on game development. Topics include: the process to refine ideas for game concepts, gameplay, and narrative; quality assurance of subjective elements including gameplay and art; design and art outsourcing pipelines; and feedback strategies and community management. PREREQUISITE(S): GAM 230, IS 372 or ECT 372

GAM 333
THE BUSINESS OF GAMES
Undergraduate
This course gives an introduction to the business aspects of the game development industry, including development, publishing, distribution and marketing. Subjects covered include game development contracts, milestone-based development, management techniques, marketing, customer and community support, personnel, budgeting, outsourcing, pipelines, and external partnerships. PREREQUISITE(S): GAM 229

GAM 334
THE BUSINESS OF INDIE GAMES
Undergraduate
This class will explore how to successfully run an indie game company using an arsenal of best practices. Topics include how to write a game design document for marketability and a business plan for an indie studio, as well as how to build and maintain relationships with the media. Students will also gain an understanding of how indie games fit into the game industry as a whole. PREREQUISITE(S): GAM 229

GAM 340
PRACTICAL SCRIPTING FOR GAMES
Undergraduate
This workshop introduces game scripting to artists and game designers. A game script is a short list of commands that control something in a game, such as how a character moves, or an enemy's behavior. Students will learn to read, modify, and author scripts that generate and affect a variety of game elements over the course of weekly projects. PREREQUISITE(S): GAM 240 or CSC 241 or CSC 243
GAM 341
INTRODUCTION TO LEVEL DESIGN
Undergraduate
Level design is the art of creating believable environments, stages and missions for video games. This course explores topics including architecture, flow, pacing and puzzles. Using a 3D level editor, students will investigate technical design issues including the construction, texturing, lighting and scripting of modern game levels. The roles, duties and challenges of the level designer will also be discussed. PREREQUISITE(S): GAM 245

GAM 342
ADVANCED LEVEL DESIGN
Undergraduate
This class builds on topics covered in earlier courses, with a focus on creating believable worlds for videogames. This course emphasizes designing large exterior environments, advanced mission scripting, and integrated storytelling. Using a 3D level editor and formal level design process, students create fun, polished, memorable virtual worlds. PREREQUISITE(S): GAM 341 or GAM 392

GAM 350
PHYSICS FOR GAME DEVELOPERS
Undergraduate
The course concentrates on Newton's Laws of Motion, kinematics and kinetics. This theory will be applied to problems that a game programmer must understand e.g. collisions between objects, projectiles and their trajectories, real-time simulation of motion. Special objects such as cars, aircraft and ships will be discussed. Students will apply and implement laws of physics. PREREQUISITE(S): (GAM 372 or SE 350) and GAM 325

GAM 351
EXPRESSIVE AUDIO SCRIPTING IN GAMES
Undergraduate
This workshop is for game designers, sound designers and programmers to learn how to creatively use audio in game engines. Students develop skills to effectively shape and manipulate game audio to achieve intended dramatic experiences. Topics include key terms and techniques, industry trends in game audio implementation, and how to advance the medium of games through audio. Students listen and critique each other's work, learning to assess game audio in terms of narrative, aesthetics and quality.

GAM 353
TOOL PROGRAMMING FOR GAME DEVELOPMENT
Undergraduate
Today's games are built with large amounts of data. The stability, usability, efficiency, and flexibility of the tools that process game data plays an enabling and critical role in game development. Topics include the content pipeline, processing or standard file formats, integration of external tools, file format design, command line and graphical user interfaces, and procedural content generation. PREREQUISITE(S): CSC 373

GAM 362
MAKING DEEP GAMES
Undergraduate
This workshop investigates the process of designing games about the human condition. It specifically focuses on the potential of games to tackle profound and abstract ideas (e.g. loyalty, dignity, courage and trust) by way of metaphor and analogy. Assignments will explore metaphorical games, games for persuasion and games for self-expression. Special emphasis is placed on the analysis of personal experiences and how they can be translated systematically into game designs that generate non-typical gameplay content. PREREQUISITE(S): GAM 226 or GAM 224

GAM 365
ADVANCED GAME DESIGN
Undergraduate
This is a studio course in which students work in teams to design and develop slices of polished small-scale gameplay experiences. The focus is on developing team-based creative and technical processes to produce innovative, engaging, and playable games. Teams will iteratively design and develop two distinct gameplay experiences or "vertical slices." Each slice will demonstrate an understanding of the role of game mechanics, game art, audio, and technology platform in creating a cohesive and compelling gameplay. PREREQUISITE(S): GAM 340 and GAM 341
GAM 368  
**AUGMENTED REALITY GAME DESIGN AND DEVELOPMENT**  
Undergraduate  
In this workshop students cultivate the skills to design, program and develop augmented reality (AR) games. Students learn about the unique affordances and design opportunities inherent to the platform. Based on the studio model, each student adopts a role on the development team, such as programmer, designer, and artist, and each is responsible for contributing professional work consistently each week. Because the platform of AR games presents unique challenges to developers (players often feel disoriented or over-tasked) teams first create a dozen AR toys, and build up the most promising experiences into games. Class time consists of lectures, workshops, workdays, playtests, critiques, and class discussions. PREREQUISITE(S): GAM 245

GAM 369  
**VIRTUAL REALITY GAME DEVELOPMENT**  
Undergraduate  
In this workshop students cultivate the skills to design, program, and develop VR (virtual reality) games. Students learn about the unique affordances and design opportunities inherent to the platform. Topics include the history of VR, VR art, as well as toy design and development. Students collaboratively develop cutting-edge VR toys and games using the studio model in which each student adopts a professional role on the team such as programmer, designer, and artist. Class time consists of lectures, workshops, workdays, playtests, critiques, and class discussions. PREREQUISITE(S): GAM 245

GAM 372  
**OBJECT-ORIENTED GAME DEVELOPMENT**  
Undergraduate  
Students will learn principles and techniques needed to build robust and efficient large scale game software systems. Principles of object-oriented modeling, design, implementation, and testing of large-scale game systems will be emphasized. Topics include design patterns, application frameworks, architectural design, and the applications in the software development process to improve the extensibility, maintainability, and reliability of software systems. PREREQUISITE(S): CSC 393

GAM 374  
**FUNDAMENTALS OF GAME PROGRAMMING I**  
Undergraduate  
Fundamental concepts of game programming using C/C++ and OpenGL. Students will learn how to implement simple 3D action games: 3D rendering operations including texture mapping, physical interactions including collisions, input / output management including game UI, analog controllers, and sound. Emphasis will be placed on the development of the coding skills needed for robust, efficient, and portable implementation. PREREQUISITE(S): (GAM 372 or SE 350) and GAM 325

GAM 376  
**ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES**  
Undergraduate  
Artificial Intelligence (AI) is one of the essential components of a computer game. The course introduces basic concepts of AI. Emphasis will be placed on applications of AI in various genres of computer games. In the implementation component of this course students will be exposed to the existing AI game engines (middleware), which contain implemented AI algorithms that are ready to be applied into game code. These algorithms include: decision trees, pathfinding, neural networks, and script-driven game object behaviors. PREREQUISITE(S): (GAM 372 or SE 350) and GAM 325

GAM 377  
**FUNDAMENTALS OF GAME PROGRAMMING II**  
Undergraduate  
The class moves beyond the basics of game programming and into advanced programming, architecture, and integration techniques. Topics include working with a production-quality content pipeline, integration of external digital content creation tools, scalability, complex animations, shaders, environment construction, gameplay techniques, controllers, camera theory, and collisions. PREREQUISITE(S): GAM 374

GAM 378  
**STRATEGY GAMES PROGRAMMING**  
Undergraduate  
Turn-based and real-time strategy games. Abstract strategy games such as chess, backgammon, and bridge. Game themes and presentation of fantasy, historical and futuristic gaming scenarios. Ethically responsible content and social impact of different cultures, ethnicities, genders on the game play and game audience will be addressed. Game-player resource management. Implementation of strategy engines, 2D presentation and isometric projection. PREREQUISITE(S): GAM 376
CONSOLE GAME DEVELOPMENT ENVIRONMENTS
Undergraduate
Specialized computers for games with high-end graphics and sound capabilities and other specialized input and output devices form one of the largest game markets. In this advanced programming course students will gain hands-on experience writing and porting code for game consoles. PREREQUISITE(S): CSC 393 and CSC 374.

SERIOUS GAMES
Undergraduate
Explores the role of computer games and simulations for education and training. Topics include: overview of the science of learning, analysis of games for different purposes and types of content, assessment of learning, and learning through game creation. Students will design, implement, and evaluate a serious game. Development of socially responsible and ethical behaviors will be a primary objective. PREREQUISITE(S): GAM 245

GAME PROGRAMMING FOR MOBILE DEVICES
Undergraduate
In this course we introduce major mobile hardware platforms and their operating systems. Issues related to game design for handheld devices will be presented. The strong technical component of this course includes game programming for a handheld device with a wireless internet connection enabling multiplayer game architecture. Such concepts as: building a custom game library, multiplayer game programming, infrared, wireless and socket communication between devices will be discussed. PREREQUISITE(S): CSC 371

MULTIPLAYER GAME DEVELOPMENT
Undergraduate
Multiplayer games were made possible by the advances in networking technology, increases in processor speed and data storage. Today, the majority of successful game titles are equipped with a multiplayer capability. This technical course discusses the fundamental aspects of multiplayer game development such as: design techniques, architectures, client and server side implementation, databases. PREREQUISITE(S): CSC 361 and CSC 374 and (GAM 372 or SE 350)

GAME PERFORMANCE OPTIMIZATION
Undergraduate
This game programming class will focus on developing software to efficiently use the fixed CPU power and resources that are found in today's console and mobile devices. This course will use real-world game examples that demonstrate performance and optimization issues that software architects face in game development. These problems include: performance enhancements through extended matrix instruction set, dynamic memory usages, performance related to increasing run-time systems to very large scale, C++ language enhancements and extensions, algorithms, streaming and profiling. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 374

GAME MODIFICATION WORKSHOP
Undergraduate
In this course, students will develop skills in game design and development through the construction of a “mod” of an existing game. Emphasis will be placed on the game development life cycle from concept through release, on productivity in a team environment, and on effective project management practices. PREREQUISITE(S): GAM 341

GAME DEVELOPMENT PROJECT I
Undergraduate
Students work in teams to design and develop a videogame that demonstrates their mastery of game design and development. Additionally, students will reflect on ethical decision making and professional ethics in the game industry. This course and its continuation, GAM 395, must be taken consecutively. PREREQUISITE(S): GAM 377 or GAM 392

GAME DEVELOPMENT PROJECT II
Undergraduate
Continuation of GAM 394. PREREQUISITE(S): GAM 394
GAM 397
TOPICS IN GAME DESIGN
Undergraduate
Specific topics will be selected by the instructor and will vary with each quarter. PREREQUISITE(S): See syllabus

GAM 398
TOPICS IN GAME PROGRAMMING
Undergraduate
Specific topics will be selected by the instructor and will vary with each quarter. PREREQUISITE(S): See syllabus

GAM 399
INDEPENDENT STUDY
Undergraduate
Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable credit. PREREQUISITE(S): None

GAM 424
GAME DESIGN WORKSHOP
Graduate
This course is an introduction to both the theory and practice of game design. Students will explore fundamental elements of game design and put these concepts to work in designing, prototyping, playtesting, and developing both physical and computer games. The course will cover formal elements of games, game dynamics, game narratives, and the dramatic components of games. Students will study the game design process including brainstorming, conceptualization, creation of design documentation, and play-testing. PREREQUISITE(S): none

GAM 425
APPLIED 3D GEOMETRY
Graduate
Mathematical techniques that game developers need to develop 3D Graphics and Game Related systems. This course provides a solid reference for a wide range of geometry-related tasks. This class provides a math and geometry background needed to understand and implement basic 3D operations. Topics include 3D transformations, matrices, vectors, splines and applied problems that are covered in a real time framework. PREREQUISITE(S): CSC 403 COREQUISITE(S): CSC 461

GAM 450
PHYSICS FOR GAME DEVELOPERS
Graduate
The course concentrates on Newton's Laws of Motion, kinematics and kinetics. This theory will be applied to problems that a game programmer must understand e.g. collisions between objects, projectiles and their trajectories, real-time simulation of motion. Special objects such as cars, aircraft and ships will be discussed. Students will apply and implement laws of physics. PREREQUISITE(S): (SE 456 or SE 450) and GAM 425

GAM 453
TOOL PROGRAMMING FOR GAME DEVELOPMENT
Graduate
Today's games are built with large amounts of data. The stability, usability, efficiency, and flexibility of the tools that process game data plays an enabling and critical role in game development. Topics include the content pipeline, processing or standard file formats, integration of external tools, file format design, command line and graphical user interfaces, and procedural content generation. PREREQUISITE(S): CSC 403 and CSC 461 and CSC 461

GAM 474
FUNDAMENTALS OF GAME PROGRAMMING I
Graduate
Many computer games are based on physical interactions between game objects e.g. collisions, evasions, pursuit, etc. Design and implementation of these actions is not an easy problem. Concept and character development, storyboarding, prototyping, testing and implementation will be discussed. Students will gain hands on experience in game programming using a low level graphical library. PREREQUISITE(S): CSC 403 AND CSC 461
GAM 475
GAME ENGINE PROGRAMMING I
Graduate
Game engines provide an integrated programming platform for today's high performance games. This class explores C/C++ game engine programming, data structures, and practices. Topics include memory management, input devices, video rendering, file access, debugging, and application interface development. PREREQUISITE(S): GPH 469 and (SE 456 or SE 450)

GAM 476
ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES
Graduate
Artificial Intelligence (AI) is one of the essential components of a computer game. The course introduces basic concepts of AI. Emphasis will be placed on applications of AI in various genres of computer games. In the implementation component of this course students will be exposed to the existing AI game engines (middleware), which contain implemented AI algorithms that are ready to be applied into game code. These algorithms include: decision trees, pathfinding, neural networks, and script-driven game object behaviors. PREREQUISITE(S): CSC 461 and (SE 456 or SE 450) and GAM 425

GAM 477
FUNDAMENTALS OF GAME PROGRAMMING II
Graduate
The class moves beyond the basics of game programming and into advanced programming, architecture, and integration techniques. Topics include working with a production-quality content pipeline, integration of external digital content creation tools, scalability, complex animations, shaders, environment construction, gameplay techniques, controllers, camera theory, and collisions. PREREQUISITE(S): GAM 474 or SE 456

GAM 486
GAME PROGRAMMING FOR MOBILE DEVICES
Graduate
In this course we introduce major mobile hardware platforms and their operating systems. Issues related to game design for handheld devices will be presented. The strong technical component of this course includes game programming for a handheld device with a wireless internet connection enabling multiplayer game architecture. Such concepts as: building a custom game library, multiplayer game programming, infrared, wireless and socket communication between devices will be discussed. PREREQUISITE(S): CSC 471

GAM 490
MULTIPLAYER GAME DEVELOPMENT
Graduate
Multiplayer games were made possible by the advances in networking technology, increases in processor speed and data storage. Today, the majority of successful game titles are equipped with a multiplayer capability. This technical course discusses the fundamental aspects of multiplayer game development such as: design techniques, architectures, client and server side implementation, databases. PREREQUISITE(S): CSC 461 and CSC 407 and (SE 456 or SE 450)

GAM 491
GAME PERFORMANCE OPTIMIZATION
Graduate
This game programming class will focus on developing software to efficiently use the fixed CPU power and resources that are found in today's console and mobile devices. This course will use real-world game examples that demonstrate performance and optimization issues that software architects face in game development. These problems include: performance enhancements through extended matrix instruction set, dynamic memory usages, performance related to increasing run-time systems to very large scale, C++ language enhancements and extensions, algorithms, streaming and profiling. PREREQUISITE(S): CSC 400 and CSC 403 and CSC 407

GAM 499
TOPICS IN COMPUTER GAME DESIGN AND DEVELOPMENT
Graduate
Variable topics course in computer game design and development. May be repeated for credit. PREREQUISITE(S): Permission of instructor
GAM 575
GAME ENGINE PROGRAMMING II
Graduate
This class continues to explore C/C++ game engine programming, data structures, and practices. Topics include audio, network access, threads and multi-processor systems, profiling, scripting, content libraries, animation, and a survey of game engines. Prerequisite(s): GAM 475

GAM 576
GAME ENGINE PROGRAMMING III
Graduate
This class continues to explore C/C++ game engine programming. This class focuses on advanced game engine issues such as tool development (skin data reduction, adaptive animation compression, model conversion), runtime coordination on CPU (scene graph, animation coordination, resource management) and GPU processing (vertex skinning, animation blending and model rendering). PREREQUISITE(S): GAM 575

GAM 594
GAMING AND ENTERTAINMENT TECHNOLOGY CAPSTONE
Graduate
This course gives students an opportunity to utilize knowledge obtained in this degree program in developing a computer game, from conceptualization, design, to implementation. Issues in project management and configuration management will also be addressed. This work will constitute a major part of the project portfolio that students have developed during their study. PREREQUISITE(S): Completion Of Foundation Courses.

GAM 597
TOPICS IN GAME DESIGN
Graduate
Specific topics will be selected by the instructor and will vary with each quarter. PREREQUISITE(S): For specific prerequisites, see syllabus or consult course instructor.

GAM 598
TOPICS IN GAME PROGRAMMING
Graduate
Specific topics will be selected by the instructor and will vary with each quarter. PREREQUISITE(S): For specific prerequisites, see syllabus or consult course instructor.

GAM 599
INDEPENDENT STUDY
Graduate
Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable credit. PREREQUISITE(S): None

GAM 690
GAME DEVELOPMENT STUDY I
Graduate
In this course and its continuation GAM 691, students will work in small teams to design and implement a computer game. The courses must be taken consecutively. PREREQUISITE: GAM 475

GAM 691
GAME DEVELOPMENT STUDY II
Graduate
Continuation of GAM 690. PREREQUISITE: GAM 474 or SE 456
GAM 695
MASTER'S GAME RESEARCH STUDY
Graduate
Students interested in a more in-depth study of a particular game area will register for this course and work with a faculty member (not necessarily their academic advisor) on a research project. The work involved may include system development, empirical studies, or theoretical work. Can be taken for up to 8 credit-hours. PREREQUISITE(S): GAM 575 and consent of research advisor

GD 104
DESIGN DRAWING PROCESS
Undergraduate
This course introduces students to drawing for the design process in print and media from initial concept development to sketches, presentation drawings and visualizations for graphic and interactive media. Topics include general arrangement as well as detailed and dimensional drawings providing essential preparation for classes in design and digital illustration software. PREREQUISITE(S): None

GD 105
INTRO TO VISUAL DESIGN
Undergraduate
This course introduces the basic concepts of design for time-based digital media. Students study the principles of composition and color theory, and how these are affected by movement, duration and display. Vector and bitmap manipulation tools are explored in relation to game design, video and Internet production.

GD 109
WEB DESIGN TOOLS WORKSHOP
Undergraduate
This course introduces students to the basic languages used to build the front-end components of the web. Students will learn the basic syntax of HTML and CSS; a simple vocabulary of HTML elements and attributes, and CSS properties and values; best practices for preparing content for the web; and basic code patterns useful in web design. PREREQUISITE(S): None

GD 110
WEB DESIGN
Undergraduate
An introduction to design process and strategy for the web. Students will be introduced to layout and composition, typography, color, and navigation concerns specific to web design. Projects will be created using both visual design applications and hand-coding with HTML and CSS. The class will also introduce basic components of hypertext transfer protocol, and web site deployment. PREREQUISITE(S): GD 109 or HCI 201

GD 150
ILLUSTRATOR WORKSHOP
Undergraduate
This class will introduce students to the syntax, tools and methods of vector-based drawing using Adobe Illustrator. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects.

GD 151
PHOTOSHOP WORKSHOP
Undergraduate
This class will introduce students to the syntax, tools and methods of raster-based graphics and image editing/manipulation by using Adobe Photoshop. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects.

GD 152
INDESIGN WORKSHOP
Undergraduate
This class will cover fundamental typographic design and layout skills by using page layout software Adobe InDesign. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects.
GD 153
TYPEFACE DESIGN WORKSHOP
Undergraduate
This is an introductory course covering principles of digital typeface design. Students will render a typeface design over the course of the class using an industry standard computer application such as Fontographer.

GD 154
ADVANCED CSS WORKSHOP
Undergraduate
A hands-on exploration of properties in the CSS3 specification. Students will explore advanced techniques such as pseudo-elements, complex shapes, pointer controls, keyframes and animation, and improved typographic controls. This class will also introduce techniques for device dependent styling. Previous experience with CSS and HTML is highly recommended. PREREQUISITE(S): None

GD 155
HTML5 WORKSHOP
Undergraduate
This is a hands-on course in developing web pages and content using HTML5. In this course students will learn to create and edit web pages, applications, and/or games with HTML5 using text editors. The course will include weekly mixtures of lessons and exercises.

GD 200
GRAPHIC DESIGN I
Undergraduate
This course introduces the world of graphic design in a social and historical context. The goals are to explore formal structures and research methods with emphasis on the role of analysis and conceptual thinking as the first tasks of the print and multi-media designer. The course includes basic instruction in typography, color, problem-solving in print and on screen. PREREQUISITE(S): GD 105, ART 105, ANI 105 or GPH 211.

GD 210
DIGITAL ILLUSTRATION I
Undergraduate
Introduction to illustration development in image, line and photography, combining computer applications and hand-rendered approaches. PREREQUISITE(S): GD 105, ART 105, ANI 105 or GPH 211

GD 211
INTERMEDIATE DIGITAL ILLUSTRATION
Undergraduate
Intermediate practice for illustration development in image, line and photography. Combining computer applications and hand-rendered approaches will be studied. PREREQUISITE(S): GD 105 or ANI 105 or ART 106

GD 215
WEB DESIGN FOR COMMERCIAL PROJECTS
Undergraduate
This is a design-focused web class on intermediate concepts and techniques in the visual design, development and implementation of websites for commercial purposes. Students will use industry standard web design applications and some hand coding in HTML and CSS. PREREQUISITE(S): ISM 210 and (GD 110 or IT 130 or HCI 201)

GD 216
WEB DESIGN FOR ARTISTS
Undergraduate
A design-focused web class that focuses on intermediate concepts and techniques in the visual design, development and implementation of websites for personal expression and artistic experimentation. Students will use industry standard design applications and some hand coding in HTML and CSS. PREREQUISITE(S): GD 110 or IT 130 or HCI 201 or AMD 385
GD 217
WEB INTERACTION WORKSHOP
Undergraduate
A hands-on introduction to integrating user activity into the visual language of web design. Students will learn fundamental skills necessary for basic interaction design, and will explore widely-adopted frameworks allowing them to capture events in the web browser, programmatically traverse a web page, and alter the design and content of a page based on the actions of the user.

GD 220
HISTORY OF DESIGN I
Undergraduate
The history of graphic design is an evolution in aesthetics, technology, style and visual communication. The class will encompass a survey of the major movements in the field of print design, notable designers and design materials. The nature of changing methods, materials, technologies and values are examined in the context of the social and political realities that shape communication. The course will include the historical shift from print to multimedia design methodologies.

GD 221
TRENDS IN CONTEMPORARY GRAPHIC DESIGN
Undergraduate
World movements in design and contemporary practice in print, web and experiential design. GD 220 is recommended as preparation for this class.

GD 230
TYPOGRAPHY
Undergraduate
Study of the formal structures of letterforms and text. Exploration of typography to create and extend meaning, emphasizing the relationship between form and content. PREREQUISITE(S): GD 105, ART 105, ANI 105 or GPH 211

GD 231
TYPOGRAPHY IN MOTION
Undergraduate
Students explore different ways of transforming static form to moving, dynamic and dimensional form. Using both storytelling and abstraction, students will create typography sequences with intention, humor, and emotion. Students will work with appropriate software to create innovative and informative typographic design. PREREQUISITE(S): GD 230

GD 250
DESIGN STUDIO FIELD TRIP
Undergraduate
This 2-credit workshop offers field trips to design studios, allied fields workplace visits and relevant museums and gallery exhibitions. Students will research and study design studios in the Chicago area and attend networking events. Appropriate for Graphic Design, Interactive Media, Communication, and all other students interested in design and allied fields. Students will write a reflective paper after each trip. Be aware that there will be travel time before and after the class.

GD 260
MOTION GRAPHICS
Undergraduate
This course will introduce the student to effective communication using motion graphics, including its application in the areas of film titles, broadcast and commercial design, interactive media, and gaming. The combination of music, visuals and typography will be explored following the basic theories of kinetic composition and aesthetics. Students will study the history of the field, including the work of pioneers such as Norman McLaren, Saul Bass and Len Lye. PREREQUISITE(S): Sophomore Standing and one of the following: ANI 105, ANI 101, GD 105, ART 105, GPH 211, DC 205

GD 270
SEMIOTICS AND VISUAL DESIGN
Undergraduate
Design and designed products can be interpreted as signs that are the result of human needs and desires. This course examines theoretical issues in how design of a message or product influences the user's decision to read it, use it or buy it. Semiotics theory examines these concepts as well as design value and criteria for evaluation in contemporary culture.
GD 300
GRAPHIC DESIGN II
Undergraduate
This course explores design problems in visual communication through word (text) and image (digital, photographic, collage, video) primarily based on the student's own research and writing. Historical word/image art models including dada, surrealism, futurism and contemporary communication and design art are studied as models for the generation of projects. This intermediate level course requires previous mastery of basic design concepts and typography as well as both hands-on and basic computer design skills. PREREQUISITE(S): GD 200 and GD 230

GD 315
WEB DESIGN: ADVANCED PROJECTS
Undergraduate
This course will emphasize interactivity and professional presentation for advanced multimedia web sites for artistic and commercial projects. Advanced concepts and techniques in the visual design and implementation of web pages. Students will use industry standard web design applications and some hand coding in HTML and CSS. PREREQUISITE(S): GD 215 or GD 216

GD 330
ADVANCED TYPOGRAPHY
Undergraduate
Advanced investigation into typography and text for verbal and visual expression for both print and multimedia. PREREQUISITE(S): GD 230

GD 331
HISTORY AND PRACTICE: FILM TITLE DESIGN
Undergraduate
This course combines the history of film title design examining the likes of the notorious title sequences of such graphic designers as Saul Bass in creating the Hitchcock movies through Stephen Frankfurt, Maurice Binder and Kyle Cooper's "Se7en." The study leads to the advanced practice of combining typography, graphics, and moving images to build professional projects for advertising design, web design, film design, game design and commercial ventures. PREREQUISITE(S): GD 230 and (ANI 260 or GD 231)

GD 340
PUBLICATION DESIGN
Undergraduate
Design of multiple page documents: magazines, catalogs, and annual reports. Emphasis placed on research methodology, conceptual approach and audience. Knowledge of computer applications and typography are assumed. PREREQUISITE(S): GD 200 and GD 230

GD 341
BOOK MAKING AND BINDING WORKSHOP
Undergraduate
This is an introductory course covering the basic principles of hand bookbinding including theories of book structure, review of paper information and bookbinding materials. The class will be a mixture of demonstrations and practical exercises, and each student will produce a variety of books and structures. PREREQUISITE(S): GD 105

GD 350
PORTFOLIO WORKSHOP
Undergraduate
Students review previous course projects and prepare a final portfolio as well as their own design identity and a resume in preparation for job interviews and/or graduate school. Visiting design professionals will present their work to the class and share their experiences in the field. Students will also learn presentational techniques and methods for career development. PREREQUISITE(S): GD 200, GD 210 and GD 230

GD 355
PACKAGING DESIGN
Undergraduate
This course defines the role of packaging in product identification, presentation, and production. Projects will introduce the process of designing the graphic and physical forms of packaging design. Students will create 3-dimensional, physical packages including 2-dimensional branding, graphic and photographic image development. The materials of production, and consideration of user and market inherent in all commercial projects are covered, including the client's needs and desires in the market place. PREREQUISITE(S): GD 200 and GD 230
GD 356
LOGO, BRANDING, AND VISUAL IDENTITY
Undergraduate
The course provides students with an understanding of methodologies and strategies used for logo development, branding, and visual identity. In this course, students will work on, in extended projects, exploring identity systems with various forms such as logo, stationary, packaging, signage, print and web design. PREREQUISITE(S): GD 200 and GD 230

GD 360
ADVERTISING DESIGN
Undergraduate
Explores the function and practice of design in advertising in both social and art historical contexts. This course engages practical real life projects as well as projects that explore cultural and artistic practices. PREREQUISITE(S): GD 200 and GD 230

GD 365
ADVANCED MOTION GRAPHICS
Undergraduate
This course builds on motion graphics fundamentals covered in ANI260 Motion Graphics. In Advanced Motion Graphics, students will work to develop a better understanding of how to develop a distinct visual style in both personal work and in work for clients. The course also focuses on gaining familiarity with contemporary styles and trends in professional motion graphics, and an awareness of Chicago-based motion graphics production. PREREQUISITE(S): ANI260

GD 380
DESIGN FOR CLIENT AND COMMUNITY
Undergraduate
This course enables students to work from start to finish on client-based graphic design and projects. Students establish working relationships as individuals and in teams that utilize their skills to effectively evaluate the communication needs of an organization or business, develop design solutions that fulfill those needs, and negotiate the process between designers and clients. Objectives of the course include: improving student's developing design skills to an advanced level, creating awareness of current design trends, supporting student's development of independent working habits, utilizing integration of both hand-skills and the computer as design tools, and completing professional projects after staged client feedback and revisions. PREREQUISITE(S): GD 200 and GD 230

GD 390
SPECIAL TOPICS IN GRAPHIC DESIGN
Undergraduate
Advanced study in visual design. Topics are selected by instructors, and change from quarter to quarter, but may include areas such as information graphics, interaction design, book design, wayfinding signage, etc.

GD 394
CAPSTONE PROJECT I
Undergraduate
This two course sequence provides a Graphic Design-specific capstone experience for the student. The capstone course will connect the students' Graphic Design course work with the University courses s/he has taken through three components: student-generated design proposals, class/instructor discussions, and the actual creation/production of the student's proposal. The production piece is the primary focus of this course that takes place over two quarters. PREREQUISITE(S): GD 200 and GD 230

GD 395
CAPSTONE PROJECT II
Undergraduate
This two course sequence provides a Graphic Design-specific capstone experience for the student. The capstone course will connect the students' Graphic Design course work with the University courses s/he has taken through three components: student-generated design proposals, class/instructor discussions, and the actual creation/production of the student's proposal. The production piece is the primary focus of this course that takes place over two quarters. PREREQUISITE(S): GD 200 and GD 230

GD 399
INDEPENDENT STUDY
Undergraduate
Independent course of study supervised by an instructor based on an agreed upon proposal. Study form and consent of instructor required. Prerequisite: Consent of dean.
GD 381
GRAPHIC DESIGN PORTFOLIO DEVELOPMENT
Undergraduate
This course provides the student with an opportunity to prepare themselves for the workplace. During the course, students will refine a body of design work and publish their portfolio in both print and web formats. Students will design and develop their own visual identity, resume, cover letter, and business cards in preparation for job interviews and/or graduate school. They will also spend the quarter researching potential employers and learn about each company, agency, and/or studio so that they can strategically tailor their application process.
PREREQUISITE(S): GD 110, GD 200, GD 210, GD 230 and GD 300

GEO 101
PHYSICAL GEOGRAPHY
Undergraduate
An introduction to the spatial aspects of the Geosystem consisting of the inter-related systems of the Atmosphere (air), Lithosphere (solid earth), Hydrosphere (water), and the Biosphere (living organisms).

GEO 103
URBANIZATION
Undergraduate
The course explores the evolution of urban forms and structures in the United States from the perspective of geography. In addition to studying the historic emergence of the American urban system, the course covers processes and phenomena associated with the spatial organization of housing, transportation, commercial and industrial land-use planning, as well as urban poverty, local governance, and issues of race, gender and sexuality.

GEO 133
URBAN GEOGRAPHY - EXPERIENTIAL LEARNING
Undergraduate
The course provides an in depth analysis of a Chicago neighborhood, connecting this to wider U.S. trends in urbanization and urban development. Students conduct a research project, through archival study and field work.

GEO 170
EARTH'S CULTURAL LANDSCAPE
Undergraduate
An examination of how people, through their cultural processes, change the earth's landscapes and how places look. Students are challenged to think critically about culture, space and place. They are introduced to the ways cultural geographers explore a diverse range of topics such as colonialism, commodification, production and consumption of places, diasporas, and constructions of race, class, gender, sexuality, and nationality. Topics span local to global locales.

GEO 172
CULTURAL GEOGRAPHY
Undergraduate
How do artists depict different locations? How do television portrayals of New York City compare and contrast between situation comedies and drama series? How do lyrics and music portray a sense of place and local identity? This course will analyze how places are represented and understood through arts, music and literature. Students will develop the theoretical skills to examine the cultural geography both of the United States and elsewhere.

GEO 200
SUSTAINABLE URBANISM
Undergraduate
This course focuses on the application and meaning of ‘sustainability’ to our discussion and understanding of cities, urban communities, and the urbanization process. The course conceptualizes sustainability as residing at the intersection of political, economic, social, and ecological thinking and examines its utility and flexibility towards urban form and function. The course pursues the topic of urban sustainability through the lenses of scale (e.g., local vs. global), justice (e.g., social vs. ecological), and diversity (e.g., cultural vs. biotic).
GEO 201
GEOPOLITICS
Undergraduate
A survey of theories of geopolitics and international relations, the course explores issues of international security and organization, regional integration, and nationalism, state formation and conflict. Historic geopolitical cases from Europe (Northern Ireland, EU, Balkans), the Middle East and North Africa, and the Russian realm, provide opportunities to assess theoretical approaches and profile the security and foreign policy concerns of the U.S. in the new millennium.

GEO 204
RELIGIOUS GEOGRAPHY
Undergraduate
Religion and geography are fundamentally intertwined. From the establishment of theocratic states that control territory, to the sprawl of US suburbia that has led to megachurches, the role of religion in shaping the earth's cultural landscape is undeniable. Religious beliefs shape geographies - there are places that, through faith, become sacred; elsewhere religious individuals and groups struggle to claim places in the name of their beliefs. This course will examine case studies from around the world to explore the intersection of geography and religion.

GEO 205
URBAN ENVIRONMENTAL JUSTICE
Undergraduate
A theoretical and applied investigation of the social, political, and economic processes influencing the spatial distribution of environmental amenities and harms across the U.S. urban landscape, with particular focus on urban structure and the role of environmental justice struggles in shaping urban policy and the urban landscape.

GEO 206
BOUNDARIES AND IDENTITIES
Undergraduate
A critical survey of the manner in which social, political, ethnic, gender and racial identities are being constructed by modernity and post-modernity. Cross-listed as INT 206. Recommended for GEO majors when taught by Professor Nast.

GEO 210
ENVIRONMENTAL CONSERVATION
Undergraduate
This course explores society-environment relations in case studies drawn from around the world. The course focuses on forces destructive to habitat and biospheres, species loss, global warming, and the tension between “modernization” and environmental sustainability.

GEO 211
BIOGEOGRAPHY
Undergraduate
Biogeography is the study of the distribution of plants and animals on the earth's surface, and the historical and ecological factors and human activities responsible. It asks questions such as: Why were placentals absent from (pre-European) Australia, while marsupials were abundant? How are current plant species' distributions different from those of the past, and what implications does this have for their ability to respond to global changes? Why have islands sustained so many extinctions compared to mainlands? Why are there so many insect species in the tropics and so few at high latitudes? How are humans changing the distribution and abundances of plant and animals? This course explores these and other such questions. The goal is to understand biodiversity patterns and processes across earth, and how this knowledge can help maintain biological communities in human-dominated, 21st century landscapes.

GEO 215
INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY
Undergraduate
This course charts the political, social and economic transformation of the developing countries (Africa, Asia, Latin America, Caribbean, Pacific Islands) into a global economy dominated by the 'developed' countries (North America, Europe and Japan). This process, termed 'GLOBALIZATION,' results from the operation of the global market mechanism, the activities of Transnational Corporations (TNCs) and the programs of the International Financial Institutions (IFIs).
GEO 218
SPAIN AND PORTUGAL
Undergraduate
A geographical exploration of Spain and Portugal's history, culture, politics and society. This course focuses on critical periods, events, and socio-political forces that substantially influenced these countries and demonstrate their role as one of Europe's key links to Latin America and Africa.

GEO 220
OCEANOGRAPHY
Undergraduate
Develops the concepts of physical oceanography. Topics include the chemical and physical properties of seawater, the dynamics of ocean currents and circulations, the physics of water waves and tides, the interaction of the ocean with the atmosphere, the formation of coastlines, and the effects of pollution on the ocean. Cross-listed with PHY 220.

LSP 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

GEO 225
WEATHER AND CLIMATE
Undergraduate
The dynamic atmospheric processes which control day-to-day weather and the longer term processes which determine prevailing climatic conditions are the two principal foci of this course. Special topics include weather systems, climate change, global warming, and human impacts on climate. Cross-listed with PHY 225.

LSP 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

GEO 230
TRANSPORTATION GEOGRAPHY
Undergraduate
The course is an introduction to the subfield of transportation geography. Studying transportation and transportation-related phenomena from a spatial-analytic perspective, the course builds upon theories and methods of transportation geography. Systematic study of select case studies at the local and regional level provide opportunities for application of principles.

GEO 233
COMPARATIVE URBANISM
Undergraduate
An exploration of non-U.S. urban and planning traditions, through the urban morphological and comparative study of the foundation, and social-political forces that shaped cities such as Paris, St. Petersburg, Istanbul, Bombay-Mumbai, Hong Kong, and Mexico City.

GEO 240
HISTORY OF CARTOGRAPHY
Undergraduate
The course explores the history of mapmaking as a dimension and expression of the intellectual, scientific, technological, and political transformation of society. Focusing primarily on Europe and North America, the course covers the prevailing schools of thought and practitioners, and the structures and forces that shaped them. The course includes hands-on study of archival quality maps in DePaul's Special Collections and other regional institutions. Short field trip to the Newberry Library required.

GEO 241
GEOGRAPHIC INFORMATION SYSTEMS I
Undergraduate
An introductory-level course covering the fundamentals of GIS. Topics include GPS, remote sensing, data models (vector and raster), coordinate systems, and map design. Instruction is accomplished through lectures and hands-on computer lab exercises using ArcGIS. Cross-listed with PSC 201.

LSP 120 or HON 180 or (MAT 130 or above) or instructor permission is a prerequisite for this course,
GEO 242
GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS
Undergraduate
An intermediate-level course. Students conduct real-world GIS projects for community organizations in Chicagoland. Topics include data capture, manipulation, database design, data quality, and spatial analysis. Students will complete projects following best practices of GIS project management. Instruction is accomplished through lectures and hands-on computer lab exercises using ArcGIS.

GEO 243
REMOTE SENSING
Undergraduate
An introduction to the fundamentals of remote sensing, the analysis of the earth through air or space borne sensors. Special topics include image interpretation, image processing, urban change analysis, environmental monitoring, and photogrammetry. Instruction is accomplished through lectures and hands-on lab exercises using ArcGIS Desktop. A comprehensive final project using techniques learned from your work completes the course.

GEO 260
GLOBALIZATION AND RESOURCES
Undergraduate
An exploration of globalization and the politics and flow of natural resources between the developed and developing world, especially since World War II. Using case studies from around the world, the course introduces students to competing paradigms of environmental and resource destruction and to the complexities and contingencies of social and environmental change in the "new" global economy.

GEO 266
THE WORLD ECONOMY
Undergraduate
A study of the spatial effects of globalization. Topics include the geography of industrialization, spatial divisions of labor, global commodity chains, and industrial development in peripheral economies.

GEO 269
POLITICAL ECOLOGY
Undergraduate
The course introduces students to the theoretical foundations and evolution of critical Political Ecology and its assessment of environmental change and social vulnerability in the developing world. The course traces the history of the discipline to its early roots in geography, anthropology, and ecology and tracks its emergence as a theoretically sophisticated critique of the global spread of economic development and environmental policy.

GEO 299
THE NATURE OF GEOGRAPHY
Undergraduate
An exploration of the social construction of knowledge through the historic evolution of geographic thought.

GEO 300
GEOGRAPHICAL INQUIRY
Undergraduate
An in depth exploration of modern debates within geography. Students prepare their own geographic research project and participate at a regional conference.

GEO 310
GREEN INFRASTRUCTURE
Undergraduate
Green Infrastructure (GI) goes beyond the conventional conservation efforts of creating and maintaining national and state parks and wildlife refuges. Instead, GI promotes conservation that takes place at different spatial scales to create a network of open spaces out of existing open spaces and green corridors as well as offering strategies for constructing green spaces out of abandoned urban spaces.
GEO 312
THE MIDDLE EAST AND NORTH AFRICA
Undergraduate
A basic survey of the physical, cultural, economic, and political geography of the countries of northern Africa and Western Asia. The course traces the human geographical impacts of Arabic, Turkish, and Persian civilizations, as well as the manner in which Islam, nationalism, statehood, and global politics are shaping the region today.

GEO 313
AFRICA: A CONTINENT IN TRANSITION
Undergraduate
A geographic survey of the fifty countries of Sub-Saharan Africa, with special emphasis on current aspects of their ethnic, economic, and geopolitical differences.

GEO 314
SOUTH AND SOUTHEAST ASIA
Undergraduate
Key characteristics of the physical, cultural, economic and political geography, and international relations of India, Pakistan, Thailand, the Philippines, and other countries in the region.

GEO 315
THE STATE & ECONOMIC GROWTH IN EAST ASIA
Undergraduate
A survey course focused upon key geographical factors contributing to the emergence of Japan as an international economic leader, and the rapid development of the People's Republic of China, Taiwan, Hong Kong, and South Korea, among others, as global economic players.

GEO 316
THE EUROPEAN UNION
Undergraduate
An integration of political geographic and international relations perspectives on European integration: Special emphases on political philosophies and theories of integration, the geopolitics of block formation and enlargement, institutional structure, the evolution of policies, and the future directions of the European Union. Cross-listed with PSC 340.

GEO 317
POST SOVIET EASTERN EUROPE AND THE RUSSIAN REALM
Undergraduate
A regional geographic survey of the Russian realm spanning the imperial, Soviet, and republican eras: Special emphases on the political, cultural, and economic geographies of the vast Eurasian region dominated historically by Russia.

GEO 326
LATIN AMERICA AND THE CARIBBEAN
Undergraduate
An analysis of the social, environmental, cultural, economic, and political factors affecting this vast region.

GEO 327
SOUTH AMERICA
Undergraduate
An analysis of the physical, cultural, economic, and political factors affecting the geography of that continent's regions and countries.

GEO 331
CHICAGO: SPATIAL ANATOMY OF A METROPOLIS
Undergraduate
An advanced exploration of Chicago's urban geography, focusing in detail on topics such as historical geography, industrial change, community development, housing, architecture, transportation and Chicago's status as a "global city."
GEO 333
URBAN PLANNING
Undergraduate
A seminar on the intellectual history and theories of urban planning and design, and their application in urban settings in the U.S. and abroad. Systematic study of case studies leads to the investigation of current urban planning issues in Chicago.

GEO 339
TOPICS IN ARCHITECTURE AND URBANISM
Undergraduate
Cities are changing dramatically as a result of the accelerated circulation of finance capital worldwide, the emergence of new information and data visualization technologies, the expansion of credit, the ceaseless retrenchment of population groups inside and around cities, and the emergence of new architectural and planning paradigms. The course explores and researches aspects of these transformative processes and their impacts on race, class, economic prosperity, and the contingencies of quality of urban life. A significant research and writing project is required in this specialist high-level course.

GEO 340
PLACES, HUMANITIES AND GEOGRAPHIC INFORMATION SYSTEMS
Undergraduate
In this course students will develop proficiency in handling spatial data for digital humanities using GIS. Students will learn concepts and techniques for geocoding, database management, cartographic visualization, and spatial analysis relevant to humanities subject. Students will be able to discern importance of places and spatial technologies in the Digital Humanities.

GEO 343
REMOTE SENSING II
Undergraduate
This course presents intermediate to advanced techniques in remote sensing, analysis of the earth through air or space borne sensors. Remote Sensing II provides 2nd level depth to some of the more advanced techniques of remote sensing and image interpretation. There is a special focus on urban/environmental applications of remote sensing, i.e. the detection, delineation, identification, and quantification of processes occurring in and around cities which affect the environment. Remote sensing technologies have, to an increasing extent, become integrated and deployed through geographic information systems (GIS) technology. Students learn to integrate techniques from this course to produce information products that are useful in the support of public and private decision-making. Techniques covered include advanced classification, georeferencing, LIDAR, and hyperspectral data analysis. The course will be taught through integrated hands-on activities, lectures and a comprehensive final project.

GEO 344 is a prerequisite for this course.

GEO 344
GEOGRAPHIC INFORMATION SYSTEMS III: SPATIAL ANALYSIS FOR SUSTAINABILITY
Undergraduate
An advanced-level course. Students conduct spatial analysis into sustainability issues of their interest. Students will learn techniques for sustainability analysis, point pattern analysis, network analysis, and spatial interpolation with GIS. Instruction is accomplished through lectures and hands-on computer lab exercises using ArcGIS. Formerly GEO 244.

GEO 242 is a prerequisite for this class.

GEO 345
PROGRAMMING IN PYTHON FOR GIS
Undergraduate
Knowledge of a scripting language is a valuable skill for GIS analysts. Students will learn the basics of Python (a programming language), including script writing and implementation. By completing this course, students should be able to manipulate GIS data, automate GIS workflows, and develop customized GIS tools by writing script in Python in ArcGIS. The class is largely conducted through hands-on activities in a GIS laboratory. Formerly GEO 342.

GEO 242 is a prerequisite for this class.

GEO 350
WORLD OF WINE
Undergraduate
An analysis of the geographical factors that influence the global production and distribution of wine. Students must be 21 years of age or older.
GEO 351
**GEOGRAPHY, FOOD AND JUSTICE**
Undergraduate

While the need for food is universal, geographies of food production, distribution and consumption are anything but even. This leads to multiple issues of food injustice at a variety of scales. This course critically examines the contemporary global food system with the goal of providing students with skills and knowledge to engage in food justice activism. Students study the development of food systems and how inequalities have emerged in production, distribution and consumption. The course then explores food justice movements including the emergence of alternative food networks in the U.S and internationally. Assignments may engage students in local food projects and/or advocacy campaigns.

GEO 370
**ADVANCED TOPICS IN CULTURAL GEOGRAPHY**
Undergraduate

This course will engage with contemporary scholarly research in Cultural Geography. Each class will be centered around a seminar discussion of required readings, selected from recent scholarship. The instructor of this class will focus on areas of her or his own expertise, including geographies of landscape, feminist geography, geographies of race and ethnicity, geographies of nationalism and post-colonialism.

GEO 391
**STATISTICAL DATA ANALYSIS FOR GIS**
Undergraduate

This course covers statistical concepts and techniques that are applied to geographic problems. Topics include descriptive statistics and inferential statistics geared toward working with geographic data in GIS. Students will learn techniques for summarizing variables, testing difference of means, and relationships among variables through lectures and hands-on exercises using calculators, SPSS and ArcGIS.

GEO 241 or PSC 201 is a prerequisite for this class.

GEO 395
**SEMINAR IN SELECTED TOPICS**
Undergraduate

Upper-division seminar exploring selected geographical issues.

GEO 398
**INTERNSHIP**
Undergraduate

The course combines academic study with practical experience obtained through work in an extramural internship setting. The internship course requires academic output in the form of a research journal, paper, or other project.

GEO 399
**INDEPENDENT STUDY**
Undergraduate

Intensive study of a topic of special interest. Private conferences with instructor of supervised reading and research. Variable credit.

Junior or Senior standing and department consent are a prerequisite for this class.

GEO 440
**PLACES, HUMANITIES, AND GEOGRAPHIC INFORMATION SYSTEMS**
Graduate

In this course students will develop proficiency in handling spatial data for digital humanities using GIS. Students will learn concepts and techniques for geocoding, database management, cartographic visualization, and spatial analysis relevant to humanities subject. Students will be able to discern importance of places and spatial technologies in the Digital Humanities.

GEO 440
**PLACES, HUMANITIES AND GEOGRAPHIC INFORMATION SYSTEMS**
Graduate

In this course students will develop proficiency in handling spatial data for digital humanities using GIS. Students will learn concepts and techniques for geocoding, database management, cartographic visualization, and spatial analysis relevant to humanities subject. Students will be able to discern importance of places and spatial technologies in the Digital Humanities. Cross-listed with GEO 340.
GEO 441
GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
Graduate
This course will focus on applications of Geographic Information Systems (GIS) to community studies and community development. As an amalgam of information technologies (e.g. database management, Web 2.0) and earth measurement technologies (e.g. global positioning systems, remote sensing), GIS is rapidly entering the realm of community development. The course will explain how GIS works; enable students to learn techniques including mapping, spatial analysis, and data management; and provide students with the opportunity to apply GIS to community development. Cross-listed with MPS 552.

GEO 442
GEOGRAPHICAL INFORMATION SYSTEMS (GIS) FOR SUSTAINABLE URBAN DEVELOPMENT
Graduate
This course will examine how GIS has been used to monitor, and evaluate efforts advancing sustainability in urban areas. Students will learn geospatial techniques in support of sustainable practices, including promoting energy efficiency, managing water resources, promoting sustainable options of transportation, improving access to local healthy foods, and responding to climate change. This is accomplished through hands-on lab activities and a case study conducted in collaboration with a non-profit organization engaged in promotion of sustainable practices in Chicago.

GEO 445
PROGRAMMING IN PYTHON FOR GIS
Graduate
Knowledge of a scripting language is a valuable skill for GIS analysts. Students will learn the basics of Python (a programming language), including script writing and implementation. By completing this course, students should be able to manipulate GIS data, automate GIS workflows, and develop customized GIS tools by writing script in Python in ArcGIS. The class is largely conducted through hands-on activities in a GIS laboratory. Cross-listed with GEO 345.

GEO 491
STATISTICAL DATA ANALYSIS FOR GIS
Graduate
An overview of GIS research techniques in geography with a focus on a statistical approach. Students will get versed in quantitative reasoning by learning how statistical concepts and techniques are applied to geographic problems. Topics include research concepts, research design, descriptive statistics, and inferential statistics geared toward understanding geographic phenomena. Instruction is accomplished through lectures and hands-on exercises using calculators, SPSS and ArcGIS. Cross-listed with GEO 391.

GEO 499
INDEPENDENT STUDY [GRADUATE]
Graduate
Intensive study of a topic of special interest. Private conferences with instructor of supervised reading and research. Variable credit. Instructor consent required.

GER 101
BASIC GERMAN I
Undergraduate
GER 101 is the first quarter of the first-year college German sequence. It introduces the students to the study of language and culture of German speaking countries. The course focuses on the development of all four critical language skills—listening, reading, writing and speaking—while also introducing aspects of German-speaking societies that differ from American society. In-class work will be devoted primarily to communication activities, so that you will be able to utilize the structures and vocabulary you learn to express yourself meaningfully and to function in a German-speaking setting. To maximize each student's engagement with the language, students will be talking and listening to each other as much as to the instructor. At the end of the three-course sequence, students will be in command of the basic elements of German language and culture, and should be able to function with relative ease in German-speaking countries. Students will be able to comprehend and engage in basic conversations, write clearly and effectively in German, and read simple but genuine texts.
GER 102
BASIC GERMAN II
Undergraduate
GER 102 is the second quarter of the first-year college German sequence. It continues to introduce the students to the study of language and culture of German speaking countries. The course focuses on the development of all four critical language skills—listening, reading, writing and speaking—while also introducing aspects of German-speaking societies that differ from American society. In-class work will be devoted primarily to communication activities, so that students will be able to utilize the structures and vocabulary to express themselves meaningfully and to function in a German-speaking setting. To maximize each student's engagement with the language, students will be talking and listening to each other as much as to the instructor. At the end of the three-course sequence, students will be in command of the basic elements of German language and culture, and should be able to function with relative ease in German-speaking countries. Students will be able to comprehend and engage in basic conversations, write clearly and effectively in German, and read simple but genuine texts.

GER 103
BASIC GERMAN III
Undergraduate
GER 103 is the third quarter of the first-year college German sequence. It continues to introduce the students to the study of language and culture of German speaking countries. The course focuses on the development of all four critical language skills—listening, reading, writing and speaking—while also introducing aspects of German-speaking societies that differ from American society. In-class work will be devoted primarily to communication activities, so that students will be able to utilize the structures and vocabulary to express themselves meaningfully and to function in a German-speaking setting. To maximize each student's engagement with the language, students will be talking and listening to each other as much as to the instructor. At the end of the three-course sequence, students will be in command of the basic elements of German language and culture, and should be able to function with relative ease in German-speaking countries. Students will be able to comprehend and engage in basic conversations, write clearly and effectively in German, and read simple but genuine texts.

GER 104
INTERMEDIATE GERMAN I
Undergraduate
This course is the first quarter of second-year college German, and emphasizes language as communication in real-life situations and as means to immerse ourselves into the cultures of German-speaking countries. Though students will review and perfect their knowledge of German grammar throughout the year, they will focus on the perfection of the four language skills reading, writing, listening and speaking. Students will have for ample opportunities to express themselves in German, acquire basic discussion strategies, and gain insight into many aspects of the contemporary cultures and societies of German-speaking countries. GER 103 or equivalent, including placement test or permission of instructor, is recommended.

GER 105
INTERMEDIATE GERMAN II
Undergraduate
This course is the second quarter of second-year college German, and emphasizes language as communication in real-life situations and as means to immerse ourselves into the cultures of German-speaking countries. Though students will review and perfect their knowledge of German grammar throughout the year, they will focus on the perfection of the four language skills reading, writing, listening and speaking. Students will have for ample opportunities to express themselves in German, acquire basic discussion strategies, and gain insight into many aspects of the contemporary cultures and societies of German-speaking countries. GER 104 or equivalent, including placement test or permission of instructor, is recommended.

GER 106
INTERMEDIATE GERMAN III
Undergraduate
This video-based course is designed to develop and expand skills in German and explore ideas, cultural topics and themes from the German-speaking world. Course activities will include: learning from authentic video clips and films; visiting (in textbook and video) various cities and regions in the German-speaking world; exploring the variety and the similarities; practicing skills in German by discussing cultural issues and authentic readings; interpreting graphics and charts on topics of German culture; structured listening and writing practice; reading literary and nonliterary texts of increasing difficulty; summarizing verbally and in writing what is read, heard, and learned; writing compositions and short texts of various types: researching a topic; preparing and presenting results to the class (oral and written). GER 105 or equivalent, including placement test or permission of instructor, is recommended.

GER 197
SPECIAL TOPICS IN GERMAN
Undergraduate
See schedule for current offerings.
GER 198
STUDY ABROAD
Undergraduate
Variable credit.

GER 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

GER 201
ADVANCED COMMUNICATION I
Undergraduate
The third year of German focuses on four primary linguistic skills: comprehension, reading, writing and speaking. Development in each of these areas is achieved through the introduction, consideration, and analysis of longer German stories, increasingly complex discussions of said texts, and the review, and hopefully ultimate mastery, of various vocabularies and advanced-level grammar. Ample time will be devoted to speaking and developing oral proficiency in class as well. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 202
ADVANCED COMMUNICATION II
Undergraduate
The third year of German continues strengthening four primary linguistic skills: comprehension, reading, writing and speaking. The main goal is to achieve oral proficiency. Ample time will be devoted to speaking and developing oral proficiency in class as well. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 203
ADVANCED COMMUNICATION III
Undergraduate
The third year of German continues strengthening four primary linguistic skills: comprehension, reading, writing and speaking. The main goal is oral proficiency. Ample time will be devoted to speaking and developing oral proficiency in class as well. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 277
FIN-DE-SIECLE VIENNA
Undergraduate
Fin-de-siècle Vienna (Vienna of the late-nineteenth and early-twentieth centuries) was a locus where geography, culture, and intellect intersected for a (historically speaking) fleeting moment of unparalleled productivity and creativity. In this urban space, figures such as Freud, Klimt, Schnitzler and Mahler mingled, discussed, and shaped the arts, philosophy, and sciences of the nascent twentieth century. This course will explore a number of the prominent players who were active in Vienna during this time, and will examine, through primary and secondary texts, and works of art, music and film, the lasting impact of their contributions on the development of thinking and innovation in the twentieth, and even twenty-first, centuries. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 297
SPECIAL TOPICS IN GERMAN
Undergraduate
See schedule for current offerings.

GER 298
STUDY ABROAD
Undergraduate
Variable credit.
GER 301
INTRODUCTION TO GERMAN LITERATURE I: FROM ORIGINS TO 1600
Undergraduate
The modern understanding of the German nation has its origins in a number of tribes that emerged from southern Scandinavia and northern Germany before the Common Era. This course will trace the development of “Germany” (a term that was not commonly used until the 1500s) in the Medieval period and into the 16th century, when Martin Luther and his 95 Theses initiated the movement that would later be known as the Protestant Reformation. In the exploration of this history, and of the evolution of the German language, students will read representative works of literature which will question the category of literature altogether. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 302
INTRODUCTION TO GERMAN LITERATURE II: FROM 1600-1850
Undergraduate
Literature from 1600-1850. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 303
INTRODUCTION TO GERMAN LITERATURE III: FROM 1850 TO PRESENT
Undergraduate
Literature from 1850 to the present. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 304
GERMAN DRAMA
Undergraduate
This course is designed to familiarize students with some of the outstanding dramas written in German speaking countries during the last half century. At their first performances in the 60s, the first two dramas ignited hot public debates on account of their weighty topics, science and ethics, or science as power, more precisely, political power: “What do scientific discoverers do when they feel responsibility towards the world?” Towards the end of the 20th century, and with the rise of critical feminist thought, the fierce satirical drama of the Nobel Prize winning Austrian playwright Elfriede Jelinek on science, and the power games of gender garners attention. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 305
GERMAN PROSE
Undergraduate
Topics include: prose from 1600 to Goethe; from the Romantic to the Realistic periods; prose of the 20th century. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 306
THE NOVELLE
Undergraduate
From Goethe to Grass. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 307
GERMAN POETRY
Undergraduate
Topics include: from the Baroque to Holderlin; from Romanticism to the present. GER 106 or equivalent, including placement test or permission of instructor, is recommended.
GER 308
GOETHE'S FAUST
Undergraduate
This course explores one of the great, canonical works of German literature, Goethe's peculiar and provocative interpretation of the legendary figure of Dr. Faustus. By spending an entire quarter with this one text, students have time to gain a thorough appreciation for its depth, complexity, and poetic excellence. Classroom discussions and student papers will focus in part on a close reading of the text in its various dimensions: characterization, motivation, plot-structure and plot-development, poetic form (meter and rhyme), and poetic imagery (metaphors, similes, etc.). Students will also examine the philosophical questions raised by Faust and Mephisto's rich and probing dialogues and also consider the larger cultural and historical significance of Goethe's Faust. In addition to reading and writing, students will also practice their oral proficiency through classroom discussions, a presentation, and a recitation. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 309
GERMAN CIVILIZATION I
Undergraduate
The rise and fall of the "Holy Roman Empire": Social, intellectual and artistic background of Germany from its origins to 1871. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 310
GERMAN CIVILIZATION II
Undergraduate
Social, intellectual and artistic developments in Germany from unification in 1871 to reunification in 1990. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 311
GERMAN CIVILIZATION III
Undergraduate
"German Civilization III" examines the many facets of contemporary Germany and Austria. Students learn about current events via German-language popular culture, politics, the arts, and business, and engage with several media (internet, television, film, print) to understand the happenings of the German-speaking world in the present day. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 312
GERMAN INTELLECTUAL HISTORY
Undergraduate
This course is designed to introduce the student to some of the most powerful and influential German thinkers in Western civilization of the 19th and 20th century, whose names are synonymous with revolutionary thinking, and whose philosophies have deeply shaped the Weltanschauung of 20th century man. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 313
TURN OF THE CENTURY VIENNA
Undergraduate
A world center of modern art and thought: Freud, Wittgenstein, Klimt, Kokoschka, Kafka, Shoenberg. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 314
BERLIN AND THE GOLDEN TWENTIES
Undergraduate
Berlin in the 1920s was a place characterized by a number of contradictions: the legion suffering of returning soldiers after the First World War contrasted with the speed and frivolity of the modern metropolis; the final moments of the German monarchy and a burgeoning, albeit tenuous, republican government; and an ever-growing tension between liberalism, both political and personal, and an increasingly radical political Right. In many ways, the Berlin of these "Golden Twenties" is inseparable from the Weimar Republic; as the geographical and intellectual center for this new government, Berlin bore firsthand witness to the numerous political crises that marked this short, and ultimately doomed, political experiment between 1918 and 1933. Further, Weimar culture was defined by its staggering creative production in all fields -- art, theater, literature, philosophy, architecture, science, and technology -- and in turn, Berlin functioned as the setting for a multitude of intellectual meetings and intersections. This will contextualize the Weimar Republic in postwar Europe, discuss the political crises that plagued Germany's young democracy, and explore some of the major cultural players in this great metropolis of the early twentieth century. GER 106 or equivalent, including placement test or permission of instructor, is recommended.
GER 315
LITERATURE AFTER 1945 (EAST AND WEST)
Undergraduate
Reconstruction of German literature and coming to terms with the past: "Gruppe 47", Grass, Boell, Enzensberger. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 316
LITERATURE OF THE WEIMAR YEARS
Undergraduate
Mann, Hesse, Kafka, Brecht. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 317
WOMEN WRITERS OF GERMAN EXPRESSION
Undergraduate
Studies in literature and social issues from all periods of German, Austrian and Swiss history. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 319
MULTICULTURAL CONTEMPORARY WRITERS
Undergraduate
Focus on the critical bicultural awareness of immigrant writers of German expression whose original language is not German. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 320
ADVANCED COMMERCIAL GERMAN
Undergraduate
This course will approach the concept of Geschäftsdeutsch on two levels: first with an examination of Germany, Austria, the European Union, and the German industry and economy, and second, with an exploration of the German professional world (i.e. the processes involved in searching, applying, and interviewing for an internship or employment in a German speaking country). Students will practice what we learn in class through role playing, skits, writing example letters, resumes, and CVs, etc. A number of guest speakers from the German business community in Chicago are possible. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 321
TRANSLATION
Undergraduate
The primary objective of this course is to immerse the student in the process of translation from German into English (and to a lesser extent from English into German) to successfully complete a variety of translation projects for professional, academic, artistic, or personal purposes, thus equipping the students with proficiency in translating at an advanced level. Through various translation assignments, students will be able to review German grammar, work within different registers and learn appropriate vocabulary, expand their reading and writing in German while developing a sense of responsibility for the text translated. This course will present a survey of translation theory, particularly as it relates to Germany, and probe the usefulness of technology. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 329
THE GERMAN FILM
Undergraduate
The "German National Cinema" has changed nearly as much as the face of the German nation itself over the course of the twentieth century. Films made in the various "Germanies" in the past hundred years are a reflection of, and reaction to, the political, social, and artistic climates confronting German-speaking filmmakers. Students will investigate the motivations surrounding the production of certain historically significant films, as well as the messages that were conveyed to the contemporary audience through the cinema of the period. GER 106 or equivalent, including placement test or permission of instructor, is recommended.

GER 351
GERMAN PHONOLOGY AND PHONETICS
Undergraduate
An in-depth study of the language's sound system and intensive pronunciation practice. GER 106 or equivalent, including placement test or permission of instructor, is recommended.
GER 395
FOREIGN LANGUAGES ACROSS THE CURRICULUM
Undergraduate
The two credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in German. Students must have the equivalent of 106 or higher ability in German to take this two credit component. Please contact the Department of Modern Languages if you have questions about this course or about language placement.

GER 397
SPECIAL TOPICS IN GERMAN
Undergraduate
See schedule for current offerings.

GER 398
STUDY ABROAD
Undergraduate
Variable credit.

GER 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

GER 401
INTRODUCTION TO GERMAN LITERATURE I: FROM ORIGINS TO 1600
Graduate
The concept of "Germany" as we understand it today has not always existed in its current incarnation. Our modern understanding of the German nation has its origins in a number of tribes that emerged from southern Scandanavia and northern Germany before the Common Era. It was not until the reign of Charlemagne in the eighth and early ninth centuries that the process of uniting most of the Germanic provinces was completed under the Carolingian Empire, which was later to be absorbed into the Holy Roman Empire. Our course will trace these developments, as well as that of "Germany? (indeed a term that was not commonly used until the 1500s) in the Medieval period and into the 16th century, when Martin Luther and his 95 Theses initiated the movement that would later be known as the Protestant Reformation. In our exploration of this history, and of the evolution of the German language, we will read representative works of literature that help us to understand the traditions, attitudes, and mindsets of Germanic peoples in their respective eras. Indeed, we will question the category of literature altogether, as many of the earliest examples of written text in Germanic languages are departures from our understanding of what constitutes literature today.

GER 402
INTRODUCTION TO GERMAN LITERATURE II: FROM 1600 - 1850
Graduate
Literature from 1600-1850.

GER 403
INTRODUCTION TO GERMAN LITERATURE III: FROM 1850 TO PRESENT
Graduate
Literature from 1850 to the present.

GER 404
GERMAN DRAMA
Graduate
This course is designed to familiarize students with some of the outstanding dramas written in German speaking countries during the last half century. At their first performances in the 60s, the first two dramas ignited hot public debates on account of their weighty topics, science and ethics, or science as power, more precisely, political power: "What do scientific discoverers do when they feel responsibility towards the world?" Towards the end of the 20th century, and with the rise of critical feminist thought, the fierce satirical drama of the Nobel Prize winning Austrian playwright Elfriede Jelinek on science, and the power games of gender garners attention.
GER 405  
GERMAN PROSE  
Graduate  
Topics include: prose from 1600 to Goethe; from the Romantic to the Realistic periods; prose of the 20th century.

GER 406  
THE NOVELLE  
Graduate  
From Goethe to Grass.

GER 407  
GERMAN POETRY  
Graduate  
Topics include: from the Baroque to Holderlin; from Romanticism to the present.

GER 408  
GOETHE’S FAUST  
Graduate  
This course explores one of the great, canonical works of German literature, Goethe's peculiar and provocative interpretation of the legendary figure of Dr. Faustus. By spending an entire quarter with this one text, students have time to gain a thorough appreciation for its depth, complexity, and poetic excellence. Classroom discussions and student papers will focus in part on a close reading of the text in its various dimensions: characterization, motivation, plot-structure and plot-development, poetic form (meter and rhyme), and poetic imagery (metaphors, similes, etc.). Students will also examine the philosophical questions raised by Faust and Mephisto's rich and probing dialogues and also consider the larger cultural and historical significance of Goethe's Faust. In addition to reading and writing, students will also practice their oral proficiency through classroom discussions, a presentation, and a recitation.

GER 409  
GERMAN CIVILIZATION I  
Graduate  
The rise and fall of the "Holy Roman Empire": Social, intellectual and artistic background of Germany from its origins to 1871.

GER 410  
GERMAN CIVILIZATION II  
Graduate  
Social, intellectual and artistic developments in Germany from unification in 1871 to reunification in 1990.

GER 411  
GERMAN CIVILIZATION III  
Graduate  
Contemporary Germany. Cross-listed with GER 311.

GER 412  
GERMAN INTELLECTUAL HISTORY  
Graduate  
This course is designed to introduce the student to some of the most powerful and influential German thinkers in Western civilization of the 19th and 20th century, whose names are synonymous with revolutionary thinking, and whose philosophies have deeply shaped the Weltanschauung of 20th century man.

GER 413  
TURN OF THE CENTURY VIENNA  
Graduate  
GER 414
BERLIN AND THE GOLDEN TWENTIES
Graduate

Berlin in the 1920s was a place characterized by a number of contradictions: the legion suffering of returning soldiers after the First World War contrasted with the speed and frivolity of the modern metropolis; the final moments of the German monarchy and a burgeoning, albeit tenuous, republican government; and an ever-growing tension between liberalism, both political and personal, and an increasingly radical political Right. In many ways, the Berlin of these "Golden Twenties" is inseparable from the Weimar Republic; as the geographical and intellectual center for this new government, Berlin bore firsthand witness to the numerous political crises that marked this short, and ultimately doomed, political experiment between 1918 and 1933. Further, Weimar culture was defined by its staggering creative production in all fields -- art, theater, literature, philosophy, architecture, science, and technology -- and in turn, Berlin functioned as the setting for a multitude of intellectual meetings and intersections. This course will contextualize the Weimar Republic in postwar Europe, discuss the political crises that plagued Germany's young democracy, and explore some of the major cultural players in this great metropolis of the early twentieth century.

GER 415
LITERATURE AFTER 1945 (EAST AND WEST)
Graduate

Reconstruction of German literature and coming to terms with the past: "Gruppe 47", Grass, Boell, Enzensberger.

GER 416
LITERATURE OF THE WEIMAR YEARS
Graduate

Mann, Hesse, Kafka, Brecht.

GER 417
WOMEN WRITERS OF GERMAN EXPRESSION
Graduate

Studies in literature and social issues from all periods of German, Austrian and Swiss history.

GER 419
MULTICULTURAL CONTEMPORARY WRITERS
Graduate

Focus on the critical bicultural awareness of immigrant writers of German expression whose original language is not German.

GER 420
ADVANCED COMMERCIAL GERMAN
Graduate

This course will approach the concept of Geschäftsdeutsch on two levels: first with an examination of Germany, Austria, the European Union, and the German industry and economy, and second, with an exploration of the German professional world (i.e. the processes involved in searching, applying, and interviewing for an internship or employment in a German speaking country). Students will practice what through role playing, skits, writing example letters, resumes, and CVs, etc. A number of guest speakers from the German business community in Chicago are possible.

GER 421
TRANSLATION
Graduate

The primary objective of this course is to immerse the student in the process of translation from German into English (and to a lesser extent from English into German) to successfully complete a variety of translation projects for professional, academic, artistic, or personal purposes, thus equipping the students with proficiency in translating at an advanced level. Through various translation assignments, students will be able to review German grammar, work within different registers and learn appropriate vocabulary, expand their reading and writing in German while developing a sense of responsibility for the text translated. This course will present a survey of translation theory, particularly as it relates to Germany, and probe the usefulness of technology.
GER 429
THE GERMAN FILM
Graduate
The “German National Cinema” has changed nearly as much as the face of the German nation itself over the course of the twentieth century. Films made in the various “Germanies” in the past hundred years are a reflection of, and reaction to, the political, social, and artistic climates confronting German-speaking filmmakers. Students will investigate the motivations surrounding the production of certain historically significant films, as well as the messages that were conveyed to the contemporary audience through the cinema of the period.

GER 451
GERMAN PHONOLOGY AND PHONETICS
Graduate
An in-depth study of the language's sound system and intensive pronunciation practice. Cross listed with GER 351.

GER 496
PRACTICUM IN GERMAN INSTRUCTION
Graduate
Supervised practice in language instruction, paired with a mentor instructor in a beginning or intermediate language course. Students observe a class, teach a lesson or lessons, assist in assessment and lesson planning, and complete individualized assignments to develop their skills as classroom language instructors. Repeatable.

GER 497
SPECIAL TOPICS IN GERMAN
Graduate
See schedule for current offerings.

GER 498
STUDY ABROAD
Graduate
Variable credit.

GER 499
INDEPENDENT STUDY
Graduate
Variable credit.

GPH 205
HISTORICAL FOUNDATIONS OF VISUAL TECHNOLOGY
Undergraduate
This course is a survey of the development, application and meaning of visual technologies in a wide range of world cultures from pre-history to the present. It traces the unique intersection of mathematics and physical culture that marks design science, as it has been realized in a variety of human societies. The course includes works of art that emphasize those mathematical and geometric elements that are antecedent to contemporary graphic technology.

GPH 211
PERCEPTUAL PRINCIPLES FOR DIGITAL ENVIRONMENTS I
Undergraduate
An introduction to the visual, non-verbal principles incorporated in the effective presentation of on-screen environments. This course emphasizes the use of two-dimensional elements and their organization.

GPH 212
PERCEPTUAL PRINCIPLES FOR DIGITAL ENVIRONMENTS II
Undergraduate
Further experience with the visual, non-verbal principles incorporated in effective presentation of on-screen environments. This course emphasizes the use of three-dimensional elements, spaces and their organization. PREREQUISITE(S): ART 105, GD 105, GPH 211 or HCI 402.
GPH 213
PERCEPTUAL PRINCIPLES FOR DIGITAL ENVIRONMENTS III
Undergraduate
An introduction to the visual and communication principles for the structure and organization of time-based digital environments. Introduction to standard 2D animation software applications. PREREQUISITE(S): GPH 211 or GD 105 or equivalent

GPH 250
DIGITAL MODELING I
Undergraduate
Introduction to 3D object modeling with an emphasis on visual applications and prototype design. Students will work with basic spatial operations in surface modeling and CAD interfaces and will produce an original object from pattern with computer-aided manufacture. Prerequisite: GPH 212

GPH 255
HAND PROTOTYPING FOR GRAPHIC VISUALIZATION
Undergraduate
Paper prototyping techniques for pre-screen image design including form rendering, rapid visualization, descriptive geometry, and iconographic diagramming. Students will work from initial sketch versions through client presentation. PREREQUISITE(S): ART 106 and (GPH 211 or GD 105)

GPH 259
DESIGN GEOMETRY
Undergraduate
An historical and practical introduction to the visual applications of geometry. This CAD-based survey covers constructive geometry, surface symmetry, projective geometry, polyhedrons and spheroids through the discussion of historical precedents and practicum exercises.

GPH 269
GRAPHIC GEOMETRIES
Undergraduate
An historical and practical introduction to the visual applications of geometry. This CAD-based survey covers constructive geometry, surface symmetry, projective geometry, polyhedrons and spheroids through the discussion of historical precedents and practicum exercises.

Graduate standing is a prerequisite for this class.

GPH 279
SCIENCE AND DESIGN OF SUNDIALS
Undergraduate
This course explores ancient and early modern understanding of the cosmos and how this was successfully modeled into the sundial. About half of the course lectures are historical, while others explain the astronomy, geography and geometry used to design the dial. During lab sessions students design and create their own sundials.

GPH 321
COMPUTER GRAPHICS DEVELOPMENT I
Undergraduate
This course presents the fundamental mathematical foundations of graphics including an introduction to the basic geometric constructions of points, vectors, transformations, matrices and homogeneous coordinates. The course will explore applications of these mathematical techniques to rendering 3D scenes and lighting and shading surfaces in 3D. Advanced topics will include several key techniques from computational geometry such as the computation of object intersections and applications to rendering 3D scenes and object collisions. The focus of this course is on building the software from scratch rather than using a graphics application programming interface (API) so that students will gain a deeper understanding of the techniques they will be using in later courses through an API such as OpenGL or Direct3D. PREREQUISITE(S): CSC 300 or CSC 383 or CSC 393

GPH 325
SURVEY OF COMPUTER GRAPHICS
Undergraduate
(Formerly GPH 371) A survey of basic 3D techniques, including interaction of light and color. The relationship between visual effect and geometry. Visual effects of rendering, texturing and lighting algorithms. Procedurally based modeling and an introduction to procedural animation techniques. PREREQUISITE(S): CSC 212 or CSC 262 or IM 330
DePaul University  Autumn 2015-2016  Page 1636 of 2506
GPH 348
RIGGING FOR ANIMATION
Undergraduate
Readying 3D characters and other models for animation. Skeleton chains, joint orientations, and degrees of freedom. IK solvers, including single chains, rotation and splines. Methods for computing weights for skinning body and face, including semi-automated approaches. Considerations for mechanical objects, animals and low-polygon models. PREREQUISITE(S): GPH 338 or ANI 201

GPH 350
DIGITAL MODELING II
Undergraduate
Advanced experience in object modeling and prototype design. Students will work with more sophisticated form relationships, reverse engineering and textures, and will produce an original object from slicing with computer-aided manufacture. PREREQUISITE(S): GPH 250.

GPH 355
3D SCRIPTING FOR ANIMATORS
Undergraduate
This is an introductory course in scripting for a 3D production environment. Students will learn and apply basic programming concepts in order to improve the productivity of animators and modelers. Using script, we will automate repetitive tasks, customize the interface, and create new tools. Students will gain a fundamental understanding of how a 3D animation package functions behind the interface. Prerequisites: ANI 230 or GPH 338

GPH 358
COMPUTER GRAPHICS AUTOMATION
Undergraduate
Covers the use of scripting and other automation techniques to generate computer graphics and animation. Emphasis on the benefits and differences of scripting languages compared to conventional graphics programming. Using commercially available scripting environments, students will generate rich, interesting graphics and animations that would not be possible with the conventional user interface. PREREQUISITE(S): IM 330 or CSC 212 or CSC 262 or GPH 355 or CSC 242.

GPH 360
MODELING SPACES
Undergraduate
The digital design and modeling of environmental spaces with attention to human use parameters. PREREQUISITE(S): GPH 250.

GPH 372
PRINCIPLES OF COMPUTER ANIMATION
Undergraduate
(Formerly CSC 372) This course will cover a range of topics in introductory 3D Computer Animation. Topics covered will include key framing, interpolation, hierarchies, inverse kinematics, particle systems, and the basics of physically based simulation and modeling. PREREQUISITE(S): GPH 329.

GPH 374
COMPUTER GAMES
Undergraduate
(Formerly CSC 374) (Cross-listed with CSC 574) Concept and character development, storyboarding, prototyping, testing and implementation. Interaction techniques. Optimization of lighting and texturing. Discussion of relevant hardware and peripherals. PREREQUISITE(S): GPH 329.

GPH 375
ADVANCED GRAPHICS DEVELOPMENT
Undergraduate
(Formerly CSC 375) Survey of standards and current modular technology for 2D and 3D graphics software development. Use of software development toolkits to create “plug-ins” and other modularly organized functionality enhancements for selected commercially available graphics packages. PREREQUISITE(S): GPH 329 or permission of instructor.
GPH 376
ARTIFICIAL INTELLIGENCE IN COMPUTER GAMES
Undergraduate
The course introduces Artificial Intelligence (AI) topics applied to computer games. No previous knowledge of AI will be assumed. The course concentrates on development of applications that guide game objects in 2D (3D) space. Basic AI architectures and techniques are introduced. Implementation of a game AI engine will be discussed. PREREQUISITE(S): GPH 374.

GPH 380
VISUALIZATION
Undergraduate
An in depth introduction to a wide range of visualization techniques focusing on medical and scientific applications. Introduction to programming using a visualization package, use of color for feature extraction and enhancement, false color mapping techniques, reconstruction techniques, iso surface generation, stream lines and ribbons, spatial set operations and projections of higher-dimensional data sets. Prerequisite(s): GPH 325

GPH 387
FORENSIC ANIMATION
Undergraduate
Techniques and issues in forensic animation. Application of modeling and rendering to the recreation of time-based events for legal purposes. Survey of research and interview techniques. Demonstrative recreation and physically-based recreation. Issues of accuracy, verification, certification and ethics. Students research and recreate an event with forensic value. Possible project areas include motor vehicle incidents, aviation events, product liability, medicine, and trademark infringement. Prerequisites: GPH 338 or ANI 231

GPH 388
PRODUCTION PIPELINE TECHNIQUES
Undergraduate
An essential aspect of CGI is the skill to effectively manage data for an entire show, and to know how to monitor renders and image processes with the end result of assembling the finished animation. Students taking this course will gain hands-on experience in render queue management, automated file/image processing and manipulation, disk resource management, data archiving, conversion of outside vendor media and scripting tools to automatic common tasks and improve workflow. Students will work in teams to complete large-scale asset management and rendering projects. Prerequisites: CSC 212 or CSC 262

GPH 389
REAL-TIME GRAPHICS TECHNIQUES
Undergraduate
This course will cover the basic algorithms and techniques used in today's real-time graphics systems. Topics will include the following: an introduction to computational geometry including computation with polygonal meshes. Alternate scene representations for efficient geometry culling, including BSP trees and oct-trees. Bounding volume hierarchies, box-trees and R-trees, and application to geometry culling. Programmable graphics hardware and its applications to geometric deformations and surface rendering. PREREQUISITE(S): GPH 329

GPH 390
TOPICS IN GRAPHICS
Undergraduate
Description: May be repeated for credit. PREREQUISITE(S): Permission of Instructor

GPH 395
COMPUTER GRAPHICS SENIOR PROJECT
Undergraduate
A group project involving analysis, design, creation, implementation and testing of a large project such as an animation, an interactive multimedia presentation or a video game. Portfolio creation and critique. Discussion of strategies for graduate school and the job market. PREREQUISITE(S): GPH 338 or GPH 372.

GPH 399
INDEPENDENT STUDY
Undergraduate
Variable credit. PREREQUISITE(S): Consent of dean.
GPH 425
SURVEY OF COMPUTER GRAPHICS
Graduate
Expression of visual intent through geometry and procedure. A survey of basic 3D techniques, including interaction of light and color. Visual effects of rendering, texturing, and lighting algorithms. Procedural modeling techniques and an introduction to procedurally-based texturing and animation. PREREQUISITE(S): CSC 212 or CSC 262.

GPH 436
FUNDAMENTALS OF COMPUTER GRAPHICS
Graduate
An accelerated introduction to the graphics development environments and to graphical programming. Provides an in depth discussion of the basic mathematical language of computer graphics: vectors, transformations, homogeneous coordinates and their associated data structures. Advanced topics will include sampling theory and interpolation. Also provides a basic introduction to industry standards in graphics development, including specifying transformations and viewing parameters. PREREQUISITE(S): CSC 393 and MAT 150.

GPH 438
COMPUTER ANIMATION SURVEY
Graduate
Survey of methods used in computer animation. This course uses commercially available software packages to teach techniques for animation and digital video production. The techniques covered include storyboarding, key frame animation, audio and video editing. PREREQUISITE(S): GPH 425 or GPH 469.

GPH 448
COMPUTER GRAPHICS SCRIPTING
Graduate
Covers the use of scripting to generate computer graphics and animation. Emphasis on the benefits and differences of scripting languages compared to conventional graphics programming. Using commercially available scripting environments, students will generate complex graphics and animations that would not be possible with the conventional user interface. PREREQUISITE(S): GPH 438.

GPH 450
DIGITAL MODELING I
Graduate
Introduction to 3D object modeling with an emphasis on visual applications and prototype design. Students will work with basic spatial operations in surface modeling and CAD interfaces and will produce an original object from pattern with computer-aided manufacture. PREREQUISITE(S): HCI 470

GPH 469
COMPUTER GRAPHICS DEVELOPMENT
Graduate
Basic graphics architecture. Coordinate systems. Three-dimensional representations and transformations. Simple visible-surface algorithms. Introduction to illumination, Gouraud and Phong shading. Antialiasing. Texture mapping and elements of animation. Students create a graphics package using a high-level graphics API such as OpenGL. PREREQUISITE(S): CSC 461 and GAM 425

GPH 487
FORENSIC ANIMATION
Graduate
Techniques and issues in forensic animation. Application of modeling and rendering to the recreation of time-based events for legal purposes. Survey of research and interview techniques. Demonstrative recreation and physically-based recreation. Issues of accuracy, verification, certification and ethics. Students research and recreate an event with forensic value. Possible project areas include motor vehicle incidents, aviation events, product liability, medicine, and trademark infringement.

GPH 536
SMOOTH SURFACE MODELING FOR GRAPHICS AND ANIMATION
Graduate
GPH 538
RIGGING FOR ANIMATION
Graduate
Readying 3D characters and other models for animation. Skeleton chains, joint orientations, and degrees of freedom. IK solvers, including single chains, rotation and splines. Methods for computing weights for skinning body and face, including semi-automated approaches. Considerations for mechanical objects, animals and low-polygon models. PREREQUISITE(S): GPH 438

GPH 539
ADVANCED RENDERING TECHNIQUES
Graduate
An in-depth examination of texturing techniques for highly realistic computer generated imagery. Design and implementation of layered textures to produce realistic dirt and aged surfaces. Cost analysis of advanced illumination and reflectance models, including environment and shadow mapping, and ambient occlusion. Procedural texturing including pattern generation and the application of noise to produce organic surfaces. Shader development using an industry standard. Prototyping for both offline and real-time rendering environments. Students work in teams to produce convincingly organic environments. PREREQUISITE(S): GPH 425 or GPH 436 or (ANI 439 and GPH 355)

GPH 540
PROCEDURAL SHADING
Graduate
Procedural pattern generation, creating patterns such as marble and wood with noise. Moving beyond the Phong Illumination model: Gaussian distributions and the Ward anisotropic model, BRDFs. Non-photorealistic rendering techniques such as “toon” shading and painterly techniques. PREREQUISITE(S): GPH 539

GPH 541
ADVANCED LIGHTING TECHNIQUES
Graduate
Simple local models such as Phong, extensions to Phong (HDRI), ray-traced lighting and shadows, soft shadow generation using shadow maps, radiosity for producing ambient lighting and photon mapping for calculating realistic refracted light. Theory, lighting features supported, efficiency, and practical considerations for choosing the model in production. PREREQUISITE(S): GPH 539

GPH 560
MODELING SPACES
Graduate
The digital design and modeling of environmental spaces with attention to human use parameters. PREREQUISITE(S): any GPH 400-level course or consent of instructor.

GPH 565
DESIGNING FOR VISUALIZATION
Graduate
Sources of graphical integrity and sophistication. Data-Ink maximization. Data density. The use of color to enhance features in data sets and the communication of information. Effective use of space and time. Use of 3D techniques to display multi-dimensional data. The use of isosurfaces and volumetric techniques to display features of data sets. Students will use a programmable system to produce their visualizations and will learn how to use procedural techniques to express graphical intent. (Only one of GPH 570 and GPH 565 may be taken for credit) Prerequisite(s): GPH 448 and HCI 470

GPH 570
VISUALIZATION
Graduate
(Formerly CSC 570) Reconstruction techniques. Voxel classification and isosurface generation. Spatial set operations. Projections of higher-dimensional data sets. Data feature enhancement. False color mapping. Survey of applications in science, engineering and medicine. PREREQUISITE(S): GPH 469.

GPH 572
PRINCIPLES OF COMPUTER ANIMATION
Graduate
(Formerly CSC 572) This course will cover a range of topics in introductory 3D Computer Animation. Topics covered will include key framing, interpolation, hierarchies, inverse kinematics, particle systems, and the basics of physically based simulation and modeling. PREREQUISITE(S): GPH 469.
GPH 574
COMPUTER GAMES
Graduate
(Formerly CSC 574) Concept and character development, storyboarding, prototyping, testing and implementation. Interaction techniques. Optimization of lighting and texturing. Discussion of relevant hardware and peripherals. PREREQUISITE(S): GPH 469.

GPH 575
ADVANCED GRAPHICS DEVELOPMENT
Graduate
Survey of standards and current modular technology for 2D and 3D graphics software development. Use of software development toolkits to create "plug-ins" and other modularly organized functionality enhancements for selected commercially available graphics packages. PREREQUISITE(S): GPH 448 and GPH 469.

GPH 576
ARTIFICIAL INTELLIGENCE IN COMPUTER GAMES
Graduate
The course introduces Artificial Intelligence (AI) topics applied to computer games. No previous knowledge of AI will be assumed. The course concentrates on development of applications that guide game objects in 2D (3D) space. Basic AI architectures and techniques are introduced. Implementation of a game AI engine will be discussed. Prerequisites: GPH 469

GPH 580
HARDWARE SHADING TECHNIQUES
Graduate
This class explores the current trends in programmable computer graphics hardware. Modern graphics processing units (GPU's) are becoming increasingly powerful and fully programmable parallel processing units. They make extremely sophisticated effects in computer graphics, such as shadows, displacement maps, skinning, motion blur, reflections and refractions, possible in real-time scenes. In addition these increasingly general programmable units are being used for far more general computing problems from traditional searching and sorting algorithms to computational problems in physics such as the diffusion equation and fluid flow. In this course we will explore the applications of hardware shading to computer graphics, including advanced lighting, shading and surface effects. As time allows, we will explore other applications such as physics and computer science. Prerequisites: GPH 469

GPH 595
TOPICS IN GRAPHICS
Graduate
May be repeated for credit. PREREQUISITE(S): Permission of instructor.

GRK 101
BASIC CLASSICAL GREEK I
Undergraduate
Basic Classical Greek 101 is the first ancient Greek reading course. It introduces students to the basics of the language of the ancient Athenians, Attic Greek, which includes the Greek alphabet, pronunciation and the beginnings of Greek grammar. Students will begin to develop reading and writing skills as they encounter small passages of ancient Greek text, the standard method for learning this ancient tongue being partly memorization and partly language immersion. Students will be expected to read through small passages of ancient Greek, but not without assistance. This course focuses primarily on syntax, grammar and memorization of paradigms, yet students also translate ancient Greek as they proceed, learning rudiments of the language as well as cultural aspects of the ancient Greeks at varying epochs.

GRK 102
BASIC CLASSICAL GREEK II
Undergraduate
Basic Classical Greek 102 is the second ancient Greek reading course. It introduces students to the basics of the language of the ancient Athenians, Attic Greek, which includes the Greek alphabet, pronunciation and the beginnings of Greek grammar. Students will begin to develop reading and writing skills as they encounter small passages of ancient Greek text, the standard method for learning this ancient tongue being partly memorization and partly language immersion. Students will be expected to read through small passages of ancient Greek, but not without assistance. This course focuses primarily on syntax, grammar and memorization of paradigms, yet students also translate ancient Greek as they proceed, learning rudiments of the language as well as cultural aspects of the ancient Greeks at varying epochs.
GRK 103
BASIC CLASSICAL GREEK III
Undergraduate
Basic Classical Greek 103 is the third ancient Greek reading course. It introduces students to the basics of the language of the ancient Athenians, Attic Greek, which includes the Greek alphabet, pronunciation and the beginnings of Greek grammar. Students will begin to develop reading and writing skills as they encounter small passages of ancient Greek text, the standard method for learning this ancient tongue being partly memorization and partly language immersion. Students will be expected to read through small passages of ancient Greek, but not without assistance. This course focuses primarily on syntax, grammar and memorization of paradigms, yet students also translate ancient Greek as they proceed, learning rudiments of the language as well as cultural aspects of the ancient Greeks at varying epochs.

GRK 104
INTERMEDIATE CLASSICAL GREEK I
Undergraduate
Intermediate Ancient Greek is an introduction to ancient Greek poetry. This course will give students a review of grammar and forms along with reading exercises. Students concentrate on reading large sections of text in an effort to derive meaning and historical significance from the meter and the meaning of the ancient language. Continued drill on forms and reading for comprehension are the tools used by students. Students will be expected to read through passages of ancient Greek with relative dexterity, and they will begin to parse through the texts in class in order to inculcate the skills of navigating entire texts. Students begin to develop affinity for specific authors from the poetic tradition of the ancient Greeks. They shall have the opportunity to choose a specific work or poet in order to gain at least an introductory exposure to what may become their unique interest in the ancient world. This course emphasizes the completion of poems in order that the student becomes more comfortable with the ancient language. This course is a must for students of history, especially that of the western tradition, and it is imperative for the student interested in remaining capable of translating even the simplest ancient Greek passages. Greek 103 or equivalent, including placement test or permission of instructor, is recommended.

GRK 105
INTERMEDIATE CLASSICAL GREEK II
Undergraduate
Intermediate Ancient Greek is an introduction to ancient Greek poetry. This course will give students a review of grammar and forms along with reading exercises. Students concentrate on reading large sections of text in an effort to derive meaning and historical significance from the meter and the meaning of the ancient language. Continued drill on forms and reading for comprehension are the tools used by students. Students will be expected to read through passages of ancient Greek with relative dexterity, and they will begin to parse through the texts in class in order to inculcate the skills of navigating entire texts. Students begin to develop affinity for specific authors from the poetic tradition of the ancient Greeks. They shall have the opportunity to choose a specific work or poet in order to gain at least an introductory exposure to what may become their unique interest in the ancient world. This course emphasizes the completion of poems in order that the student becomes more comfortable with the ancient language. This course is a must for students of history, especially that of the western tradition, and it is imperative for the student interested in remaining capable of translating even the simplest ancient Greek passages. Greek 104 or equivalent, including placement test or permission of instructor, is recommended.

GRK 106
INTERMEDIATE CLASSICAL GREEK III
Undergraduate
Intermediate Ancient Greek is an introduction to ancient Greek poetry. This course will give students a review of grammar and forms along with reading exercises. Students concentrate on reading large sections of text in an effort to derive meaning and historical significance from the meter and the meaning of the ancient language. Continued drill on forms and reading for comprehension are the tools used by students. Students will be expected to read through passages of ancient Greek with relative dexterity, and they will begin to parse through the texts in class in order to inculcate the skills of navigating entire texts. Students begin to develop affinity for specific authors from the poetic tradition of the ancient Greeks. They shall have the opportunity to choose a specific work or poet in order to gain at least an introductory exposure to what may become their unique interest in the ancient world. This course emphasizes the completion of poems in order that the student becomes more comfortable with the ancient language. This course is a must for students of history, especially that of the western tradition, and it is imperative for the student interested in remaining capable of translating even the simplest ancient Greek passages. Greek 105 or equivalent, including placement test or permission of instructor, is recommended.

GRK 197
SPECIAL TOPICS IN GREEK
Undergraduate
See schedule for current offerings.

GRK 198
STUDY ABROAD
Undergraduate
Variable credit.
GRK 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

GRK 297
SPECIAL TOPICS IN GREEK
Undergraduate
See schedule for current offerings.

GRK 298
STUDY ABROAD
Undergraduate
Variable credit.

GRK 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

GRK 395
FOREIGN LANGUAGES ACROSS THE CURRICULUM
Undergraduate
The two credit FLAC course allows students to enrich their experience in the co-required course primarily through added reading and writing activities in Ancient Greek. Students must have the equivalent of 106 or higher ability in Ancient Greek to take this two credit component. Please contact the Department of Modern Languages if you have questions about this course or about language placement.

GRK 397
SPECIAL TOPICS IN GREEK
Undergraduate
See schedule for current offerings.

GRK 398
STUDY ABROAD
Undergraduate
Variable credit.

GRK 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

GRK 497
SPECIAL TOPICS IN GREEK
Graduate
See schedule for current offerings.

GRK 498
STUDY ABROAD
Graduate
Variable credit.
GRK 499
INDEPENDENT STUDY
Graduate
Variable credit.

GSB 400
FOUNDATIONS OF QUANTITATIVE ANALYSIS
Graduate
This course provides basic instruction in mathematical and statistical methods as a foundation for GSB420 Applied Quantitative Analysis. This course will focus on strengthening algebra and calculus skills and provide a basic introduction to statistical methods.

GSB 420
APPLIED QUANTITATIVE ANALYSIS
Graduate
This course provides a comprehensive review of some basic mathematical and statistical methods and stresses their practical applications in business and economics. The course will equip the student with the quantitative skills required in the MBA program and will also provide a good foundation for addressing typical problems that arise in business. Additionally, the skills acquired in the course will also help the student prepare for the quantitative sections of professional exams, such as the CFA, the CPA and the CMA exams. This course will stress learning through applications/problem-solving using Excel and/or Minitab software for data analyses. However, the course must be analytical and theoretical to the extent that is necessary to develop a correct understanding of the topics presented. The topics covered in the course include relevant mathematical concepts: use of relevant functions and solving equations in unknowns, elementary calculus and graphing functions. It also focuses on relevant statistical concepts: probability theory, hypothesis testing, regression analysis and forecasting.

GSB 595
DEVELOPING SUSTAINABLE STRATEGIES: PRACTICUM
Graduate
This course is designed to integrate the concept of strategy development into the larger ecological economic context of serving market/society needs in a finite world. The goal of strategy in organizations has traditionally been defined as one of value maximization, from the shareholder perspective exclusively. But the role of strategy is to guide organizations in competitively defining and meeting market/society's needs. Sustainable strategies take into account multiple perspectives by engaging in practices - principally systems thinking - to pursue opportunities in meeting market/society's needs that are economically viable, socially just, and operate responsibly within the constraints of a finite ecology. Students will demonstrate the literacies required to develop sustainable strategies that take into account all facets of the business venture (marketing, finance, management, design, production and distribution/life cycle analysis.) One key question will shape the trajectory of the course: 'How does one develop a competitive sustainable strategy to serve some market/society need?' Therefore, the focus of this course is for the student to select a need, determine the sustainable economic system to develop and deliver the product/service, and write and present the 'business case.' The student will also articulate the values and vision - personally and organizationally - driving the strategy.

GSB 599
STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
Graduate
This capstone course views the impact of contemporary issues on corporate strategy. Competitive, cultural, social and ethical issues are examined within the context of a global business environment. The course content emphasizes identifying strategic alternatives, developing corporate and business strategies, and understanding the role of functional activities and organizational processes from a strategic viewpoint. The process of the course involves team interaction, problem-solving, group decision-making, written reports and oral presentations.

ACC 500, GSB 420, MGT 500, (MGT 502 or MGT 504), (ECO 509 or ECO 502), (ACC 555 or ACC 554), ECO 555, FIN 555, (MGT 555 or MGT 554) and MKT 555 are prerequisites for this class.

GSB 600
CANDIDACY CONTINUATION
Graduate
A non-credit registration that allows students to continue to use DePaul facilities such as the library, Career Development Center and the computer lab while not registered for credit-earning courses.
GSB 631
STRATEGIC FINANCIAL ANALYSIS
Graduate
This course is designed for all MBA students seeking to develop skills in strategic financial analysis. The course provides a deep, unabashed evaluation of corporate performance with a focus on traditional and cash-based measures, and strategic applications. Understanding the strengths and weaknesses of various types of financial analyses is a requirement for designing and developing business strategy, business execution systems, and understanding the performance of the company. Key managerial questions will be investigated in the course: When should a business grow? When is growth meaningless to investors? Why does an increase in net income, even over decades, still result in stock price drops? Why do companies report Return On Equity amidst abysmal stock returns? Why and when is stock price BAD for measuring managerial performance? Corporate managers today are plagued by these questions, leaving them to believe in market irrationality, or simply "the market doesn't understand my company". The course will be driven by actual review and evaluation of company financial statements, using several types of practical financial analysis methods and tools. The course provides deep insights into the world of investment analysis, corporate performance measurement, and strategic planning. This course will be useful for MBA candidates destined for higher levels of corporate management, management consulting, investment banking, equity research, or money management.

GSB 640
PROBLEMS IN ETHICS: ISSUES IN BUSINESS
Graduate
A seminar in business ethics that centers on theoretical, practical and pedagogical issues. Cross-listed with PHL 640. Offered variably.

GSB 650
RELIGIOUS ETHICS AND ECONOMICS
Graduate
This course will examine the thinking of social scientists, philosophers and theologians on the impact of religious values and institutions, on the origin and development of American capitalism and its relevance to contemporary business ethics. Cross-listed with PHL 650 and MLS 442. Offered variably.

GSB 793
INTERNSHIP
Graduate
This is a unique opportunity in which knowledge gained in the classroom can be applied to an actual business environment. The intern will be immersed in a stimulating environment with a pool of established resources in industry or government.

GSB 798
SPECIAL TOPICS
Graduate
Content and format of this course is variable. An in-depth study of current issues. Subject matter will be indicated in class schedule.

GSB 800
INTRODUCTION TO RESEARCH METHODS
Graduate
This course is designed to introduce incoming executive doctoral students to the fundamentals of research methods. The course will begin with an overview of why we do research, the scientific method and causal inference. Students will then learn about the different types of validity and threats to validity. Finally, students will get an overview of different empirical research methods, including surveys, experiments, and analysis of archival data and will discuss the validity trade-offs of these different research methods.

GSB 801
DESIGNING AND CONDUCTING EMPIRICAL RESEARCH STUDIES
Graduate
This course is designed to teach doctoral students how to design and conduct empirical research studies. The first part of the course will focus on practical aspects of research, such as how to identify a problem, develop a good research question, develop a theory and perform a comprehensive literature review. The second part of the course will build on topics discussed in the Introduction to Research Methods course and further explore the different empirical research methods available to answer business research questions. Specifically, students will learn how to design research studies using process simulations, case/field studies, interviews, focus groups and surveys, experiments, and time-series and cross-sectional archival data. Construct measurement will be emphasized throughout the course. Students will discuss research ethics, with a special emphasis on IRB training and how to ethically perform research using human participants.
GSB 802
STATISTICS IN BUSINESS RESEARCH
Graduate
This course presents the basics of using statistics in solving business problems and applications. Students will study several statistical methodologies, such as t-tests, ANOVA, correlation and simple regression analysis. A strong emphasis will be placed on understanding differences between different types of variables, when to use them, how to read them and interpret them. The course focuses on the selection, application, and interpretation of statistical techniques and requires SPSS statistical software to analyze data. Special importance will be given to topics of ethics in empirical research, data analysis and presentation.

GSB 803
APPLIED MULTIVARIATE STATISTICS
Graduate
This course equips students with the skills needed to analyze data for advanced research using selected statistical techniques such as factor analysis, discriminant analysis, cluster analysis, and structural equation modeling. It enables students to apply these statistical techniques to a variety of business areas and problems so students can gain an applications-guided understanding of the statistical theories presented. The class includes topics of model specification, significance determination, nonlinear transformations, residual analysis, normality assessment, and outlier analysis, plus more advanced topics including autocorrelation, multicollinearity, heteroscedasticity and extrapolation. Students will do individual and group projects both in labs and in take-home assignments. The course emphasizes the selection, application, and interpretation of statistical techniques and requires SPSS statistical software to analyze data.

GSB 804
FORECASTING AND PREDICTION
Graduate
In this course, students will study a variety of advanced statistical techniques, such as time series analysis, conjoint analysis, choice models and market diffusion models. The course topics include: autocorrelated data analysis, Box-Jenkins models (autoregressive, moving average, and autoregressive moving average models), analysis of seasonality, forecasting evaluation and diagnostics checking. Students will learn how to set up a conjoint experiment and apply it to setting prices and predicting sales. This course will also discuss approaches to modeling consumer choice behavior, such as logit and nested logit models, and study the relation between consumer choices and price, promotion, advertising, and product innovations and characteristics. All these techniques will be used as tools to predict product diffusion, market shares, and likelihood to purchase. Several datasets will be generated to help with analyzing real life prediction simulations. Students will also review and analyze significant academic publications presenting forecasting and predictive research projects. Learning these statistical methods will be assessed in individual and group exercises, simulation and predictive experiments.

GSB 805
ANALYSIS OF BIG DATA
Graduate
Every day, businesses generate huge amounts of data, often referred to as “big data”. This course presents an overview of current methodologies to analyze big amounts of data. The focus is on planning the stages of the big data analysis and on developing presentation reports for upper management, investors and media. Students will learn how to use statistical methods for big data analytics, such as similarity search, decision trees, association rules, and text analytics. Application of the models will be presented in popular domains such as Web and social media analytics, text mining, community discovery, and health informatics. A part of the course is devoted to the public Cloud as a resource for big data analytics. Students will do a group project on a current business problem and show what statistic technique they used for analysis, how they performed the analysis and then make a final presentation of the results, using the Cloud.

GSB 806
INSTITUTIONAL AND ACADEMIC RESEARCH DISSEMINATION
Graduate
With every project, analysis, business inquiry or research question, new knowledge is generated. In this course, students will discuss ways to create and disseminate this new knowledge both inside a business organization and outside, in the academic and trade media. Students will study how to develop a program of research to gather and create knowledge within various domains of theory and practice. Further, a special focus will be placed on how to position the results of empirical analyses and on how to write for a variety of publishing avenues, such as white papers, academic research journals, or trade publications. Students will be exposed to research on effective writing and will investigate the processes of disseminating the new knowledge for corporate approval and for research funding.
LEADING ORGANIZATIONS THROUGH PEOPLE

This seminar is designed to develop foundational knowledge of leadership and related but broader organizational behavior research. Students will draw heavily on primary social and organizational psychology theories including, but not limited to: implicit person, attribution, social comparison, social exchange, attention, pro-social motivation, expectancy, goal-setting, job characteristics, and role theories. Students will examine how these fundamental theories shape the context of people, groups and organizations through primary organizational behavior domains including individual differences, motivation, performance, commitment, organizational citizenship, organizational climate, culture and context, power and influence, organizational justice, leader effectiveness, top management team effectiveness, leadership assessment and development.

INCENTIVES AND CONTRACTS

The course addresses topics on organizational economics and explores the idea of whether organizations matter in terms of efficient allocation of resources within and between firms. Organizational economics involves the use of economic logic and methods to understand the existence, nature, design, and performance of organizations, especially managed ones. Most economic transactions occur not in markets but inside managed organizations, particularly business firms. Organizational economics seeks to understand the nature and workings of such organizations and their impact on economic performance. The main focus of the course is on transactions within firms adopting a thorough-going economic point of view using relevant economic theory to derive the underlying principles that are at work. As a result, many of the readings are drawn from other relevant fields that study resource allocation and other processes within firms such as Corporate Finance, Personnel Economics, Sociology, Management, Entrepreneurship and Productivity. The course also explores governed transactions between firms such as contracts, "hybrid" governance structures (e.g., alliances, joint ventures and networks, among others) and activities that change firms' boundaries (e.g., start-ups, spin-offs and mergers among others). The material is organized as follows:- Boundaries and Structure of the firm: Using Prices for Coordination and Motivation, Vertical Boundaries and Horizontal Scope- Contracting between firms: Cases on Integration and contacts- Employment in organizations: Pay for Performance, Job Assignment, Skill Development and Networks, Careers in Organizations and Employment Systems, Executives and Managerial Compensation- Decision-making in organizations: Decision Processes, Authority and Power, Politics and Influence, Culture and Language, Social Relations and Leadership- Structures and processes in organizations: Models of Hierarchical Structure, Organizational Processes, Conglomerates and Corporate Strategy, Hybrids.

MARKETS AND BUSINESS STRATEGY

This course surveys major topics in the field of Industrial Organization. It also serves as a foundation course to prepare the student for further research in the area of Industrial Organization. The course focuses mainly upon the theory of the firm and the industry, with an emphasis on imperfectly competitive markets and their relationship to the structure of firms. It also addresses empirical applications of the theory. While the course main emphasis is on imperfect markets, there will be occasional consideration of competitive and monopolistic markets. The latter market structures may be useful as benchmarks against which to compare the predicted outcome of oligopoly markets, and in some cases may be of interest in their own right when considering some of the topics of this course. We will focus upon market structure, firm conduct, and economic performance of industries. Of special interest is firms' strategic behavior in price and non-price competition. The types of behavior, or conduct, include oligopoly pricing and production, strategic entry deterrence, location strategies, product differentiation, advertising, and research and development. The effects of firms' conduct upon economic welfare and freak effects upon market structure are also examined. The knowledge that the student will derive from the course is useful for further study of firms and markets as well as the effects of regulatory and legal systems (such as antitrust law or competitive policies) upon firms; the strategies it adopts to compete; the social and technological environment in which it is embedded; and how do all these choices interact and affect performance. The objectives of the course are: - To understand how price and non-price competition among firms affect economic welfare. - To analyze and evaluate models of competitive, oligopolistic, and monopoly markets. - To analyze and evaluate how firms' structure and conduct affect economic welfare and how these results feed back to affect structure and conduct.

LEADING ORGANIZATIONAL DEVELOPMENT AND CHANGE

This seminar examines the conceptual underpinnings of organization development and provides exposure to contemporary literature on OD and change. Attention is given to OD practice and evidence-based interventions for managing planned change. Key topics explored include organization theory, foundations of planned organizational change, frames and models in organizational diagnosis, applying open-systems frames to diagnosis, designing major organizational interventions (including group, techno-structural, human process and strategic interventions). Practical attention paid to managing change and institutionalization through consultation/contracting and organizational learning.
GSB 824
BEHAVIORAL DECISION THEORY
Graduate
The goal of this course is to introduce doctoral students to prior research studies in behavioral decision theory. The course will cover seminal papers in the judgment and decision making literature, including those on heuristics and biases, context effects, prospect theory, mental accounting, regression to the mean, pattern seeking, sunk costs, and escalation of commitment. As part of the heuristics and biases topic, students will learn about biases in forecasting and prediction, such as the planning fallacy. Students will be introduced to normative models of belief updating and descriptive evidence on departures from the normative models, such as base rate neglect, belief perseverance, and primacy/recency effects. Finally, the course will cover several topics in psychology that are particularly relevant to business doctoral students: attribution theory, common problems in group decision making (groupthink, social conformity, and social influence), and the development of expertise.

GSB 825
BUSINESS ETHICS AND SOCIAL RESPONSIBILITY
Graduate
This course is designed to examine contemporary research on leader and organizational ethics as well as corporate social responsibility. Key topics include corporate social responsibility and stakeholder management, role of business in society, environmental sustainability, corporate governance, accounting and finance, technology and privacy, employer responsibilities and employee rights.

GSB 898
SEMINARS ON CURRENT TOPICS IN BUSINESS
Graduate
This seminar series is designed to examine contemporary issues in business from a variety of disciplinary perspectives. Through these seminars, students will develop the ability to critically evaluate published business-related research, study current business problems, identify the theoretical models needed to research these problems and perform the necessary empirical analyses to offer solutions to the research problem and managerial insights for industry applications. Early in the program, the seminars serve the important function of highlighting open research questions and introducing students to research active faculty who might be selected as their dissertation chair. In the final half of the program, the seminar series serves the equally important function of keeping the students engaged and luring them to campus for ongoing face-to-face conferences with their dissertation chairs to promote the timely completion of their research. Each seminar will vary in length, depending upon the duration required to cover the topic. Most seminars are expected to be completed within three or four half-day modules. In order to keep the seminar series topical, seminars will be rotated based upon their relevance to the current business environment.

HAA 101
AFRICAN ART
Undergraduate
This course is based on a series of important issues in the study of African art, such as medium and color, portraiture, the artist and innovation, relationships with language, royal patronage, divination, gender, aesthetics, Othering, and authenticity. The course will explore each of these concepts through a variety of artistic traditions from the continent. In this manner, students will gain basic theoretical tools which will enable them to work with art from across Africa.

HAA 115
ASIAN ART
Undergraduate
An introduction to major developments of art and architecture across Asia including South Asia, Southeast Asia, the Himalayas, and East Asia. This course examines not only painting, sculpture, and architecture, but also gardens, ceramics, and prints. Special emphasis will be placed on religious arts of Buddhism and Hinduism, along with landscape and figural painting of China and Japan.

HAA 130
EUROPEAN ART
Undergraduate
This introductory-level course examines the art historical methods and their application to a broad chronological and select survey of European art and architecture from pre-history to the 20th century. Field trips to Chicago art institutions extend the visual traditions and critical methods taught in class lectures and discussions.
HAA 145  
ARTS OF THE AMERICAS  
Undergraduate

What is distinctive about art created over time on the American continents? This class begins to answer the question by examining some of the principal developments in art history from the ancient indigenous cultures (particularly those of Meso- and South America), through the period of European colonialism (especially Spanish and English), to the modern art movements across the sovereign nations, including the United States and Canada. Since time permits only a sampling of artistic forms across time, lectures are often issue-oriented, with a focus on selected problems facing scholars. Periodic discussions allow students to weigh in on topics and offer their own critiques. This class argues that the distinctiveness of American visual forms springs from the heterogeneous cultural traditions that simultaneously divide and unify its inhabitants.

HAA 201  
ANCIENT AFRICAN ART: PREHISTORIC TO THE EUROPEAN ENCOUNTER  
Undergraduate

This course surveys a selection of artistic traditions from across the African continent beginning with the earliest attempts by humanity to visually represent complex thought until the Portuguese began trading along the coast of West Africa in the mid-fifteenth century. Emphasis is placed on demonstrating connectedness with a larger cultural environment, while also suggesting connections to future artistic traditions.

HAA 202  
MODERN AFRICAN ART: EUROPEAN ENCOUNTER TO INDEPENDENCE  
Undergraduate

This course surveys a selection of artistic traditions from across the African continent beginning with the arrival of the Portuguese along the coast of West Africa in the mid-fifteenth century until the age of African independence in the 1960s. While the impact of a European presence helps define the boundaries of this course, artistic response to that presence is but one theme. Interactions between African cultures and the impact of Islam are equally important considerations.

HAA 203  
CONTemporary AFRICAN ART: INDEPENDENCE TO THE PRESENT  
Undergraduate

This course surveys African art from the age of African independence in the 1960s until the present day. The meaning of the term contemporary as it applies to African art is questioned in this course. The position of the artist between African artistic tradition and the global art market is also of vital importance.

HAA 215  
CHINESE ART  
Undergraduate

This is a chronological survey of premodern Chinese art from antiquity to the nineteenth century. Special attention is given to sculpture and painting, but architecture and ceramics are also covered. There is an emphasis on prehistoric bronze vessels, Buddhist sculpture, and landscape painting of the Song through Qing periods.

HAA 216  
JAPANESE ART  
Undergraduate

This is a chronological survey of premodern Japanese art, from the prehistoric era to the Meiji period (1868-1911). Topics covered include painting, sculpture, and architecture, as well as decorative arts, prints, and garden design. Special attention is given to Buddhist and Shinto religious arts, along with screen painting and woodblock prints.

HAA 217  
ARTS OF INDIA AND THE HIMALAYAS  
Undergraduate

This is a chronological survey of premodern arts of the subcontinent of South Asia and the Himalayas. We start with the Indus Valley Civilization and move through the nineteenth century, including Mughal arts. Special attention is given to the emergence of figural imagery in Buddhist and Hindu sculptural arts, and the development of religious architectural forms from early stupas and cave temples to later shrines.
HAA 218
ARTS OF THE SILK ROAD
Undergraduate
This course will examine the visual history of the Silk Road, focusing on works of art and architecture created in Central Asia. We not only consider the prehistoric, ancient and medieval arts of this region, but we also investigate the modern development of a romanticized notion of the Silk Road and the imperial interest in acquiring treasures from the Silk Road. Today we frequently hear about the legacy of the Silk Road in promoting multicultural exchange. However, the Silk Road has long been affected by the expansionist agendas of empires. From the time of Alexander the Great (356-323 B.C.E.) through the period of Genghis Khan (1162-1227) and on, there have been military leaders who have led their armies into Silk Road lands seeking territory, riches, and glory.

HAA 219
JAPANESE FILM ARTS
Undergraduate
This course examines the development of cinema as an artistic form in Japan, from its inception in the early twentieth century to its explosion as an international phenomenon in recent decades. The Japanese cinematic experience is considered as visual expression that parallels key Japanese arts of handscroll painting and woodblock prints. We discuss such genres as samurai films, fantasy tales, monster movies, yakuza thrillers, and science fiction anime. Among the masterpieces studied are Ozu's Tokyo Story, Kurosawa's Rashomon, Itami's Funeral, and Miyazaki's Spirited Away. Issues addressed in relation to these films include artistic expression, technological progress, national identity, social unrest, and religious concern.

HAA 220
BUDDHIST ART
Undergraduate
This course explores the traditional visual culture of the Buddhist world, examining art as a reflection of religious belief and practice. The regions covered are South Asia, Southeast Asia, and East Asia. An emphasis is placed on painting, sculpture, and architecture made for or related to Buddhist practice.

HAA 222
ISLAMIC ART
Undergraduate
This course examines the visual culture of the Islamic world, selectively surveying some of the major artistic developments in regions of the world with a significant Muslim population. It will consider art and architecture as interplay between local culture and Islamic tradition. Topics covered will include the origins of Islamic visual culture in the Arabian Peninsula and the spread of Islamic art and religion across the Middle East. Local expressions of Islamic art may be explored in areas as diverse as North Africa, sub-Saharan Africa, Spain, Sicily, Iraq, Iran, India, and Central Asia. Special attention is paid to architecture, painting, and decorative arts.

HAA 230
ANCIENT MEDITERRANEAN ART
Undergraduate
This course will explore the art of the ancient period (circa 30,000 B.C.E. - 330 C.E.) from a broad range of cultures and styles: from the Paleolithic cave paintings to the Roman Colosseum, from the pyramids of Egypt to the Parthenon in Greece. We will consider how art, religion, urbanism and writing profoundly affected the development of the ancient Mediterranean and Mesopotamian world. We will analyze major stylistic trends and explore the relationship between art, culture, and religion. We will also discuss the role of art in the hands of political leaders and the profound interconnectedness of ancient civilizations. Frequent discussions will analyze controversies in the study of ancient art and scrutinize topics such as gender, power, aesthetics and authenticity.

HAA 231
EARLY MEDIEVAL ART
Undergraduate
This course treats the art of the early Medieval period, which spans the fourth to the eleventh centuries CE and includes Roman, Celtic, Gothic, Merovingian, Anglo-Saxon, Carolingian, Viking, and Ottonian cultures. In thinking about factors such as historical context, dynamics of production, and audience, we will come to understand the role of art and architecture in announcing power and extent of territory, staging public rituals, proclaiming social status, inspiring faith, and accommodating the dead.
HAA 232
LATE MEDIEVAL ART
Undergraduate
This course will explore the art of the late Medieval period, which spans the eleventh to the fifteenth centuries CE in countries such as France, Germany, Italy, and England. In our study of the Romanesque and Gothic art and architecture that belong to this historical moment, we will explore issues related to production, display, and function and, thereby, come to better understand a world marked by pilgrimage and the cult of relics, chivalry, pageantry, and conflict.

HAA 234
BYZANTINE ART
Undergraduate
This course will explore the art of the Byzantine Empire from the founding of Constantinople in A.D. 330 to the fall of the city to the Ottomans in 1453. Lectures and readings will primarily focus on how contemporaries understood and interacted with a diverse group of monuments and objects now classified as Byzantine art. Significant attention will be devoted to how works of art functioned in the service of imperial and ecclesiastical ideology. Discussions will analyze how Byzantine art was appreciated and appropriated in both the medieval Mediterranean and in modern scholarship.

HAA 235
RUSSIA: MEDIEVAL MOMENTS, IMPERIAL DAYS & WHITE NIGHTS IN NOVGOROD & ST. PETERSBURG
Undergraduate
This study abroad program in Russia allows students the opportunity to explore Novgorod, the medieval trading emporium and center of Orthodox spirituality and the Russian imperial gem of St. Petersburg, while studying medieval art and the history of Imperial Russia. Both cities have been designated UNESCO World Heritage Sites and showcase the best of medieval and modern Russia by providing one of the world's richest ensembles of urban planning, art, architecture, and historical treasures. (Foreign Study: can also be taken as HAA 397: Special Topics in Art History-Formerly ART 397)

HAA 236
NORTHERN RENAISSANCE ART
Undergraduate
This course features the most significant works of art, their artists & patrons, the social & economic aspects of artistic production, and the dominant cultural issues that flowed brilliantly in Northern Europe - above all, in France, the Netherlands, Bohemia, and German-speaking lands - between 1300 and 1600, that is, during the volatile period of the Renaissance & outbreak of the Protestant Reformation. And although Flemish oil painting offers the most evident legacy of the Northern Renaissance to the casual museum visitor, this course also introduces the most important outputs in printmaking; sculpture; and the industrial arts, as in tapestry weaving and the fabrication of luxury articles in metalwork.

HAA 237
ITALIAN RENAISSANCE ART
Undergraduate
This course concentrates on the architecture & pictorial arts that flourished on the Italian peninsula between ca. 1300 and 1600, although selected forays are undertaken into comparative European and Asian cultures. Its content focuses on the most significant works of art & architecture, including the technical arts; the key personalities, above all, the artists & their patrons; and a broad range of cultural & political issues that affected artistic thinking and production.

HAA 238
BAROQUE ART
Undergraduate
Starting in 1600, from the vantage point of the Counter-Reformation and the rise of modern European states, Baroque Art covers the principal works of art & architecture; artists and patrons; and a wide sweep of social, religious, and political, conditions that impacted cultural thinking and production in the 17th century. Attention is focused on the most prominent artistic centers in Italy, the Spanish Netherlands, England, Spain, the Dutch Republic, and France. The in-class lectures with discussion are accompanied by field work to the Baroque collections of the Art Institute of Chicago.

HAA 239
19TH CENTURY EUROPEAN ART
Undergraduate
Introductory survey of major moments and movements in 19th-century European art, with some attention to U.S. developments, as warranted. The course analyzes major painters and sculptors of the early modern period and their influence in shaping cultural events, such as, for example, the Industrial Revolution.
HAA 240
ART FROM 1900-1945
Undergraduate
This course will examine the major artists, movements, and issues at play in the visual arts of Europe from 1900 to the outbreak of World War II. Lectures and class discussions will address how modern art, often oppositional and contradictory in nature, responds to, reflects, or builds on the effects of modernization (i.e. urbanization, industrialization, and global capitalism). Modern art objects will be read for both stylistic innovation and for connections to, and commentaries on, specific historical developments. Significant themes to be addressed include the character and history of the avant-garde, the relationship between high art and mass culture, the changing identities and aims of the modern artist, and the institutional basis of art production.

HAA 242
ART FROM 1945 - 1975
Undergraduate
This course will consider art and culture of Western Europe and the United States from World War II through the Vietnam War. Beginning with the period of high modernism, major art historical movements and highly distinct aesthetic practices will be examined in order to foreground the complex relations that exist between art making and specific socio-historical contexts. Topics to be addressed include the development of the arts after World War II, the role of art in a consumerist and spectacle-driven society, the dematerialization of the art object, and the shift from late modernist to postmodern sensibilities. Students will be introduced to a range of theoretical models which foreground structural and formal investigations, as well as issues of social and historical analysis.

HAA 243
MAYA ART AND ARCHITECTURE
Undergraduate
The "Classic Period" Maya (circa 0-900CE) are the source of modern interest for their graceful naturalism in a wide range of artforms and for their impressive architecture whose ruins today are found scattered across Southern Mexico, the Yucatan Peninsula, Guatemala, Belize, and Honduras. This class will explore the political, social, economic and religious imperatives behind the soaring temples, intriguing ballcourts, stately public sculptures, delicately painted vases, complex manuscripts and much more. We will situate the art of the Maya relative to other Mesoamerican cultures, particularly those of the Olmec, Teotihuacan and Aztec, and with respect to the Spanish colonial invasion. Other themes include aesthetics, materiality, gender, interpretive methodologies, and the impact of hieroglyphics and calendrics on the study of Maya art.

HAA 244
ART OF MESOAMERICA
Undergraduate
This survey of art of the ancient Mesoamerica (circa 1000BC-1520AD) focuses on the most artistically significant civilizations of Middle America and some of the difficulties encountered in studying them. Lectures explore visual traditions as diverse as the people they reflect; cultures to be covered include the Olmec, Maya, Teotihuacan, and Aztec. We consider the relationship between form and content, and the relationship between art and its social context, as much as we can understand it; however, especially because of the scarcity of primary source texts for the material, the class will also regularly raise questions of methodology in what is often identified as "pre-Columbian" scholarship.

HAA 245
ART OF THE ANDES
Undergraduate
This survey of art of the ancient Andes (circa 1000BC-1530AD) focuses on the most artistically significant civilizations of South America and some of the difficulties encountered in studying them. Lectures explore visual traditions as diverse as the people they reflect; cultures to be covered include the Nazca, Moche, Tiwanaku, Wari and Inca of Peru. We consider the relationship between form and content, and the relationship between art and its social context, as much as we can understand it; however, especially because of the scarcity of primary source texts for the material, the class will also regularly raise questions of methodology in what is often identified as "pre-Columbian" scholarship.

HAA 246
ART IN THE SPANISH AMERICAN EMPIRE
Undergraduate
This course offers a critical survey of the art of colonial Latin America (circa 1520s-1820s), from the Caribbean to Mexico, Central America, and South America. Framed by the Spanish Conquest of the 16th century and Independence in the early 19th century, lectures will survey state-sanctioned arts of the Iberian colonizers, including the foundations of the Catholic Church across the ‘New World’ landscape. Race will be a frequent issue of discussion as we consider both indigenous American and African participation in social realities and artistic practice in this colonial context.
HAA 247
MODERN LATIN AMERICAN ART
Undergraduate
This lecture class is a survey of Latin American art created since the Wars of Independence which helped to create the modern nations in the 19th century (i.e. 1820s through the present). Lectures consider the struggle of artists to articulate newly sovereign identities through visual production, even as complicated relationships with Europe and increasingly, the United States, continue. Topics covered include Latin American modernism, surrealism, radical arts, and social realism, with a special consideration of post-revolutionary Mexican mural painting.

HAA 248
MEXICAN ART
Undergraduate
This survey situates the art of Greater Mexico in its rich historical context, from the territory on the eve of the Spanish Conquest to the early decades of the 21st century. From Aztec imperial art to colonial works, to efforts at nation-building through visual forms, the story of Mexican art is characterized by political and social change. Readings, lectures and discussion will touch on critical issues of race, class and gender, and take up themes such as miscegenation, indigenism, nationalism, and Mexico's place in the global art world. We will study famous works, such as the Aztec Calendar Stone, the Catholic image of the Virgin of Guadalupe, the post-revolutionary murals of Diego Rivera and the more intimate paintings of Frida Kahlo, but we will also consider less familiar art that has been equally important in the construction of Mexico and its identities.

HAA 260
AMERICAN ART
Undergraduate
This course examines American art (the British colonies and United States) from the colonial period to the mid-twentieth century. Works of art are examined both in relation to American social and cultural history and also as aesthetic objects. The overarching themes of the class include the "American-ness" of American art, the relationship between American and European art, the function and production of art, and the expanding definition of American expression through multicultural diversity.

HAA 263
HISTORY OF INTERIOR DESIGN
Undergraduate
A survey of the history of interior design as expressed in residential architecture, furniture, and the decorative arts from antiquity to the present. The aim of this class is to understand interiors and furnishings throughout history, considering their function, style, materials and fabrication in relation to their cultures and to the built environment. To this end, students will learn to identify, analyze and understand historic styles of interior design and furnishings within the larger context of the history of painting, sculpture and architecture.

HAA 265
HISTORY OF PHOTOGRAPHY
Undergraduate
A survey of the major works, artists, and movements of photo history from photography's invention to the present day. Emphasis is placed on the major artists, subjects, and technical applications of the medium, as well as on the modernity of photography and its unique aesthetic qualities. This course will also consider the myriad purposes and social contexts for photography. The course examines a large range of techniques from the camera obscura to recent developments in printing. Actual photographs are studied in class, on campus, and in field trips to regional collections. The course involves major readings that ask students to consider the role of photography in relations to race, gender, and politics. Many of the photographers under consideration are American.

HAA 268
HISTORY OF FILM
Undergraduate
This course is a survey of the history of cinema and an introduction to the basic methods for analyzing films. Specifically, this course tracks the development of techniques for creating meaning using film within particular historical contexts and cinematic traditions such as narrative, documentary, and experimental film. We will focus on how meaning in film is conditioned by uses of camera, editing, lighting, mise-en-scene, sound, and acting as well as how these uses have been impacted by new technological developments in film production. Additionally, we will consider the significance of genre, the production system, and the impact of individual "auteurs" throughout the history of cinema.

HAA 280
HISTORY OF PREMODERN ARCHITECTURE
Undergraduate
Social, economic and political history of European and Mediterranean architecture, from Paleolithic times to the 1789 French Revolution. Topics include: classicism, the status and role of the architect, social struggle, patronage and architectural technologies.
HAA 281
HISTORY OF MODERN ARCHITECTURE
Undergraduate
World architecture from the 1789 French Revolution to the present. Examines the influence of industrial, technological, political and social change in the development of modernist and post-modernist architecture.

HAA 288
COMPARATIVE URBANISM
Undergraduate
An investigation of the origins and bases of non-American urban traditions, through the study of the genesis, form, functions, and social-cultural forces that shaped cities such as Paris, St. Petersburg, Istanbul, Calcutta, and Mexico City. This course is based in the Geography Department and is the equivalent of 200-level Art History course.

HAA 291
EXPLORING MUSEUM PROFESSION AND PRACTICE: CHICAGO MUSEUMS AS CASE STUDY
Undergraduate
Museums rely upon the coordinated efforts of a wide range of professionals with experience drawn from various disciplines to assure their successful stewardship, operation and sustainability. This course investigates the theories and practices of museums, examining the core functions within the museum profession, and the role of museums in contemporary society. Examining the Chicago museum community as case study, we will hear from representatives of Chicago’s leading museums as we consider models of best practice and the challenges currently facing museum’s in today’s cultural landscape.

HAA 297
SPECIAL TOPICS IN HISTORY OF ART & ARCHITECTURE
Undergraduate
This class focuses study on a specific topic from the history of world art.

HAA 299
INTRODUCTION TO ART HISTORICAL RESEARCH AND WRITING
Undergraduate
The major must also take an introduction to research and writing in the field. This course will focus on one specific area of art history, as determined by the faculty member teaching. The faculty member will introduce the students to the methodological debates relevant to that research in the past and in the present. The focus of the course will be to introduce students to the theoretical language of art history and to work on the development of advanced critical thinking skills. This course prepares them for the advanced research work required at the 200- and 300-levels.

Declared major in History of Art and Architecture is a prerequisite for this class.

HAA 301
AFRICAN ARCHITECTURE
Undergraduate
This course examines a wide variety of issues pertinent to the study of architecture in Africa, highlighting above all else the diversity of traditions across the continent. Weekly themes are defined at times by materials, technology, type, geographical region, culture, or specific architectural elements. Examples of subjects studied include: earthen mosques of Mali; subterranean residences in Burkina Faso; nomadic tents; impluvial and courtyard traditions of Nigeria and Senegal; mural painting in Burkina Faso, Nigeria, and South Africa; Ethiopian rock cut churches; imperialist exploitation of Great Zimbabwe's legacy; and coral architecture of the Swahili Coast.

HAA 302
AFRICAN ISLAM: ISLAMIC ART & ARCHITECTURE IN SUB-SAHARAN AFRICA
Undergraduate
Focused study of the impact of Islam on the artistic traditions of sub-Saharan Africa. Rather than necessarily replacing previous art forms, this course investigates in what circumstances preexisting visual culture might be integrated with the requirements and needs of Islam. This approach necessitates an understanding that neither Islam nor African art are monolithic entities, but rather their interactions represent a wide variety of negotiations across the continent. Likewise, this course will consider specific historical circumstances to which Islamic art in sub-Saharan Africa has responded in terms of form and content.
HAA 310  
TOPICS IN ART AND ARCHAEOLOGY  
Undergraduate  
This course addresses issues of archaeology relevant to the study of visual culture from the ancient to the contemporary world. This course is based in the Department of Anthropology and is the equivalent of a 300-level Art History course.

HAA 311  
LATER JAPANESE PAINTINGS AND PRINTS  
Undergraduate  
This course examines two main pictorial forms of Japan from the seventeenth century to the early twentieth century (the Edo, Meiji, and Taisho periods). Special attention is given to large-scale painting on folding screens and sliding doors for major temples, castles, and palaces, as well as the development of ukiyo-e (pictures of the floating world) in woodblock prints. In addition, we consider the transformation of painting and prints in the late nineteenth century with the opening of Japan and the introduction of Western influences. Art history and related disciplines.

HAA 320  
ART AND POWER IN PAGAN AND EARLY CHRISTIAN ROME  
Undergraduate  
This class is about the art of the Roman Empire, an empire that began pagan and ended Christian. In practical terms, it will move from Augustus in the 1st century BCE to Justinian in the 6th century CE, with geographical coverage ranging from Jerusalem to (modern day) northern England. Throughout, our task will be to examine the artistic forms that came to identify this civilization via structures that dwarfed the natural world and figural likenesses that made the absent present to appreciate their efficacy. On the one hand, this examination will provide a deep and broad understanding of the role art plays in the building of empire; on the other, it will provide a vivid sense of art's part in maintaining the appearance of continuity despite radical change. Thus, we will watch as the artistic forms that once defined a pagan world are adopted enthusiastically by its Christian replacement, marking the subtle transformations that articulate new beliefs, facilitate new devotion, and charge spaces for new rituals.

HAA 325  
OLD EMPIRES AND NEW GODS: CULTURAL CONFRONTATIONS IN LATE ANTIQUITY  
Undergraduate  
This course focuses on how a clash of cultures and the emergence of new religions impacted the arts of the eastern Mediterranean in late antiquity (300 to 700 A.D.). It explores interactions between the Byzantine and Sasanian empires, as well as the creation of local and religious identities through art. It also investigates how the diverse religious climate (Christianity, Judaism, Paganism, Zoroastrianism, Islam) contributed to visual expression in the region.

HAA 328  
THE POWER OF PIETY: ICONS, RELICS, AND MIRACLES IN THE MEDIEVAL WORLD  
Undergraduate  
This course examines the intersection of personal devotion, public spirituality, and performance of faith in the medieval world. Probing a range of objects that give material expression to the desire for tangible links to the sacred and reminders of supernatural presence in the medieval world, the course analyzes miraculous objects that we would now categorize as works of art. Objects under discussion include a category broadly defined as reliquaries, fragments of the True Cross, images “not made by human hands,” and miraculous icons.

HAA 331  
ART OF THE CRUSADES: CRUSADES AS MEDITERRANEAN EXCHANGE  
Undergraduate  
This course will consider the Crusades from multiple perspectives (Byzantine, Latin, Muslim) and explore how politics, religion, and culture influenced the art of the medieval Mediterranean. The Crusades are analyzed in the broader context of pilgrimage, the search for the divine, and the desire to seize control of and purify holy sites. The course will focus on works of art created when the cultures of the Mediterranean came into both contact and conflict.
HAA 332
ROMANESQUE ART AND ARCHITECTURE
Undergraduate
Scholars in the nineteenth century designated Western European monuments, especially architecture and sculpture, created between the eleventh and twelfth centuries, as "Roman-like" in character or "Romanesque," in order to acknowledge certain linkages they perceived between the characteristics of this era's architectural and visual language and that of the distant Roman past. Recent scholarship has emphasized not only large-scale works of art, architecture and sculpture, crucial in an age of Pilgrimage and Crusades, but also small-scale works, such as illuminated manuscripts, metalwork, and coins and seals, as essential for an understanding of medieval visual culture. This class considers the broad spectrum of significant works of art produced during this period from shifting points of view, aesthetic or formalist toward function, agency, presentation and reception.

HAA 333
GOTHIC ART AND ARCHITECTURE
Undergraduate
This course examines the art, architecture, history and culture of the so-called Gothic era (12th-15th centuries), the age of the great European cathedrals. Reigning supreme in most of Europe in the 13th and 14th centuries, the Gothic style marks an era of unparalleled building activity and one of the most fertile and productive periods in the history of Western art. Special emphasis will be given to the aesthetic, structural, and spiritual aspects of cathedrals and other great churches and their contents, primarily in France and England, as reflections and embodiments of the sacred aspirations and devout character of the era. The artistic and architectural production (buildings, sculptures, illuminated manuscripts, paintings, sacred or liturgical objects, stained glass, etc.) of the period will be studied in its original context, with close attention paid to questions of social and political function, cultural meaning, and historical circumstance.

HAA 334
ENGLISH ART AND ARCHITECTURE
Undergraduate
This course considers painting, sculpture and architecture in England from Stonehenge to the modern period. It explores national identity, the monarchy, contested notions of church and state, colonization, and the influence of other nations' art. Until a few decades ago, Britain oversaw the largest empire the world had ever known (America itself was a colony, and speaks the language of the British). The oldest continuous monarchy in the world also witnessed the birth of a parliamentary system of government. The Industrial Revolution was born there. Throughout its history, though, the arts have had a complex existence. Reformation iconoclasts destroyed churches and sacred art, and native masters such as Hogarth, Turner, and Barbara Hepworth, stand beside emigre artists such as Holbein, Rubens, Van Dyck, and Whistler. Critical reading and writing lead to a substantial final research project.

HAA 335
MICHELANGELO
Undergraduate
This course examines the extraordinary life, times and creations of Michelangelo Buonarroti (1475-1564), one of the most significant figures in the history of Western art. Sculptor, painter, architect and poet, Michelangelo lived during the Italian Renaissance, an age that witnessed a flourishing artistic, scientific and humanistic culture. During a career that spanned over seven decades, Michelangelo created famous lasting masterpieces, including the Vatican Pieta, David, Moses, the Sistine Chapel ceiling, and the papal church of St. Peter's. Who is this irascible and solitary genius, this devout Catholic and fierce Republican Florentine, who cavorted and lived with popes and princes, and fashioned works that profoundly influenced Western civilization? How do his brilliant achievements define, express and illuminate the time, place and culture in which he lived? Drawing on a variety of primary and secondary sources, this course seeks to understand an eccentric artist whose dazzling aesthetic productivity left a lasting mark on the art of future generations up to the modern period.

HAA 340
PRINCIPAL THEMES IN 18TH-CENTURY ART
Undergraduate
This course is intended to enrich the student's understanding of a fascinating and cosmopolitan period that tends to slip through the cracks of traditional Art History - namely, the transition zone between the Late Baroque and the emergent modernism of the 19th century, which takes place just before and after the "Great Divide" of the French Revolution of 1789. Building from a platform of European traditions that flowered in the 17th century, the course material explores an impressive body of painting and printmaking, sculpture and industrial arts, and architecture and planning, that was produced from the British Isles to imperial Russia, even, by way of addressing cross-disciplinary issues, for example: the diverse stylistic developments that start with the Rococo and Neoclassicism; artistic regionalism vis-a-vis internationalism; and the larger social and political arenas for which visual culture was produced in the Ages of Enlightenment and Revolution.
HAA 360
DUCHAMP AND DADAISM
Undergraduate

With Picasso and Matisse, Marcel Duchamp (1887-1968) was among the most important artists of the modern era. Certainly, no other artist influenced contemporary art so significantly, and this class will examine his art, biography, and influence. Another focus will be the cultural movement known as Dadaism (1916-24), a delirious anti-art movement begun in Zurich, Switzerland, during the absurd, bloody First World War. After contextualizing Dada in relation to modern art, we will examine its manifestations in various world centers. Along the way, we will encounter the works of many of its most important figures. Besides the inherent value of looking closely at the cultural moment of an important historical figure, the study of Dadaism has special relevance because of its timeless iconoclasm and spirit of creative experimentation. Close readings of primary and secondary texts, as well as trips to area museums, culminate in a significant research project.

HAA 363
ART & THE HOLOCAUST
Undergraduate

This course explores the relationship of art and architecture to the development of National Socialist Germany and Nazi policies of genocide towards the European Jews. It deals with artists that resisted the Nazi rise to power, those that supported it, and those that were persecuted by the new state. In addition, we will look at a wide range of art, architecture and film produced from 1933-1945 which was mobilized as part of the radicalizing anti-Semitic policy. The central questions will be how does art intersect with one of the most criminal regimes in the modern period and what can we learn from an understanding of the political history of art during the period? The course will be lecture/discussion format and will include a research paper.

HAA 365
ART SINCE 1975
Undergraduate

This course will address visual art production of a global context from the end of the Vietnam War to the present. Taking postmodernism as its starting point, the nature of contemporary art practice will be examined as it is redefined by new technologies and media (such as video, installation, performance, and digital art), and through an investigation of critical theoretical models. Traditional media, such as painting and sculpture, will also be assessed as a crucial part of this shifting terrain. Major themes to be considered include questions of identity and subject formation, the relationship between art and its audience, changing notions of artistic value, and the impact of globalization. Throughout, students will be exposed to the issues and ideas relevant to cultural production today, while simultaneously developing the visual and conceptual tools for critically analyzing contemporary art.

HAA 366
TOPICS ON WOMEN AND ART
Undergraduate

This class considers both the history of women artists and representations of women from cultures around the world, from prehistory to the contemporary era. In addition, it will introduce feminist methodologies that can be applied to specific case studies, such as problems of biography for women artists, depictions of sexual violence in art, performing gender in visual images, feminist activist collaborations and gendered spaces (the museum, cyberspace, architecture, etc.) Topics may vary term to term, depending on the instructor's area of expertise.

HAA 367
FEMINISM & VISUAL CULTURE
Undergraduate

This course addresses how gender is inscribed in visual culture, whether in “fine art” or popular representations. Students will be introduced to a broad range of feminist methodologies, such as Marxism, Post-Colonial, Queer and Transnational theories, as well as semiotics, in order to interrogate representations of gender and investigate strategies of intervention.

HAA 370
CONTEMPORARY ARCHITECTURAL THEORY AND PRACTICE
Undergraduate

Study of contemporary debates in architecture and urban planning. The student explores economic, social and political aspects of architectural theory through a case study of a contemporary monument or city plan.
HAA 371
HISTORIC CATHOLIC CHURCH ARCHITECTURE OF CHICAGO
Undergraduate
This course covers a selection of the jewels among the city's architecturally significant Catholic churches and related sites of interest that date up to circa 1920. The class meets in a non-traditional time slot (in 3-hour afternoon sessions) in order to undertake the necessary field work, which is administered through the Catholic Studies Program and in partnership with CTH 201: Catholicism in Chicago. This approach encourages us to think about the sacred buildings as extensions of the city's history, while emphasizing the contributions of its various immigrant groups. By thus using architecture & architectural history as the armature of this course, the student is able to explore the fascinating interplays between art, history, religion & society, and come to terms with what culture does and signifies in one's own milieu. (Offered jointly with Catholic Studies).

HAA 373
KYOTO (WORLD CITIES)
Undergraduate
Explores the art, architecture, and urban plan of Kyoto, the ancient capital of Japan. Kyoto became the seat of government and the home of the imperial court in 794, and it continued to serve as the cultural and religious center of the land until the nineteenth century. This course considers major artistic developments as they relate to main sites in Kyoto, especially palaces, temples, and shrines. The eras covered extend from the Heian to the Meiji period.

HAA 375
MEXICO CITY
Undergraduate
From its origins as Tenochtitlan, the preordained capital of the Aztec Empire, through its identification as a "new Rome" dominated by the Spanish Crown in the Viceregal period, to its status as the largest metropolitan area in the Western Hemisphere (and the second largest in the world), Mexico City was born to impress the imagination. This class explores the development of the great city of Mexico in light of major historical events and cultural expressions. Discussions will focus especially on urban planning, key architecture, outdoor sculpture, and public spectacles over the centuries.

HAA 376
ROME
Undergraduate
Few cities in the world match Rome for its antiquity, imperial heritage, historic, religious and cultural importance, spectacular art and architecture, and rich urban landscape. Traditionally believed to have been founded by Romulus and Remus, descendents of Aeneas, in 753 BCE, and subsequently ruled by Etruscan kings, Rome's public buildings, communal baths, and fortifications suggest that Rome was urbanized as early as the 6C BCE. After the expulsion of their Etruscan monarchs, Romans established the Republic, which evolved into the Roman Empire when Octavian, grand nephew of Julius Caesar, became Augustus, Rome's first emperor, princeps or first citizen. Along with subsequent emperors determined to turn Rome into a magnificent city worthy to be the capital of a great empire, Augustus used architecture and the built environment as massive symbols of power, authority, and legitimacy, a lesson in public education embraced by the Catholic Church when the imperial pagan capital became the capital of Western Christendom and the seat of the papacy. This class explores the city of Rome from its ancient origins through the 17th century and focuses on the major art and architectural developments that define this unique urban space.

HAA 378
HEAVENLY AND EARTHLY JERUSALEM (WORLD CITIES)
Undergraduate
This class focuses on the city of Jerusalem. The uniqueness of Jerusalem stems from its status as a sacred place in Judaism, Christianity, and Islam. In this class we will explore the physical city of Jerusalem with its monuments, contested holy sites, and changing architecture. We will also analyze representations of the imagined heavenly Jerusalem, for which many believers intensely yearned. The class will focus on Jerusalem from the 2nd through the 16th centuries: from its destruction by Roman armies to its last pre-modern construction phase during the Ottoman period. We will discuss how different religious groups mapped meaning and marked holiness in the urban fabric of Jerusalem. This class will consider some of the following issues: art and architecture, politics, religion, urban planning, and patronage.

HAA 379
PARIS AND VICINITY TO CIRCA 1870 (WORLD CITIES)
Undergraduate
This course is designed to explore the arts and architecture, and urban planning of Paris and its vicinity, from the period of the Old Regime to circa 1870. This span more or less coincides with the art historical periods from the Renaissance to early Impressionism. The course material weaves artistic works and projects into the greater cultural, political, and social fabric of the realm --- and includes, among other outstanding personalities, the towering impact of Vincent de Paul --- in order to expose the student to a variety of cross-disciplinary perspectives. Several class sessions are scheduled at the Art Institute of Chicago.
HAA 380  
CHICAGO ARCHITECTURE AND URBANISM (WORLD CITIES)  
Undergraduate  
This course investigates contemporary historiographic debates and new archival evidence surrounding research on Chicago architecture and urbanism. In addition to participating in lectures/discussions of HAA 380, students also meet separately to discuss scholarly debates as well as their individual research proposals, as appropriate for graduate level work.

HAA 384  
BERLIN: UNIFICATION/REUNIFICATION (WORLD CITIES)  
Undergraduate  
The influence of art and architecture on the development of Berlin from 1871 to the present. How major figures (from Bismarck to Kohl) and major events (from World Wars to the fall of the Berlin Wall) affected the city and its culture.

HAA 385  
LONDON (WORLD CITIES)  
Undergraduate  
Examines London as a nexus of English artistic and architectural activity and emphasizes the role of the monarchy, such art world institutions as patronage or the foundation of the Royal Academy, and the city's historic growth.

HAA 388  
SPECIAL TOPICS IN GEOGRAPHY AND URBANISM  
Undergraduate  
This course covers a variety of topics that focus on the intersection between geography and the built and planned environment. Topics covered range from architectural problems to urban planning to the built environment in general as a social product. This course is based in the Geography Department and is the equivalent of a 300-level Art History course.

HAA 391  
MUSEUM STUDIES  
Undergraduate  
This course examines the history and philosophy of museums and provides a framework to consider how the museum's role in society has changed over time. Compelling issues such as the museum's responsibility as a public institution and ethical considerations in collections acquisition and stewardship will be discussed. Case studies, guest lectures and site visits to museums will inform history and theory by highlighting current museum practice and contemporary challenges in the museum field.

HAA 396  
RESEARCH SEMINAR IN THE HISTORY OF ART & ARCHITECTURE  
Undergraduate  
Concentration on a specific area of art in order to investigate research problems and to learn advanced research skills.  
Junior or Senior standing and status as an Art, Media and Design major or Art minor are a prerequisite for this class.

HAA 397  
SPECIAL TOPICS/HISTORY OF ART & ARCHITECTURE  
Undergraduate  
Focused study on a specific topic from the history of World art.

HAA 398  
INDEPENDENT STUDY  
Undergraduate  
Independent work in the student's field of study under faculty supervision. Available only to upper-level students with demonstrated capacity for self-motivated study.
HAA 399
SENIOR CAPSTONE: ART HISTORICAL THEORY & METHODOLOGY
Undergraduate
An overview of theory and methods preparing advanced students for graduate work. The course addresses iconography, psychological theories, the image's relation to its documentation, feminist and social history and other currently debated issues.
Declared major in History of Art and Architecture and (senior status required or juniors with instructor permission).

HAA 400
CHICAGO ARCHITECTURE AND URBANISM
Graduate
Chicago Architecture And Urbanism.

HAA 401
GRADUATE TOPICS/ HISTORY OF ART & ARCHITECTURE
Graduate
Graduate-level, intensively researched investigations into topics from the history of art and architecture taught by an instructor with a research specialty in that topic.
Graduate standing or department consent is a prerequisite for this class.

HAA 402
DIGITAL MAPPING AND ART HISTORY
Graduate
This course explores the questions raised by digital humanities in art history through a specific focus on the digital mapping of art historical questions. Students will focus on advanced discussions of digital mapping but also apply these theoretical and methodological concerns to art historical problems. We will use the Harvard WorldMap program which is a complement to the more advanced GIS work available in the Geography component of the certificate. WorldMap is a tool that has both pedagogical and analytic potential for art history. Students will address the big issues in digital mapping while constructing maps around such art historical subjects as modern architecture in Chicago, women artists in Chicago, muralism in Chicago, and other select topics.

HAA 495
ADVANCED TOPICS/ HISTORY OF ART & ARCHITECTURE
Graduate
Advanced Topics In the History of Art & Architecture.
Graduate standing or department consent is a prerequisite for this class.

HC 101
FOUNDATIONS OF NEGOTIATIONS: REALIZING OPPORTUNITY
Undergraduate
Negotiation is the art and science of securing agreements between two or more interdependent parties. The purpose of this course is to understand the theory and processes of negotiation. The course will highlight the components of an effective negotiation and teach you to analyze your own behavior in negotiations. The course will provide you with an opportunity to examine your skills by participating in presentations, discussions, and assigned readings.

HC 102
HOLIDAY ECONOMICS
Undergraduate
Christmas makes the planet go round. While this might not be true on a religious level, the December holidays most certainly have an enormous impact on global economics. In this course, students and faculty will examine the demands of the US Christmas/Holiday rush and how these demands influence world wide production, consumption, and culture. International political and social issues will be discussed, and students will assess the effect of this American cultural phenomenon on the world's future global economies. Learners will also consider the nature of collaborative thinking and its influence on economic planning.
HC 103
MANAGING PERSONAL AND PROFESSIONAL TRANSITIONS
Undergraduate
Whether switching jobs or careers, leaving or returning to school, change brings both challenges and opportunities. Some people thrive on change while others struggle through such periods. Based on William Bridges' classic book Transitions, this class will show how to make successful transitions in personal as well as professional settings.

HC 104
UNDERSTANDING AND MANAGING EMPLOYEE RIGHTS
Undergraduate
Management has become increasingly complex as the employment relationship has evolved over the past several decades. With the proliferation of alternative work arrangements such as flextime and telecommuting combined with increased employee diversity, understanding the regulatory underpinnings of the employment relationship has become essential in managing employee rights in the workplace. This class will explore the cultural, historic, legislative, and judicial development of employee rights in the workplace, closely examine several of the core laws, discuss the consequences of noncompliance, and identify key compliance strategies that are essential to managers as well as to human resources professionals.

HC 105
ALL ABOUT ME: UNDERSTANDING ONESELF THROUGH JOURNALING
Undergraduate
The goal of this class is to teach students the elements of journal writing, allow them to acknowledge and react to personal experiences and enable them to think clearly about these experiences. Students will be engaged in individual as well as group activities to accomplish this goal. Journaling on a continued basis might help students reduce stress and improve social relationships as they write and analyze certain experiences in their lives.

HC 106
LEADERSHIP AND MANAGEMENT IN A GLOBAL ENVIRONMENT
Undergraduate
Global systems, structures, and movements impact every aspect of life in Africa and in the Church. Effective leaders and managers are able to take a global perspective on their local work. This course will build the students' competencies in analyzing various aspects of globalization (e.g., economic and cultural globalization) and their impact on Africa. They will also examine how globalization will affect their future ministries. Each student will design and complete an independent learning project for their Focus Area in which they will create strategies to address some aspect of the impact of globalization on their future ministry. Through this course, therefore, students will develop and demonstrate their competence to analyze issues and problems from a global perspective and to create strategies to address the impact of globalization on ministry.

HC 107
MANAGING EMOTIONS IN DIFFICULT TIMES
Undergraduate
Though we look forward to holidays and special occasions, they often present challenges in managing our emotions. The occasions for stress and disappointment, as well as peace and joy, abound, requiring us to practice self-awareness, self-management, and relationship management at home and at work. This course will introduce a framework of emotional intelligence and provide opportunities for participants to assess their emotional intelligence and improve it through reading, discussion, role-play, and film analysis.

HC 108
BREATHING WITH TWO LUNGS: AN INTRODUCTION TO THE EASTERN CATHOLIC CHURCHES
Undergraduate
In 1995 and 2001, John Paul II, stated that the Catholic Church needs to breathe with both lungs, East and West. What he meant by this was that it's time for those who belong to the Western/Roman Catholic church to become familiar with their Eastern Catholic brethren, so that by acknowledging and accepting them, the universal Catholic Church can be whole. In this course, students will learn about the three largest of fifteen Eastern Catholic churches, of both the Byzantine and non-Byzantine Catholic traditions: Ukrainian Catholic (European Byzantine), Melkite Catholic (Middle Eastern Byzantine) and Syro Malabar Catholic (non-Byzantine from India). Through videos, readings and class discussions, as well as three field trips (one to each of the above churches), students will learn about how the Christian church, which split in 1054, came to be reunited in the 16th and 17th centuries. By exploring and recognizing the similarities and differences of one catholic faith, students will conversely learn about the history, traditions and immigration of diverse communities.
HC 109
BEAUTY, ATTRACTION AND THEIR IMPACT ON CULTURE AND BUSINESS
Undergraduate
Beautiful people are believed to gain multiple advantages in life, from better grades in school to favored treatment from employers and preferential judgment from police officers and juries. Evidence of beauty being revered and deified can be found as far back as biblical entries and up to modern day celebrities. But the importance of beauty to the survival and success of the human race has evolutionary significance that goes much further back. Our brains are pre-wired to appreciate beauty and in the over 35 million years humans have inhabited the earth it is only in the last 10,000 years or less than 1% of our civilized time that we have learned to adorn, fear and dissect its power. What is it about human existence that makes beauty so important? Why do we care about it so much? And how has it impacted our culture? This course will go into depth about human nature, subconscious evaluations of what we all are attracted to, and why self-confidence gained is more important and influential than the physical. Methods of accentuating our most endearing assets from ancient Greek, Roman and Egyptian times including Cleopatra and Nefertiti to modern day celebrities and plastic surgery will be reviewed. Additionally, examples of how the science of beauty can be translated, sold and used in modern business marketing strategies in an ethical and effective manner will be discussed. Specific tools, tactics and formulas for appealing to one’s sense of beauty will be explored. Students enrolling in this course can expect to be shocked at times and entertained, but will complete the course with a better understanding of the science of beauty, human nature and its role in business.

HC 110
CULTURALLY COMPETENT PARENTING EDUCATION AND SUPPORT
Undergraduate
Students will explore all that is involved in being culturally sensitive in their relationships with parents of diverse backgrounds. This includes a consideration of the different belief systems, values and goals parents and professionals working with them in different cultural contexts bring to parenting and/or parenting education and family support. Students will have an opportunity not only to inquire and reflect on what cultural competence involves (including e.g. gender, race, ethnicity, class, religion, immigrant status, etc.) but will also reflect on their own cultural standpoint.

HC 112
MAKING SALES AND SELLING SIMPLY
Undergraduate
It’s obvious: making the sale requires advanced skills and abilities. What’s not obvious is how to acquire those skills and to apply them successfully in business. This course builds on your business knowledge by looking at the “why and how” of professional selling, specifically prospecting, qualifying, presenting, handling objections, closing, and follow-up. The goal of the course is multifld: to appreciate the professional selling literature; to link theory with practice through the selling process; and to allow application to both personal and professional settings. This course accomplishes these goals through both in-class and out-of-class work that combines fun exercises supplemented by lecture, discussion, role-play, and even an assignment that requires the student to shop.

HC 113
MIDWINTER RITUALS
Undergraduate
This course uses methods of comparative religion and cultural anthropology to explore the specific manifestation of religious, ethnic and family traditions during the winter season of the northern hemisphere. The similarities between the winter celebrations of Christmas, Hanukkah, Hogmanay, Diwali, Soyal, Las Posadas, Zagmuk, Loi Krathong, Santa Lucia’s Day, Saturnalia, Yule and (more recently) Kwanzaa have been noted by scholars and laypersons alike. In some way, all these ritually based festivals relate to the common astronomical fact of the winter solstice - the shortest day and longest night of the year and the slow “return of the light” to the world. Can only be taken for one competence.

HC 115
SEX DISCRIMINATION AT WORK
Undergraduate
This one competency course will examine workforce segregation by sex in the 20th and 21st centuries. We will examine society’s view of women as workers, leaders and entrepreneurs, as well as the opportunities and barriers faced by them as they participate in what was once a "men only" culture. Students will draw on their own experiences to understand the current business culture as it pertains to each sex. We will identify and compare obstacles facing women and men in the work force due to sex, especially at the top levels of leadership. Students will study several business people who have overcome these barriers, and risen to success. The final assignment will be a research paper and presentation requiring students to research a business person or entrepreneur and document his/her claim of sex discrimination and argue this discrimination either from the position of the employee or the organization, addressing the concepts learned throughout the class. Students will critique the presentations and provide feedback to each presenter.
HC 116
PSYCHOLOGY OF MALE DEVELOPMENT
Undergraduate
This course focuses on the development of boys from infancy through adulthood within socio-cultural context. We therefore address in addition to gender, the impact of race, ethnicity, class and related issues of societal/governmental failures when it comes to non-voting children. We cover why boys have more trouble at school, more problems with anger, and more incarcerations than girls or boys of higher social class, but our focus will be on their capacities and how those in power can help them thrive rather than present obstacles in their path from birth onwards. In my work in Chicago schools from Englewood to Rogers Park, I found young boys and teens very capable of caring and empathy but not reinforced by adults to develop these skills. This course suggests ways to change that and help teachers, parents and society not stereotype boys or give up on them so early in life. We will focus on how boys can develop fully as men of character and care, who can succeed in relationships, as parents, at work and in their community. We will learn of advocacy work to convince society to improve the conditions in which boys live. We draw upon the work of the Search Institute, the book ?The men they will become? by Eli Newberger (free online) and other current research. We will view workshops including feminist Judith Jordan’s “Raising competent and connected boys” and learn of local and national efforts to support young boys development.

HC 117
MINDFUL LEADERSHIP
Undergraduate
Mindfulness meditation practices reduce stress and enhance our most fundamental, innate capabilities for leadership excellence. Mindfulness meditation practices are simple, powerful ways of regulating, investigating and expanding our awareness of our experience. They are rooted in Buddhist traditions and are now being widely reinterpreted in secular ways by neuroscientists, psychologists, philosophers and others. These practices teach leaders how to more profoundly connect to oneself, others and the larger community and to more skillfully initiate or guide change. Students will maintain a daily mindfulness meditation practice for the duration of the course.

HC 118
MAKING SOCIAL CHANGE: THE LEGACY OF THE 1960’S
Undergraduate
In the first twenty years following World War II, Americans participated in the democratic process and in civil society in record numbers. They participated in public meetings, belonged to labor unions, joined churches, and formed professional societies. These civic structures and habits of involvement empowered citizens to believe they could make a difference in their communities and laid the groundwork for some of the major social movements of the second half of the 20th Century. Civil rights, second-wave feminism, gay rights, and Latino rights all have their roots in the 1960s and continued their work over the following decades. In this class, we will explore civic engagement through the lens of our recent history. We will look at how these movements developed and analyze how they achieved their goals. We will take lessons from our predecessors and apply them to our own efforts to make a contribution to the lives of people in our local, national or global communities.

HC 119
DIVORCE AND ITS LEGAL IMPLICATIONS
Undergraduate
As divorce rates in the U.S. continue to rise yearly, an increasing number of individuals are affected by divorce in some aspect of their lives. This course will give students a general overview of family law. In our discussions, we will explore issues such as domestic violence, child custody, and the “best interest of the child” standard in determining their effect on the divorce process. We will also discuss the financial and emotional implications surrounding the dissolution of a marriage and the role that these factors play in the divorce process. We will then explore the idea of divorce reform and whether this might be a solution to the increasing rate of divorces in the U.S. More specifically, students will be asked to analyze several of the proposed reforms in light of their new understanding of family law and determine if they believe that reform is the appropriate answer to this complex issue.

HC 121
THE US ROLE IN A CHANGING WORLD
Undergraduate
The Post-Cold War international structure, shifting economic alliances and power, and the emergence of nationalistic movements throughout the world are among the issues confronting the United States at the beginning of the 21st Century. This course will examine America’s strategic role in this changing world environment and the attitudes that underlie American foreign policy decisions and will help students reflect on the global changes, assess national priorities, and decide for themselves the role the United States should play in the world today.

HC 127
MANAGING PERSONAL CHANGE
Undergraduate
The primary purpose of this seminar is to provide participants with a forum through which a greater awareness regarding the multiple dimensions of change may be developed. Specific emphasis will be placed on dynamics of personal change and methods of analyzing factors that impact personal change. Students will learn about the distinctions between personal change, transitions and transformations. Ongoing self-assessment regarding change and opportunities for students to engage in self-reflection will be a key component of this course.
HC 128
WOMEN AND SEXUALITY IN ISLAM
Undergraduate
This course emphasizes the issues of women and sexuality in the Islamic cultures and demonstrates the diversity of women's lives in Muslim societies. In the course we will confront the following questions: Are the intense conflicts on women's sexual rights in the Islamic countries based on Islamic laws or the combination of political, economical and social inequalities? What is the Islamic view of love, eroticism and sexuality? Are women the instrument of power as the hunters and men the passive victims, or "women are created of and for the men"?

HC 129
THE EMOTIONALLY INTELLIGENT LEADER
Undergraduate
Because of the roles they play in influencing the lives of individuals and organizations, leaders bear a greater obligation to manage themselves and their relationships with insight and sensitivity. This course will examine the attributes of effective leaders in various settings and how they have drawn on skills of emotional intelligence to support their success. In addition, participants will identify their leadership qualities and strategies for developing them at work and beyond. Course readings and activities are drawn primarily from texts by Richard Boyatzis and colleagues that illuminate the relationship between emotional intelligence and leadership. The course is designed to address (1) the theory and practice of leadership and (2) the attributes and aspirations of course participants in their roles as leaders. Beyond the close examination of the Boyatzis leadership model, other primary models of leadership will be reviewed. Course activities will include discussion, presentations by participant leaders, film excerpts, and exercises.

HC 130
PARENTS AND TEACHERS TOGETHER: CREATING THE SCHOOLS OUR CHILDREN DESERVE
Undergraduate
This course provides an opportunity for students to reflect on and answer some of the following questions: Why do parents and teachers both feel frustrated and powerless to meet the needs of today's students? In this class we will consider the power inequities inherent in schools today. With fewer and fewer people who vote having school age children, parents and teachers feel they have little voice in how national and local resources are allocated to education. We will focus not only on present problems in schools, but on reviewing innovative initiatives and models around the country that give a louder voice to teachers and parents on behalf of children. While many people blame children's problems on parents and/or teachers few look at the system/society in which they function: teachers telling parents how to be involved in school without considering their backgrounds, culture, etc. and school administrators telling teachers what to do and the government telling administrators what to do. This course will give students an opportunity to think about current school problems within a power framework and then design constructive ways to empower parents and teachers to be more effective in creating "schools our children deserve."

HC 131
THE CHURCH AND SOCIAL JUSTICE
Undergraduate
Recognizing the impact of religious teaching and religious organizations in the development of individual and social moral values, this course seeks to look at the role of religious organizations, primarily Christian, and how they influence or shape individual and community social values. The course will also look at the interplay of culture and religion and how different cultural and social positions shape religious faith and social action. This includes a discussion of the impact of race, gender, class, and sexual orientation and how they are shaped and defined by one's religious beliefs. The course will look at the role of the leadership development in the church via its activities, role models, and teachings on personal and communal responsibility. It will also look historically at the points of conflict where religious institutions have mobilized to take opposing position on political and social issues such as in Civil Rights or Housing issues. The course will also look at the role of the church in the local community as a resource and as a catalyst for social services, social justice, political advocacy, and community economic development. The class will provide an exploration of various Christian denominations and how their view of their roles and work in the city and in the communities has changed over time. Students will also examine current day communities and churches and compare their historical roles with what they are doing today. They will discuss what churches are doing at the congregational level and ways that institutions are partnering with other religious, interfaith, government, or nonprofit agencies to address community social and economic needs.

HC 132
THE MIDDLE EAST: MAYHEM OR MISUNDERSTOOD?
Undergraduate
Is there any American who does not want to know more about the Middle East? This class will provide a geopolitical overview of the seeds which sprouted into the current situation in the Middle East. Learners will study religion, government, and Muslim culture. Along with a concentration on the history and cultural traditions of the area, students will examine how the need for oil has shaped United States foreign policy toward the region. In this course, students will consider facts and issues related to this fascinating locale from a variety of perspectives.
HC 133
CIVIL WAR AND CIVIL RIGHTS: A COMPLEX LEGACY
Undergraduate

Both in obvious and subtle ways, the Civil War has shaped the America that we live in today. Our images of "north" and "south," our race relationships, and our sense of a national identity have their roots in the Civil War and its aftermath. This course is designed to explore the historical and social dimensions of the War through readings, discussion, videos, and conversations with guest speakers. We will delve beneath the conventional beliefs and superficial information about the War to appreciate its complexity and its presence in our lives. Among the key issues we will address are (1) the ongoing debate regarding states’ rights (2) the impact of southern regionalism on American culture (3) contemporary civil rights and their links to the past.

HC 134
GLOBAL EDUCATION AND WORK
Undergraduate

Globalization has become a constant topic in the news. We can no longer content ourselves with our town, state, region, or even with our own nation. We need to think big. International politics and economies are merging. How will we compare to other nations in terms of educational preparation and workplace skill? In this course, students will examine ideas regarding the nature, philosophy, history, and purposes of education, and of education for work in the United States. Furthermore, students will compare our thoughts on these issues to those of other nations, our partners for the future. Students will consider the ethical implications of educational programs and philosophies, and will discuss the ramifications of the developing close relationship between education and the workplace.

HC 135
TOOLS FOR TOMORROW’S LEADERS
Undergraduate

Effective leadership in the 21st century requires knowledge of a variety of concepts and practices. Theories and principles from past and present leaders influence how leaders of tomorrow will succeed. Business, political, and religious settings require solid leaders with great awareness of knowledge and practices that have created proven results. These settings require perspectives that will contribute to the success of the organization. Aspiring leaders draw inspiration from lessons learned in the past; these leaders then need to translate those lessons into solid contemporary practices for their organization. This course provides a critical analysis of historic writers and thinkers. Examining leadership situations from these early writings, students will compare and contrast contemporary leadership approaches. Through discussion, reflection, and exercises students will uncover relationships and insights to their current leadership practices and situations. A variety of knowledge and ideas focused on acting ethically, thinking independently, listening closely, taking responsibility, and finding balance are among the tools that students will develop in this course. Close reading of Plato, Sophocles, Aristotle and Aeschylus will allow students to bring the works of these early thinkers to their current leadership situations.

HC 136
UNDERSTANDING TERRORISM AND SOCIAL VIOLENCE
Undergraduate

This intense course will examine the psychological, philosophical and ecological roots of hatred and social violence. We will explore the possible negative impacts of exposure to violence on children, adolescents and adults. Course content will center around such questions as: "What are the cognitive roots of prejudice and social violence?" and, "Is violence really human nature?"

HC 137
A LIVING MOVEMENT: TOWARD A WORLD OF PEACE, SOLIDARITY AND JUSTICE
Undergraduate

How can we make sense of the enormous changes taking place in our world? From the Egyptian victory to overthrow a dictator to the struggle of Wisconsin union members, non-violent actions are spurring more peace, solidarity and justice. How do we take part in building a movement of peace, solidarity and justice? Join the Living Movement course and travel to Memphis, TN for a joint conference of the Peace and Justice Studies Association and the Gandhi-King Conference. Over 1,000 people will attend to share stories from the front lines of the struggles for peace and justice and listen to evidence from scholars on the victories of non-violent action. Meet national leaders and network with activists from all over the country. Space limited so register early. Besides DePaul registration, additional expenses include: hotel for 2 nights, food, travel, conference registration. See peacejusticestudies.org or gandhi/king.org for more information.
THE JUVENILE COURT SYSTEM: IS THERE A FUTURE FOR OUR CHILDREN?
Undergraduate
Recently the juvenile court system celebrated its 100th anniversary. This affords us an opportunity to examine the strengths and weaknesses of this special court and to identify the opportunities for improvements and needed changes. The court's legal decisions about children's lives are extremely important because of their profound life-long consequences for individual children and because of the impact these decisions have on society in general. This course will study the juvenile court system since its inception in 1899. We will see how crime has changed, not so much in numbers, but in the degree of violence due to guns, drugs and gangs. We will also study how the change in family structure has affected crime. We will study one method of change in our efforts to effectively address how certain changes in the present system could lead to a more effective and just system. We will employ small learning teams to explore the material presented in class.

UNDERSTANDING WAR: CAUSES AND CONSEQUENCES
Undergraduate
The First World War (the "Great War") produced profound effects on world culture and continues to influence our ideas and actions with respect to military matters. The swift advance of technology during this time provided the world with a new and constantly-shifting array of weaponry, including the first biological weapons, use of aircraft and bombing, and systematic genocide. All of these weapons are still present in the contemporary arena of warfare and we can understand them only by knowing their origins. In this course, we will examine this horrific shaping effect of war by studying its literature, scholarship and documents, as well as selected films and field trip(s). Since aviation and the use of air tactics played a crucial role near the end of the Great War, we will particularly emphasize this phenomenon.

PUERTO RICO AND CUBA: DIVERGENT POLITICAL TRAJECTORIES
Undergraduate
Despite their geographic proximity, Puerto Rico and Cuba have taken different political paths. In this course, we will examine the economic and political history of these two countries starting from when the United States took possession of these two Islands in 1898 to the present. We will address questions such as: What led to U.S. involvement? Why did Cuba gain "nominal independence" after 1898 while Puerto Rico remained under tighter U.S. control? What led to the Cuban revolution? What is the current state of Communist Cuba? The history of these two countries will also provide an avenue for exploring the impact of the Cold War on the Caribbean. We will conclude by examining the migration and immigration of Puerto Ricans and Cubans to the United States. Lectures, class discussions, videos as well as presentations by guest speakers will be the primary means of exploring these issues. Students will develop a structured learning journal and complete a small project that explores one of the course themes.

COACHING FOR PERSONAL DEVELOPMENT AND PROFESSIONAL EFFECTIVENESS
Undergraduate
Effective coaching has long been recognized as a key element of success in the world of sports. More recently, a new breed of coaches has emerged to help people transform their personal and professional lives. In this course, we will explore the theories, concepts, and techniques of personal life and business coaching. Students will learn about the history of coaching, its uses in personal and professional development and practical applications. Working individually, in pairs, and in small groups, students will practice coaching skills and keep a detailed learning journal. This course will be highly experiential and collaborative in nature. Students will learn concepts of coaching for personal development and professional effectiveness.

EXPLORING EDUCATION
Undergraduate
This course will focus on educational opportunities for students considering a career change or exploring career opportunities in the fields of Policy, Administration and Teaching at the Elementary, High School or Junior College level. We will discuss the history of American education, its aims, purposes, contemporary issues and opportunities, as well as requirements for teacher certification, and alternative certification processes. Students will learn how to use the SNL program to meet Illinois General Education requirements leading to Teacher Certification. Class requirements include discussion, selected readings, a short writing assignment and a guest speaker. Student outcomes will include a thorough knowledge of the processes involved in Teacher Certification, examination of their short term and life-long learning goals and an understanding of innovations in education today. This course is designed for students to explore and understand education today and how this knowledge leads to personal goals, improved understanding of education as an institution and how this knowledge can impact their choices in education for themselves and family.
HC 143
AMERICAN WARS: ILLUSIONS AND REALITIES
Undergraduate
This course will examine the myths and realities of American wars from a number of different perspectives, and will evaluate the means by which misconceptions about war enhance or threaten American values. Specific areas of study will include the benefits and risks of foreign intervention, the impact of war on aggressor and victim, the role of the media, environmental effects, and rationalizations for and against war. The emphasis for each study area will be the contrast between generally accepted beliefs and the consensus of reputable, diverse sources. Readings from pro- and anti-war and centrist sources will be considered. Students in this course will be required to participate through selected readings, brief reports on those readings, and class discussions. Each student will choose a specific topic of interest for individualized study, which will entail research and writing, a multimedia class presentation, and an effort to publish the work on one of a number of selected websites.

HC 144
DEMOCRACY IN EVERYDAY LIFE
Undergraduate
This course will provide students with an understanding of democratic environments, the criteria to define them, and how this knowledge could be applied to everyday situations in the private sphere and the workplace. The course offers a wide range of activities like critical reading and discussion of topics, analysis of cases, simulation of democratic and non-democratic environments and problem solving of real life issues. The ideas of others serve as common course content presented in the material assigned to this course. Students are asked to participate actively and critically, using their own experience as a field of analysis and reflection. Active participation should foster the idea that the course itself could serve as a model of a democratic teaching and learning environment. In this way the course will foster democratic behavior and values.

HC 145
EXPLORING PERSONAL AND ACADEMIC RESILIENCE
Undergraduate
The course presents a variety of readings, experiential exercises and projects designed to enhance the students understanding of the risk and protective factors that contribute to resilience. Resilience theory looks at managing risk by employing the necessary protective factors. In this course students will continue to build on this dialogue by exploring theories of personal resilience while developing resilience in other areas such as academia, work, etc. Additional Questions to be explored: What are protective factors? How are they developed? Do they change at different developmental stages? Adults are constantly evolving and as we change, do we become more resilient?

HC 146
HOW FAMILIES COMMUNICATE
Undergraduate
This course provides students with the opportunity to apply a wide range of theories about family communication to an experience common to all-family life. Through this course, students will gain an understanding of how communication functions to develop, maintain, enrich, or limit family relationships across a wide range of family structures and cultural backgrounds. Among the family relationship issues considered in this course are patterns of intimacy, power, decision-making, roles, rituals and conflict. Factors involved in forming family patterns (e.g. gender, ethnicity, family diversity and family stories) will also be covered.

HC 147
AMERICAN CULTURE IN 2010
Undergraduate
Is there an American cultural identity that is distinct, or is the notion of "American culture" obsolete? There are more than 100 scholarly definitions of culture and most agree that culture depends on shared beliefs, values, and symbols and provides a means for people to both adapt to and manage the world within which they live. In an increasingly diverse United States, what beliefs and values do its inhabitants share? Have these attributes changed significantly in the past several years so that "American culture" is being redefined? This course will examine the ways that American Culture is perceived and shaped by its inhabitants and how changes in technology, global relationships, and immigration challenge us to clarify it for ourselves and others.
HC 148
COLLABORATIVE LEARNING: PRINCIPLES AND PRACTICES
Undergraduate
In this class, we will explore and develop the skills, values and knowledge that contribute to collaborative learning. Today perhaps more than any other time in human history we are aware that no one is an island. At the individual, organizational and societal levels, we are all interconnected and interdependent. We can only meet our goals and address our problems at any of those levels if we work at them with one another. Therefore, as never before, we need to learn how to learn together. Collaborative learning is the process of two or more people helping each other to deepen and expand their shared understanding of the challenges and opportunities they face. It involves stimulating new insights in one another, and helping each other make changes in our assumptions, beliefs and behaviors. We will read and discuss a book on theory and skills of helping others to learn. We will practice skills each week with each other via telephone. We will also participate in informal online discussions. Each week, a formal reflection will be submitted.

HC 149
TEAMS AND TEAMWORK
Undergraduate
It's obvious: teams outperform individuals. What's not obvious is how to make teams work. This course takes a look at the "why" and "how" of teams: specifically looking at team building, communication, leadership, behaviors, conflict management, decision-making, diversity, and problem-solving. The goal of the course is multifold: to help students understand team dynamics, to become better team members through experience, to be better able to manage teams, and to apply team theory to actual practice in their personal and professional lives. This course accomplishes these goals through a combination of fun team exercises (each session) supplemented by lecture, discussion, video cases, and role-play.

HC 150
DESIGNING, IMPLEMENTING AND PLANNING FOR CHANGE
Undergraduate
Business success is no longer about management and control. Success requires leadership that knows how to leverage information that is important to a company's sustainable future. Participants in this course will learn how to maximize a company's value to all stakeholders by tapping its intellectual capital (workforce, community, stockholders, board members, unions, customers) by engaging people in sharing their knowledge and wisdom.

HC 151
COACHING AND LIFE SKILLS
Undergraduate
Good coaches, like good managers, parents, and friends, work to bring out the best in other people and help them develop their full potential. This course will provide a setting for students to experience and explore the role and skills of the coach in contributing to the development of other people. By looking through the lens of youth sports, participants in the course will learn that coaches communicate well, build genuine relationships, value process as well as product, and convince others that they are important and have much to contribute to their team and community. The course is highly experiential and collaborative in nature and will enable students to develop communication, teamwork and human development skills that will support their roles across a variety of settings. In addition, students will be eligible at the end of the course for coaching certification through the American Sport Effectiveness Program (ASEP).

HC 152
PROJECT MANAGEMENT: TOOLS AND TECHNIQUES
Undergraduate
This course seeks to fulfill the following learning goals: project definition and task organization, project risk management, project task estimation and schedules, and potential cultural issues when working with project members from other cultures.

HC 153
VIOLENCE IN AMERICA: AN HISTORICAL AND CONTEMPORARY PERSPECTIVE
Undergraduate
This course compares violence in America from the second half of the nineteenth century to contemporary time. A variety of topics will be covered including: political violence and assassinations, labor strife, urban unrest, and organized crime. Hollywood and media images of violence affecting youth and individuals, violence as a form of social control, and implications of violence will also be covered. Class discussion will focus on the causes of violence in American society. Do groups condone violence when they perceive themselves as outsiders? Have groups resorted to violence attempting to force change in society? Is there a nineteenth century old west gunfight mentality existing in contemporary society? Does American violence compare to contemporary Western Europe? The coursework will include lecture, assigned readings, class discussion, and written assignments. Student papers will be on topics approved by the instructor.
How do we understand and heal the wounds of racism? How do we build bridges that allow diversity to flourish in the United States? What are the connections among forms of racism such as ethnic cleansing and “pacification programs”? In this course, we will explore the roots of racism, look at the changes brought about by the civil rights movement, and examine ongoing work aimed at bridging the gaps caused by racism. Students will study a variety of topics through discussion, readings, films, debate, guest panels, and field excursions.

This course is a broad introduction to the aging process in a society that values productivity, youth and independence and attempts to defy normal aging at all costs. It will explore the influence of medicine and technology as it relates to aging, examining the role of health care as to prolonging human life vs. allowing for a good death. It is a continuing survey of the human being through the periods of late adulthood and old age. Through exercises, projects, and group activities, students will learn to explore the personality, behavior and physical changes in aging. It examines the interrelationship between physical and psychological factors of adapting to illness and health maintenance activities. Topics include the physiological and psychological aspects of aging, behavioral influences, prevention and management of chronic illness, bereavement, death, and related adjustment issues.

The purpose of this course is to provide the modern consumer living in a global economy fueled by unabated technological progress with basic tools to understand the path which has led to today's remarkable prosperity. The focus is on enabling consumers to make decisions throughout the life-cycle. Basic economic methodology will be presented, along with defining moments which, from the Industrial Revolution to the expansion of globalization, have shaped both economic theory and economic policy. Standard topics such as scarcity, opportunity costs, the law of diminishing returns, the law of comparative advantage, the mechanism of the price system, the laws of demand and supply, the workings of money and banking, the impact of fiscality, etc., will be considered, with in mind the idea that economics can offer a significant contribution in the process of making practical financial and consumer decisions.

Online privacy has become a highly charged and complicated area of the law and our culture, because the Internet is changing and expanding our economy in ways unimaginable five years ago. The Internet's incredible functionality and convenience has rapidly made it the primary communication, information, and shopping tool for millions of Americans. Most of us, however, underestimate the extent to which we compromise our digital DNA with these transactions. Recently, some states have attempted to draft legislation responding to the issue of online privacy. Legislation advocates envision that these represent limitations on the collection and dissemination of personal information acquired by Internet web sites. Others have promoted the adoption of federal online privacy standards. Will the adoption of new laws and regulations impede the Internet growth? Or, is the Internet the final frontier of unregulated and freely accessible information, products, and services? Students in the class will grapple with these and other important questions on the legal limits of privacy.

In this course, students will learn the role maize has played in the cultural, economic and scientific development of Midwestern Society. An overview of the impact of maize on ancient American and modern world cultures will also be examined. Students will learn how maize developed from a wild indigenous plant in the Americas to become one of the world's great sources of food, chemicals, religious belief and social practices. More locally, students will learn how corn is currently farmed in the northern Illinois area, how Midwestern family farmers finance, grow and sustain great crops of grain. Students will examine the practices and results of economic corn markets and the role these play in the success of Illinois corn farms. Methods of continuing domestication of maize by selective breeding and more recently by genetic engineering, and the impact of these practices on the crop and on society will be examined. Finally, students will explore the many ways corn products are converted into chemicals for a variety of uses, and will analyze their benefits and costs.
HC 160  
FACILITATION SKILLS FOR ORGANIZATIONAL LEARNING
Undergraduate  
Good facilitators know that really connecting with other people is the secret to powerful and effective meetings and training. In this course, we will examine the nature of engagement and the skills and strategies that facilitators use to involve other people meaningfully in these events. Specific topics will include: matching facilitation skills to event purpose and context, creating learning environments conducive to facilitation, application of a variety of facilitation skills in small and large group settings, using technology to complement facilitation. Class sessions will be devoted to examining and critiquing facilitation scenarios, practicing facilitation skills, and applying principles and strategies of facilitation to class participants’ real life situations.

HC 161  
THE SUCCESSFUL ENTREPRENEUR: FINDING YOUR NICHE  
Undergraduate  
Today, to be a successful entrepreneur, in addition to knowing what’s hot in the marketplace, you need to know yourself. This course will help you discover the skills and gifts of personality you possess that will maximize your possibilities for success as an entrepreneur in today’s global environment. Utilizing a variety of measurement techniques, you will discover your own personal work style preferences, what tends to drive you, what energizes you and what builds your self-esteem. You will explore which type of business opportunities might be right for you, learn your own decision making style and in what work environment you function best. Based on this knowledge, you will create your own mission statement. Then in collaboration with other students, you will learn how to integrate this information with the various tasks required in getting a new enterprise off the ground. This includes: (1) identifying a specific service or product that meets a need in the global community, (2) creating successful marketing strategies; and (3) devising methods of developing the product or service you created.

HC 162  
MANAGEMENT THEORIES EXAMINED  
Undergraduate  
Throughout history, theoretical approaches to managing people and programs have filtered into and influenced daily life. Some of these theories, such as the works of Machiavelli, take the form of great literature. Others come to us via the more mundane world of Dilbert cartoons. In any form, ideas about human interaction and productivity continue to shape our consciousness. In this course, students and faculty will examine a variety of documents related to management, and will examine them from philosophical, social, and business perspectives.

HC 163  
CHINA: VOICES OF A SOCIAL REVOLUTION  
Undergraduate  
The greatest migration of people in the history of the world is occurring right now, in China. Hundreds of millions of people, whose families have lived in rural China for thousands of years, are moving to rapidly urbanizing cities. This course analyzes, through the voices of the Chinese people, the dramatic impact of this social and economic revolution upon families and individuals. Through lecture/discussions, videos, readings, on-line discussion boards and independent research, students will have the opportunity to form their own viewpoints as to the impact of globalization upon one of the oldest civilizations on earth.

HC 164  
ROLES AND RESPONSIBILITIES OF ORGANIZATIONAL LEADERS  
Undergraduate  
This course surveys a variety of leadership structures prevalent in dynamic contemporary organizations. Students in this one-competence course will investigate theories of active leadership, analyze organizational case studies involving effective leadership positions and experientially assess the usefulness and validity of conceptual models of leadership in the day-to-day world of viable organization management.

HC 165  
CHINA: MONEY, POWER AND THE 21ST CENTURY  
Undergraduate  
The greatest migration of people in the history of the world is occurring right now, in China. Hundreds of millions of people, whose families have lived in rural China for thousands of years, are moving to rapidly urbanizing cities. This course analyzes, through the voices of the Chinese people, the dramatic impact of this social and economic revolution upon families and individuals. These changes are having a worldwide impact upon economics, trade and the new world order. Through lecture/discussions, videos, readings, on-line discussion boards and independent research, students will have the opportunity to form their own viewpoints as to the impact of globalization upon one of the oldest civilizations on earth.
HC 166
GLOBAL FUTURES: OIL, WATER, WAR, AND PEACE
Undergraduate
Who determines who owns the oil, water, and other resources on the planet? What are the root causes of many of the wars in the Middle East, Africa, and South America? How do we, as the world's superpower, respond to these global issues? This course examines the fight for resources and connects these issues to questions of war and the new upsurge of non-violent action across the globe. Guest speakers, videos, and other experiential learning will enhance these readings.

HC 168
JAMAICA: WHO TALKS TO WHOM IN SCHOOLS AND CAFES?
Undergraduate
Through onsite visits to schools and public places in Kingston, Mandeville, and Ocho Rios, Jamaica, participants in this course will study intercultural communication by observing verbal and non-verbal interactions in various contexts. Participants will examine communication dynamics in informal settings, such as cafes, plazas, and music venues, and in the formal setting of schools and universities. Using concepts from assigned readings, participants will analyze how different socio-cultural factors interact to shape individuals and interaction patterns in urban and rural Jamaica, as well as in the United States. Prior to departure, participants will work collaboratively to develop culturally sensitive observation criteria for evaluating and comparing communication and interactions. On-site they will dialogue about the observations and interpretations with University partners from the host country. This course, though ideal for educators wishing to understand the role of language and culture in different settings among multicultural groups, also provides a background for those interested in sociolinguistics, intercultural dynamic and multiculturalism abroad and at home. Individual projects due upon return from the study abroad will further allow students in other fields to explore communications in their particular setting.

HC 169
CROSSING BOUNDARIES: UNDERSTANDING SELF AND "OTHER"
Undergraduate
This semi-structured Externship is designed to enhance students' understanding of themselves as individuals, as life-long learners and as members of the larger human community. Students will identify the internal and external 'boundaries' they have with regards to experiential learning. Experiential or service based learning will be implemented to enable students to 'cross boundaries' into new and unfamiliar territories.

HC 170
THE PSYCHOLOGY OF CYBERSPACE
Undergraduate
The primary focus of this course will be the examination of the cultural and psychological elements of cyberspace communication, with a specific focus on the internet. Students taking this course will be able to reflect on and engage in informed discourse regarding the cultural and psychological elements of the internet as well as gender specific differences in cyberspace behavior.

HC 171
ORGANIZATIONAL CULTURE IN ACTION
Undergraduate
What is organizational culture? Culture is the way things are done in the organization, a system of shared symbols and a variable that focuses on causality. In this course, you will examine what organizational culture is and how knowledge of culture provides a way for gathering information to help leaders/managers improve organizational performances. This course provides a hands-on approach to learning to "read" organizational cultures and using that cultural knowledge in symbolic management, training, organizational change, building effective teams, supporting diversity, and unleashing creativity. In terms of cultural analysis, through this course, you will be introduced to qualitative research methods, field observation, interviewing, qualitative surveys, content analysis, and other methods of textual analysis. The textbook is an applied workbook to supplement and apply organizational theory. It answers two central questions: How to understand the intangible culture that is so important to working in an organization, and how to use this cultural information. Finally, you will have a chance to transform theories into practice.

HC 172
HUMAN RIGHTS AT HOME AND ABROAD
Undergraduate
This class is largely about the international human rights movement and how it has the potential to alter our thinking about social justice and the rights movement in the United States. In this class, we will ask ourselves the following questions: which rights should be protected by every society? Can there be universal human rights? Should developing countries be held to the same standard as developed nations? What are the major areas of concern internationally and how do these compare with human rights concerns in the United States? Are human rights for the individual incompatible with those for the collective or can the two co-exist? In this context, we will review the U.N. Declaration of Human Rights and other important treaties, NGO commentaries, and first person accounts of the international and domestic human rights movements. Students are encouraged to integrate their interests in both domestic and international human rights issues into the class discussion.
HC 173
HUMAN RIGHTS IN BUSINESS AND SOCIETY
Undergraduate
Students study the history of human rights development as they emerged from religious belief, philosophical visions of natural law, social structures and legal systems. Students will also examine opposition to human rights over the centuries when rights threatened traditional patterns of authority, prejudices, vested interests, customs and claims of national sovereignty. Study then shifts to recent human rights documents beginning with the Universal Declaration of Human Rights in 1948. The racism convention is studied as the case study with focus on its application and lack thereof in the U.S. and Chicago. Students then apply knowledge from the case study to examine human rights work performed by a local NGO, by a local company or by their community. The course concludes with current human rights advances in corporations, governments and NGOs.

HC 174
CIVIL LIBERTIES IN EVERYDAY LIFE
Undergraduate
This course is designed to expose students to the history, context and implications for American society of the Constitution and Amendments, more commonly known as the Bill of Rights. We will learn about the founders who created the Constitution, and also explore landmark court cases concerning historically significant issues such as privacy, right to bear arms, freedom of religion, abortion, and the right to die. We will discuss how this supreme law of our land impacts our daily lives and decisions.

HC 175
HOME AND IDENTITY
Undergraduate
This course brings a unique multidisciplinary and multicultural approach to address the interconnection of diverse experiences with the meaning of home and identity. It shows you that the meaning of home can be incredibly varied and lets you explore the multiple facets of home as well as being away from it. You will learn that home is a volatile mix of yearning and loss, of being at home or searching for it, and that this very mix is the framework in which one’s identity evolves. The course will be based on lectures, discussions, film, exercises and guest speakers who will share their experiences with the class.

HC 176
PEOPLE, PROCESS AND ORGANIZATIONAL DEVELOPMENT
Undergraduate
Healthy, successful organizations, like healthy, successful people, continue to grow and develop across the life span. This course will examine ways organizations can design processes and cultivate human potential to ensure that they renew themselves and remain ready to embrace opportunity and respond to change. Participants will work with case studies and scenarios from their own work contexts to develop competence.

HC 177
PRACTICAL CONSULTING: THEORY, SKILLS AND APPLICATION
Undergraduate
If you were to look for the definition of "consultant," chances are good that it would suggest that a consultant is an individual who provides professional services. What does this mean? To whom does one provide professional services? What kind of services? In this course, students will learn the definition of consultant, the various models and theories behind the profession, as well as the practical skills necessary to engage in a consulting relationship. Students will work individually and collaboratively in practicing how to "contract," gather data, diagnose, give feedback and close the consulting relationship, all while learning the theories and underlying assumptions behind consulting, no matter what type of "professional service" you are providing or for whom. By the end of this course you will have gained a greater understanding of organizational life, collaborative learning, and yourself as a professional service provider, and will be able to not only practice but also be a consumer of consulting services.

HC 178
GENDER AT WORK
Undergraduate
From the days of hunters and gatherers our world has been organized by gender expectations. While these gender roles have evolved over time, women and men today still struggle to meet these expectations and they have largely defined who we are for centuries. We have more choices and freedom to renegotiate and transcend these roles now than at any other time in history, and yet they still impact every aspect of our lives. This course will explore how gender can influence communication patterns, leadership styles, negotiation skills, conflict styles, work/life balance expectations, relationships and a multitude of other aspects of our life at work and at home. Students will demonstrate the competencies through class participation, group projects, journal entries and other assignments that will allow them to apply course readings, films, and discussion to their own personal experience.
HC 179
ECONOMIC INEQUALITY: THE ROLE AND RESPONSIBILITY OF BUSINESS
Undergraduate
This course will examine the role of corporations in the growth of economic inequality in the United States and the world. Inequality changes in the U.S. and various other countries will be correlated with the economic, political, educational, geographical, and historical trends that may have affected incomes and standards of living since the beginning of the 20th century. Likely causes relevant to corporate strategies, especially over the past quarter-century, will be investigated, and possible solutions will be considered.

HC 180
MEANINGFUL WORK MEANINGFUL LIFE
Undergraduate
Our lives and our work are inextricably linked - regardless of how we define work. "Work" may be defined as a paid job, volunteer activities, family and home occupations, educational ventures or other productive endeavors. In addition, over time our lives and work activities inevitably change, develop and take on meaning and relevance in ways that are not always intentional or foreseeable. These changes can and do influence our identity and how we "do" our work. In this course we will explore some elements of social psychology and how and why we derive identity and meaning from the varieties of work in which we are engaged. The genesis of learning in this course will be an examination of stages of development of individuals, workers in diverse settings and organizations. From these origins we will explore how we make and derive meaning from all of these sources of identity.

HC 181
LAW FOR EVERYDAY USE
Undergraduate
Our system is founded on the belief that everyone is entitled to participate in the process of government. Free and open access to the judicial system is fundamental to American democracy, yet, as our system of law grows more complex by the day, we find ourselves more and more reliant on lawyers. This course is designed to provide students with the basic skills to understand and navigate the system in the areas of law that are pertinent to our everyday lives. Various substantive areas of law including, but not limited to, marriage and divorce, work-related laws, real estate, health care rights, estate planning, immigration, juvenile law, and finance will be examined with emphasis placed on topics according to class preference and interest.

HC 182
HUMAN RIGHTS AROUND THE WORLD AND IN CHICAGO
Undergraduate
This course begins with a study of the evolution of human rights from religious belief and includes the opposition to human rights when they threaten traditional authority, vested interests, etc. Major human rights conventions will be studied and the Convention against All Forms of Racial Discrimination (ICERD) is utilized as the case study for current human rights work. Students will study how this convention to eliminate racial discrimination is being implemented in the US and in Chicago today, explore how NGOs are working for human rights, and assess how corporations are implementing human rights within their workforce.

HC 183
BEAUTY POLITICS IN CULTURAL CONTEXT
Undergraduate
How can we celebrate our different skin tones, body sizes, hair textures, and cultures, and yet still acknowledge our similarities? How can hair/body stories help us to better understand each other and ourselves? Are hair and body stories cultural legacies or scholarship? This course exposes students to the complex ways the body is portrayed, (mis)understood, and celebrated worldwide and will focus on constructions of Black hair and the Black body in media of the 20th and 21st century. The course combines readings, personal anecdotes, media (including movies, videos, advertisements, music, poems, and online media), and applied research about the body and its extremities (such as hair). Here we will also analyze the body and its performance of sexualities and identities in the context of the production of culture and social relation. A critique of the readings and media representations will afford students the opportunity to explore alternatives to conventional materialist, consumerist, and constructed binary approaches to the body. By exploring their own hair/body stories students encounter dynamic resolutions and celebrations at the individual level.

HC 184
VIOLENCE AGAINST WOMEN: A HUMAN RIGHTS VIOLATION
Undergraduate
This course will introduce students to issues of violence against women from cross cultural perspectives and will explore how this social problem relates to human rights violation. The course will define violence against women and the different forms of abuse used against women. This intense course will focus on evaluating these forms of abuse in diverse cultures including India, Saudi Arabia, and the United States, as well as immigrant and minority communities in the U.S. This analysis will examine how social institutions in each of these cultures either contribute to the violence against women or address this issue. Through class discussion, lectures, readings and guest speakers, the various ways in which women are abused will be evaluated and discussed in an effort to introduce students to patterns of abuse from a global perspective.
HC 186
STUDIES IN GHANA: HISTORY, CULTURE AND SPIRITUALITY
Undergraduate
This course has been designed to be dynamic and lively, purposefully engaging with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values. The rich cultures of Ghana provide much of the “text” of this travel course. From visiting Ghana's National Museum, to observing kente cloth being woven or women pounding fufu, or meeting with spiritual and educational leaders, course participants will be exposed to multiple layers and multiple levels of West African culture. Everyday experiences, such as shopping in the open air markets, become lessons on human interaction that are rooted in a particular worldview. Learners will be challenged to consider the footprint left by the simple decision of paying a particular price or buying from a particular vendor. They will come to understand that culture goes beyond the surface expressions, such as clothing, food, dance, to the deeper levels, such as the cosmology of the people. Their beginning examination of Ghanaian cultures can lead to further examination of their own personal, family, community and national cultures.

HC 187
LATINA LIFE STORIES
Undergraduate
This class will explore the diversity of the U.S. Latina experience through themes of migration, home and place, paid work, caring work, education, gender, and race. Through life stories and fictional works, students will examine what it is like to be a migrant or immigrant; to live in more than one culture, as a bicultural and multicultural, bilingual or multilingual person; to negotiate responsibility and desire, as a woman, mother, daughter, partner, to name and live one's sexuality; to be a provider, a caregiver, an activist and a professional. Students will also be encouraged to draw connections between their own experiences and those of the women about whom they are studying. The course will conclude by exploring how Latina women are building new political, theoretical, economic, artistic, and spiritual pathways toward wholeness. Students demonstrate competence through participation in class discussion, and activities, as well as by writing essays based on readings. Students will also have the option of writing about their own life history as well as of researching the life stories of Latina women not covered in the class.

HC 188
UNDERSTANDING INTERNATIONAL RELATIONS
Undergraduate
Two major puzzles sit at the core of world politics: Why do nations fight, and why do they cooperate? One popular theory views conflict as a normal state in international affairs, presenting its supporters with the task of explaining why so much cooperation exists. Another popular perspective characterizes cooperation as the norm, posing a dilemma for its supporters to account for the violence in world affairs. Understanding cause and effect in a complex world is a difficult challenge. This course provides an introduction to the systematic study of major issues in international relations. Some themes recur throughout the course: power, motivation and choice, nation-states, anarchy, sovereignty, interdependence, and political and economic market failure. We will systematically explore the players, their goals, the constraints within which players operate, the interactions between players, and the strategies they pursue. Part I introduces general theories for explaining international relations. Part II addresses domestic sources of foreign policy. Part III asks why and under what conditions wars occur, while Part IV explores how values and culture affect international relations, focusing on the causes of terrorism.

HC 189
LATINO CHICAGO
Undergraduate
In this course, we will learn about the concepts of race, class and gender and how these intersect to shape Chicago Latinos' experiences. While we will learn about the inequities that Latinos have experienced, we will also explore this community's struggle for social justice and its efforts to create a voice for itself in Chicago. We will conclude this course by exploring how Latinos/as are building new political, theoretical, economic, artistic, and spiritual pathways toward wholeness and justice. For example, we will explore some of the cultural and political projects of this community and the many groups that comprise it. We will learn about these themes and address questions through readings, class lectures and discussions, guest lectures, documentary films and field trips. Field trips to Latino Chicago communities such as Pilsen and Humboldt Park will take place during class time.
HC 190
LAW IN AMERICA: ITS HISTORY AND RELEVANCE IN TODAY'S WORLD
Undergraduate
This course is designed to enhance students' awareness of how critical American law is for their personal, professional, and community life. The purpose is to help students achieve a better grasp of current realities through understanding of the history, the structure, and inherent problems of the American legal system. The course will discuss the role of lawyers and the public in the legal process (e.g., the role of civil rights groups and lobbyists in forming laws). It will begin with the colonial underpinnings and the essentially Western and British foundations of the American legal institutions. There will be some discussion of alternative legal systems. It will then review the American Constitution, the nature of a federal system, and specific topics in American law. These topics will include the basic rights in our system, and the law as it has evolved in dealing with race ("the strange career of Jim Crow"), speech (free and otherwise), labor (its rough course), criminality and its outcomes, religion (how religious is the law), and business regulation (how much can we trust antitrust). The course will be relevant for students interested in the law as a career, the law in the workplace, the law in not-for-profit settings, and those generally interested in the law in business contexts, as well as those seeking to understand the role of the law in our social and cultural context. We will use one major textbook, as well as selected readings on topics. Students will be asked to bring their own experiences with the American legal system into our discussions and to share their perspectives of the various topics.

HC 191
AMERICAN PRESIDENTS
Undergraduate
This course will trace the development of the American Presidency by concentrating on the lives of some of the leaders who have been elected to the Presidency over the past two centuries. We will seek to find out their histories, what motivated them, what ideals they held sacred, what programs they proposed, how they reacted to crisis, how they protected and improved the nation during times of war and peace. We will examine the key issues and problems that confronted these Presidents and shaped the history of our nation. Students will read different biographies of two Presidents, and individually report their findings to the class for discussion and comparison.

HC 192
HOW, WHAT AND WHY WE EAT: THE ART, SCIENCE AND PSYCHOLOGY OF FOOD
Undergraduate
We have many connections to food. Food sustains us but it has meaning that extends far beyond basic nutrition. Eating is an individual pleasure and comfort, a tool for creating and sustaining social bonds, and a way to express one's cultural identity. Food is tied to many aspects of life including culture, politics, agriculture and the environment. Americans have become disconnected from both the production of our food and from the joy of eating it and suffer from food related health problems such as diabetes, obesity and eating disorders. In this class we will explore the myriad of food-related habits and choices, that determine how what and why we eat. This experiential class moves beyond specific dietary guidelines by presenting concepts and skills that will help you reframe your connections with food. We will explore the multiple dimensions of food and eating from an individual, community and national level. We will explore the true meaning of nourishment. Topics include: identifying personal eating styles, mindful eating exercises, the slow food movement, locating Chicago food deserts, a field trip to a popular Chicago organic garden/restaurant, guest speaker from a Chicago restaurant mural artist, examining types of hunger and nourishment, and issues involving food and ritual, food and story, food and psychology, food and art. We will combine art, film clips, lectures, field trip, research, and mindful eating skills.

HC 193
THE AFRICAN AMERICAN FAMILY
Undergraduate
This course will explore key questions regarding the development of the African American family within the context of institutionalized oppressive forces endemic to American society. During the course we will survey several theories that have been prominently used to characterize the African American family's development and their efficacy as tools in this endeavor. We will also use genealogical research methods to understand the dynamics of family development. Students will conduct research into their own family's history by using oral history techniques and will learn how to document and reconstruct kinship ties as far back as class time and records will allow. Through this process, students will gain a broader understanding of the African American family as it has evolved in response to the stressor imposed upon it throughout American history. Furthermore, learners will consider issues related to the construction of American society, the role of African Americans in it, and the ways in which these issues influence African Americans in all aspects of their relationship to the larger society. Each student will be expected to turn in a final research report based on readings and research. The final research report will consist of a family tree and a discussion of family development based upon the ideas presented in the course discussions and the readings.
Organizational communication is a complex and continuous process through which organizational members create, maintain, and change the organization. Two important issues associated with this definition: First, it is important that all organizational members participate in this process, and second, shared meaning is not always achieved in organizational settings. Certainly, the process is mutual, and understandings are created; however, the interpretations created or derived from these interactions may not be mutual among all members of an organization. There are at least three different perspectives of organizational communication: traditional, interpretive, and critical. These perspectives differ in the ways that they study organizational communication and in the assumptions that they make about the nature of organizations. The traditionalism has evolved from an early form into a different contemporary form. Early traditionalism understands organizations as machines and regards communication as a machinelike process. Recent traditionalism sees organizations as living systems and communication as a dynamic, organismic process. Interpretivism and critical theory have developed as serious alternatives to the traditionalist study of organizations. Interpretivists are concerned with the symbolic processes through which organizational reality is socially constructed, and critical theorists are concerned with the relationship between structure and symbolic processes in the efforts to criticize oppression and the systematic distortion of organizational communication.

In this course, we will explore how generations of a family interact with one another, how these relationships affect the different generations, and how cultural factors and public policy influence the interactions. We will explore intergenerational relationships from the perspective of developmental psychology, public policy, finances, public health, cross cultural studies, literature and the arts. At the same time as more grandparents are becoming the primary caretaker for their grandchildren and the number of great-grandparents is at a record high, the traditional roles of each generation are undergoing great change. Some of the questions to be addressed through concise lectures, readings, group projects, interviews, and individual projects are: How can intergenerational interactions stimulate development throughout the life span? How can the nurturing across generations be balanced with the independence of the individual? What are the implications for workplace policies, public policy, and community health? How do different cultures respond to intergenerational interactions? How do the arts (literature, fine arts, music, and cinema) reflect the value of intergenerational relationships? How can what we learn from this inquiry help us understand our own relationships across generations?

This course utilizes a novel pedagogical approach to introduce concepts and theories that form the core of the principles of economics. Instead of relying on graphs and mathematics, 'Economics by Example' follows the text by the same name to frame hot topics such as globalization, outsourcing, immigration, environmental policy, big-box retailing, and internet piracy in a way that provides an inviting and accessible understanding of economic theory. The same refreshing treatment is given to more traditional topics such as efficiency, the maximization principle, the concepts of tradeoffs and incentives, and consumer choice in the context of the market mechanism. The learning experience is based on the analysis and discussion of real-life applications that show students the pervasive impact of economics on everyday life while familiarizing them with important concepts.

This course will explore juvenile justice through a sociological lens that encompasses legal, ethical, institutional, racial, gender and economic perspectives. The course will address the foundation and origin of the juvenile justice system in Illinois and its role as pioneer in juvenile justice throughout the United States. We will examine the various entities responsible for the implementation of juvenile justice including the challenges and obstacles encountered in pursuit of intervention and prevention of juvenile delinquency. A network of professionals dedicated to working with and supporting juveniles involved in the system will speak to how the key institutions interact, combat and collaborate with each other and the impact those dynamics have on the juveniles, their families and communities. The methodologies and efficacy of responses to delinquency such as punishment, incarceration, rehabilitation, substance treatment and re-entry will also be considered. The class will take on such questions as what contributes to juvenile delinquency, how is juvenile delinquency defined, how does it differ amongst communities, how did we get here and what does the future of juvenile delinquency look like in Illinois?
HC 199
MANIFESTATIONS OF BELIEF: RELIGION VS. THE CONSTITUTION DURING THE HOLIDAYS
Undergraduate
The United States Constitution guarantees freedom of religion to its citizens. What is freedom of religion? How is this basic right interpreted? How far can the individual citizen go in demonstrating religious belief? When do the rights of the many supersede the rights of the few? These questions have been particularly prickly over the last few years when objections to the recitations by school children of the Pledge of Allegiance, and the display of religiously oriented holiday decorations have made national news. Where do you fall on these issues? Is it okay for New York City to have a big Christmas tree in Rockefeller Center? Do you mind if your neighborhood church displays a creche on its front lawn? What about the town hall? In this course, students will examine holiday displays around town and assess their relation to freedom of expression and freedom of religion. Students will also consider the nature of free societies, their relationship to community values, and the ways in which difference is valued, or not valued, in contemporary American culture.

HC 201
NEGOTIATING CONTRACTS: STRATEGIC, LEGAL, ETHICAL, AND MODERN TECHNOLOGY CONSIDERATIONS
Undergraduate
In this course, we will examine the processes of managing perceptions and communicating. We will delve into the realm of analyzing our world as we perceive it and the art of entering into the realm of another’s perception. We will utilize “four agreements” as a method of managing our perceptions and the perceptions of others, and as an approach for communication. In learning to communicate with others we will utilize a technique called “matching.” We will examine the development of contract law. We will cover the basics of contract formation: offer, acceptance and consideration. We will identify which contracts are required to be in writing. We will examine the remedies available when a contract is breached. We will review various examples of contracts to evaluate the practical application of what we learned.

HC 202
MANAGING A CONSULTING PRACTICE
Undergraduate
This course presents the fundamentals of management as applied to the consulting profession. It introduces consulting in the following disciplines: strategic management, information technology, financial management, marketing and distribution, E-Commerce, operational management, human resources, knowledge management, change process management, production and performance improvement, total quality management, companies in transition, small business development and the public sector. This course is divided into five parts: (1) Management Consulting in Perspective; (2) The Consulting Process; (3) Consulting in Various Areas of Management; (4) Managing a Consulting Firm and (5) Developing Consultants and the Consulting Profession. Students will closely examine the consulting industry by looking at associated costs and fees, barriers to entry, implementation of projects, assignment management, action planning, marketing, quality management, how to expand internationally, the issues facing international expansion and how to structure a consulting firm. A total of 20 cases including Harvard and Stanford cases will be reviewed which will provide a broad range of topics and critical thinking pertinent to current management consulting. These cases will illustrate major practice areas of consulting and afford new insights into change processes and other management issues facing consulting firms.

HC 203
LIVING AND WORKING IN A GLOBAL ENVIRONMENT
Undergraduate
This course will address dilemmas and opportunities that individuals may encounter as they work or study in multicultural and global environments. The purpose of this course is to increase the effectiveness of individuals in identifying, understanding and managing cultural differences in the workplace as well as outside of it. A variety of learning methods will be used, including lectures, readings, case studies, videotapes, critical incidents, and small group research and presentation. Guest speakers will be invited to share their experiences with the class.

HC 204
CULTURE AND GENDER
Undergraduate
In this course, students will gain knowledge about how culture and gender are defined; how we view men and women and our assumptions and expectations of them; and how our cultural make-up influences these assumptions and expectations. Finally, students will consider the roles culture and gender have played and their importance in their own lives thus far.

HC 205
NONPROFIT MANAGEMENT
Undergraduate
This course will explore the American approach to the management of nonprofit organizations. Topics will range from issues of leadership to those of operational implementation. Basic concepts, research and theories on nonprofit organizational behavior will be introduced to assist students in learning principles and techniques for developing and managing financial and human resources. The contrasting roles of staff, volunteers, managers and trustees will be examined to develop an understanding of how, in the American system of nonprofit management, each contributes to framing and achieving a nonprofit organization's mission.
Boston is ambiguous. It is a world class city from a cultural and educational perspective, but diminutive when considering the standards set by New York or Los Angeles. It is rich and expensive, but poor in economic growth and population. It is the go-to place for American history, but is also eclipsed by more famous locales such as Ellis Island and Washington DC. It has an ocean at its front door, but then so does Honolulu, where the weather is generally better! No matter where you were born, if you live in America, you have been influenced by Boston and its tumultuous history. John and Abigail Adams, Alexander Graham Bell, Oliver Wendell Holmes, and John Kennedy lived for a time in Boston, as did Emily Dickenson, Robert Frost, Ben Affleck, Malcolm X, and Aerosmith. The list of famous Bostonians is quite long, indeed. What makes Boston and Bostonians tick? What does “banned in Boston” mean? Who were the Cabots and the Lodges anyway? In this travel course centered on this most pivotal of US Cities, learners will walk the freedom trail, visit Boston’s most famous art collections, and its equally famous North End. Issues such as Boston's immigrant populations, its fame as a seat of American higher education, its connection to events in American history, and its economic output will be discussed.

This course will focus on the principles of media literacy, with a secondary emphasis on media's effects on society, culture and the individual. We will learn how to analyze, evaluate and create messages in a variety of media channels (television, newspapers, magazines, internet, radio, etc.) and formats (news, entertainment, advertising, etc.). We will learn about the business of media, its role in a democracy and how it represents gender, race, social class and sexual orientation. We will read books and articles; view television programming; examine newspaper and magazine articles; analyze websites. Students will “deconstruct” media in order to better understand how messages are constructed and designed to influence their attitudes, beliefs and behaviors. The course is designed as an interactive learning experience, where students and the instructor learn from one another. Students will leave the course more savvy about American media and the thousands of messages that are communicated to them everyday.

Entrepreneurs are an integral part of a thriving economy yet the aspects of successful entrepreneurship remain a mystery. This course takes a detailed look at the characteristics of successful and unsuccessful entrepreneurs, enabling the students to acquire a personal understanding of what it takes to start a new business venture. This course is interesting, fun and rewarding especially for those interested in starting their own business. Ed Paulson is a Silicon Valley insider, successful entrepreneur and published business book author.

This course introduces the student to the principles of financial theory and the world of finance. The course covers several concepts and surveys the roles of relevant institutions. In the conceptual part, students will learn about financial instruments and techniques used in financial decision making (time value of money, cost of capital, capital structure). In the survey of relevant institutions' roles, the students will form a basis for understanding causes and effects in the changing global environment. The interrelationships between decisions of business, financial institutions and individuals will become evident, enabling the student to better understand current events in finance.

This course will provide a better understanding of both the principles of marketing and the importance of organizational leadership in successfully executing a marketing program. We will learn both marketing principles and practical applications within a commercial organization. The main objective is to provide "non-marketers” with an overview of the marketing function, the construction and development of a marketing plan, and an understanding of how the marketing department must integrate itself within the organization. Additionally, we will gain a better understanding of organizational leadership and followership strategies for humanizing both the workplace and the marketing department.
HC 211
ENGAGING A LOCAL NONPROFIT TO SOLVE A GLOBAL PROBLEM
Undergraduate
Global Problem, Local Solution. This phrase has been overused by many a community organization addressing a wide variety of issues including health crises, global warming, fair labor issues, sustainable agriculture, illiteracy, water sanitation, education reform, overpopulation, access to technology, poverty, food waste, trafficking, and much more. What does it actually mean to implement a local solution to a global problem? To fully understand the attempt to affect global social change at a community level, students will meaningfully involve themselves in a local nonprofit with a minimum of ten hours of field service experience in a six week period. Through nonprofit engagement, readings, writings, classroom discussions, classroom presentations, guest speakers and more, students will explore a range of topics from the fundamentals and design of nonprofit organizations to their regulation and abuse. They will learn how to measure the effectiveness of a nonprofit as well as design a nonprofit to effect a change they find important. And they will explore what meaning charity has in their own lives. And why the dating metaphor? Dating is an excellent metaphor for just about everything in life. The way this metaphor applies to nonprofits is? Join us, and you’ll learn how. It promises to be an engaging experience.

HC 212
GLOBAL LEADERSHIP
Undergraduate
Leading global and domestic organizations requires understanding, appreciating and managing the impact of culture and the interplay of cultural patterns in everyday interactions. To be successful, leaders must be able to interpret complex cultural contexts and develop intercultural competence, not only in themselves but in the people they lead and the other organizations they work with. Developing intercultural competence is an ongoing endeavor that requires stretching one’s thinking to adopt new cultural perspectives regarding others’ values, attitudes and behaviors. But it is not an end in itself: intercultural competence is the basis for successful social interactions and business communications, which are especially important in today’s “flat” world. "Global Leadership at Home and Abroad" will explore the demand for and ways to develop this distinct skill set among leaders so they can establish communities and initiate change across diverse groups of stakeholders.

HC 213
GLOBAL BUSINESS, TECHNOLOGY AND THE UNITED NATIONS
Undergraduate
In this course, discussions will focus on global business and technology issues U.S. and Mexican companies face today and UN experts will bring other countries into the global perspective. Students will speak with international UN experts on: major challenges and opportunities that globalization presents to U.S. and Mexican companies; how corporations are using technology to facilitate their global operations; the work of the United Nations in helping implement corporate responsibility, international labor rules, human rights, and reducing child labor; best practices in cross-cultural business; and, other related global business issues. DePaul students will discuss current technology innovations in global business and experience Internet Protocol and Scopia technology connections with people located in New York City, Mexico City, Guadalajara and SNL students outside Chicago, and review class video tapes on DePaul iTunes. Each week Ambassador Kamal will chair the discussion with a global business expert at the United Nations addressing one of the above issues. Students are encouraged to engage in vigorous dialogue. Students and professors in Mexico City and Guadalajara will also engage in dialogue. After the United Nations discussions, DePaul classroom and Scopia students will speak with students and professors at University Panamericana in Mexico City and in Guadalajara via video conferencing, exchanging their experiences with global businesses and ideas on the issues presented in the UN discussions. This course via videoconferencing will enable students to become comfortable in the videoconference format, confident in speaking with world experts, dialogue with students at two universities in Mexico, and become adept at working with technologies.

HC 214
SOCIETY AND THE FAMILY, PLOTTING THE FUTURE
Undergraduate
In history, families have been defined as mother, father, and children. In our current experience, more families differ from that model than comply with it. Family structure is evolving. Missing fathers, Single parents, and Blended families are only a few of the changes to the family structure that have occurred with some significance beginning in the 1960s. In this course, learners will pursue the following questions: What influences family structure? Do economics and education make a difference? Are race and ethnicity important factors? What about gender, personality and religion? Is the two parent family necessary? What role do grandparents and great grandparents play in the changing family? Perhaps the most important question we can ask about the family is what comes next. What are the many ways in which families might be redesigned in the future?
HC 215
CHICAGO NEIGHBORHOODS: COMMUNITIES OF CARING
Undergraduate
This course explores the cultures and engagements of three Chicago communities. We will learn about the culture and the religious institutions, the nonprofit organizations, the political groups and the social services that connect people and provide services to the community. Students will investigate who leads, who participates and who benefits from the local civic engagements. Students will reflect on their own civic commitments and engagements in their communities and extend them. We will include some trips to experience the culture in different communities, including but not limited to, social life and service to the enhancement and welfare of all citizens. Potential communities: Devon Avenue Indian/Pakistani/Jewish Communities, Chinatown Community, African-American Community (Brownsville, Englewood, Austin), Latino Community and LBGT Community.

HC 216
LAW AND CHANGING FAMILY DYNAMICS
Undergraduate
This course explores the factors that influence families as they navigate the many transformations and adjustments resulting from parents redefining their relationship. Such changes in the parenting relationship often find these families "bumping up" to the legal system in pursuit of direction, closure and stability. The consequences and outcomes of being involved in the legal system can be complicated and complex, often times resulting in ongoing physical, emotional, and financial distress. The struggle to find ways to redefine the relationship within societal expectations and mores, ensuring the well-being and best interests of the children and finding effective and respectful ways to co-parent has proven extremely tricky for many families. Factors including economics, family system structure, sexual orientation, marital status, mental health, and domestic violence, as well as the emotional, physical, behavioral and learning needs of the children will be examined to better understand why some families are able to effectively problem solve and make decisions to meet the needs and resources of their respective family. As we consider the numerous elements that contribute to how the post-traditional family manages, we will investigate approaches that help families break down barriers, recognize destructive influences and patterns, and provide opportunities to build a durable family structure that ensures children feel loved, cared for, and safe.

HC 217
HIP HOP AND THE POLITICS OF DIFFERENCE
Undergraduate
This course is a study of gender and contemporary popular culture. Few can deny the influence hip hop exerts; however, what began as party music in the late 1970s has matured into a global cultural enterprise. Embedded in this enterprise is evidence of an emerging political discourse that upends the compulsory scripts ascribed to black masculinity. Hip hop puts forward a set of sophisticated counter-narratives that repurpose the anger borne out of the systematic alienation of black men from attaining the full promise of American masculinity. The course will investigate the ways commercial hip hop facilitates the (re)production and dissemination of black American masculinity post-1965. Students will examine the sociohistorical and socioeconomic conditions from which rap emerges and continues to derive inspiration. Students will be guided through a careful reading of Judith Butler’s Performative Acts and will use the work to wrestle with the ways commercial hip hop’s consensual relationship with global capital complicates the project of black humanity fomenting a politics of difference.

HC 218
URBAN HEALTH CARE
Undergraduate
This course will examine the health issues of people who live in large metropolitan areas generally, with a specific concentration on the treatment of the mentally ill. We will also look at the political economy of urban health care delivery. Many cities like Chicago are experiencing an increase in the numbers of individuals diagnosed with mild, moderate and/or serious Mental Illness. Often these individuals are dually diagnosed with Substance Abuse, TB and/or HIV/AIDS. This increase brings with it the exacerbation of social pathologies such as violence and homelessness. At the same time, the health care providers are consolidating, and many community treatment facilities have closed, putting additional strain on the public health care system. We will discuss the response of several large cities to these challenges and the relative influence of their own urban economics upon that response. Each class will be devoted to discussion and analysis of specific topics. The topics will be indicated in advance for each class. The course will be conducted primarily in a seminar format, which requires that each student come to class prepared to participate in the discussion.

HC 219
THE FIGHT FOR HUMAN RIGHTS: ONE WOMAN’S CRUSADE
Undergraduate
Helen Prejean is a leading human rights activist in the United States. For the past 30 years, she has helped shape conversation about equal treatment for all within the criminal justice system, especially persons of color and the materially poor. Dead Man Walking, the eyewitness account of her experience accompanying condemned prisoners to execution, has had a major influence on discussion of violence, poverty, civil rights, criminal law, and social justice. In this course, we use her work and interact with her personally to study power inequities across race and class lines that perpetuate injustice and examine her strategies for reform.
HC 220
WORLD RELIGIONS & INTERFAITH DIALOGUE
Undergraduate
This course is an introduction to world religions and interfaith dialogue in theory and in practice. It has three broad themes moving from the general to the specific: 1) a comparative study of the five, historical religions - Hinduism, Buddhism, Judaism, Christianity and Islam; 2) a survey of interfaith dialogue: its history, objectives and methods; and 3) an exploration of the interfaith movement in Chicago beginning with the Parliament of World's Religions in 1893 and ending with a close look at the practice of "interspiritual dialogue" pioneered by the late Brother Wayne Teasdale.

HC 221
PUBLIC SPEAKING: HOW TO CHANGE YOUR LIFE
Undergraduate
Public speaking is the #1 fear in humans. Mastery of this skill is critical to one's professional and personal advancement. Being able to confidently, effectively and enthusiastically deliver your thoughts and ideas to a group of individuals is a skill that separates leaders from followers. We will explore creative ways to significantly enhance our comfort level speaking effectively in front of groups. In an open, friendly, fun, enthusiastic and supportive environment, participants will be introduced to a variety of methods to become much more confident with public speaking. Since fear of speaking is the most significant roadblock to giving effective presentations, this will be a focus of the class. We learned to feel this fear from our conditioning, which gave us disempowering values, beliefs and thoughts about this activity. These values, beliefs and thoughts, which we subconsciously inherited and adopted as our own, are likewise responsible for everything else that is or is not working in our lives. Understanding this power of our minds and our ability to implement new, more empowering values, beliefs and thoughts, is critical to creating the life we desire. This public speaking course will use Personal Development as the instrument to improve our ability to speak in front of a group as well as identify shortcomings in our personal and/or professional lives and develop a plan for empowerment to make significant changes in these areas. Student will have an opportunity to speak at each class as there will be 3 short prepared speeches and impromptu speaking during other sessions.

HC 222
FACILITATIVE DIALOGUE
Undergraduate
Verbal communication is an essential component in virtually every aspect of our interpersonal lives. The focus of this course is to study those situations and settings where we need to facilitate appropriate dialogue in order to arrive at a solution in the face of potentially emotional volatility. As examples, these conversations can include: confronting an uncooperative coworker, assessing alleged wrongdoing by a student, addressing resistance in a patient, or meeting the needs of a disgruntled customer. In these situations, our own behavioral and verbal actions are important determinants in the direction, duration, and consequences of the interaction. Given the potential for us to be verbally accosted, hostilely confronted, and/or be inappropriately blamed, we often have to manage our own emotions in addition to trying to engage in facilitative dialogue. Students will examine the processes involved in emotionally volatile situations including how our emotional and physiological state work in these situations. Students will learn a framework to more effectively manage the situation in order to arrive at an acceptable outcome. This course is appropriate for those in human resources, patient- and service-oriented industries, counseling, education, leadership development, and other settings where facilitative dialogue is necessary.

HC 223
MONEY, FINANCE, AND CRISES
Undergraduate
Money has become such an integral part of our everyday life that we take its everyday use, whether physically or electronically, for granted. Yet the reach of money goes far beyond what we experience. Money is much more involved in the inner workings of the economy through the interaction of financial markets (bond markets, stock markets, foreign exchange markets, etc.) and financial institutions (banks, mutual funds, insurance companies, pension funds, etc.). Financial markets and institutions everywhere, and particularly in the U.S., influence the trillions of dollars that flow daily worldwide. Their impact on the welfare of nations and on the capacity of the economy to produce goods and services becomes evident when one looks at the Great Recession, which started in 2008. The goal of this course is to provide a working understanding of many issues through the study of money, banking, and financial markets.

HC 224
CREATING ADVERTISING
Undergraduate
The average American is bombarded with at least 6,000 advertising messages a day. While highly controversial, advertising is key to our consumerist and capitalist society. This course will focus on the basic principles of advertising, including media, creative development and production; the history of advertising; and the uses of marketing research to develop an advertising campaign. Students will read books and articles and view videos on advertising. They will be asked to write 2-3 short analyses of their reading assignments, and use the advertising encountered in everyday life for a series of 2-3 analytical assignments. There will also be a short paper on the advertising topic of their choice. The class will work in teams to develop an advertising campaign that will be presented during the last day of class. Outside speakers currently in the advertising profession will be invited to the class.
HC 225
**DEVELOPING AND APPLYING EFFECTIVE LEADERSHIP SKILLS**
Undergraduate
This course is designed to explore the research, practices, purposes and scope of leadership as a tool to develop leadership skills that will influence and inspire others. Both individual and organizational aspects will be presented and will include such areas as behaviors, ethics, communication, cultures and current practices. Emphasis will be on application of leadership theories and skill building through self-assessment exercises and case studies.

HC 226
**CITY SHAPERS**
Undergraduate
Chicago has been a city of “characters.” This course will examine the lives of people who have made specific contributions to Chicago and its history as entrepreneurs, politicians, social reformers, artists, builders, and spiritual leaders. Key economic, political, and social developments in Chicago’s history will form the overall framework for the study of individual contributions. When appropriate, comparisons will be made with individuals who shaped other urban centers. Students will gain a working knowledge of Chicago’s history and culture in this course, and an appreciation of the men and women who shaped the city.

HC 227
**FROM WORKSPACE TO PLAYSPACE**
Undergraduate
Transformative learning is one of the most active new areas of adult learning practice and research. This type of learning centers on adults’ experiences of significant shifts in their perspectives, ways of making meaning, and self-concepts as they engage in new learning and sometimes disorienting life experiences. It also includes the development of new capacities and positive changes that lead to increased freedom, flexibility, and confidence. This course is for anyone who is interested in being more mindful of transformative learning opportunities in their own life, and who wants to learn to make space for transformative learning in a range of educational and organizational settings in the role of educator, trainer, facilitator or manager. This is a highly participatory course where students will learn key theories of transformative learning as they reflect on their own learning experiences, and those of their learning colleagues. In addition to their own experiential learning and reflection, students will collaboratively develop strategies to guide such learning in their own work and practice settings.

HC 228
**WOMEN IN CHINA: IMAGES AND ROLES**
Undergraduate
This course will introduce the roles and images of Chinese women in the past and present. Through readings, films, and discussions, students will learn about the evolving position of women in the Chinese society, the challenges that they face today, and the impact of the economic and technical developments on them. It will also explore how globalization is changing women in China now.

HC 229
**CIVIL RIGHTS: A MODERN APPROACH**
Undergraduate
What exactly are civil rights? Where do these rights come from and how does modern society deal with them? This course will deal with constitutional protections and safeguards currently called "Civil Rights". We will explore the role of government in these civil rights and how that role has evolved. Students will analyze various court decisions, current events and their own experiences in order to examine the relationship between government agencies (such as police and fire departments and boards of education) and citizens. The focus of this court will be on how modern society should handle civil rights issues which involve race, gender, disability, education, employment and privacy in the 21st Century.

HC 230
**MINISTERING IN A WORLD OF CONFLICT AND INJUSTICE**
Undergraduate
The service of faith is inseparable from the promotion of justice. In this course, students will learn about social justice issues in contemporary Africa, with particular attention to various types of conflict. Each student will also identify a social justice issue that is associated with their future ministry. They will explore that issue and examine how their ministry might address it. Particular attention will be given to specific strategies that they can put into practice. Since the process of addressing fundamental social injustices is often a lengthy and complex one, the students will learn about long-range strategic planning and the organization and management of resources. Each student will design and complete an independent learning project in this course related to their Focus Area. Through this course, therefore, students will develop and demonstrate their competence to analyze power relations among racial, social, cultural, or economic groups in Africa and to create strategies that could address those issues in their ministry.
HC 231
ORGANIZATIONAL PROBLEM SOLVING
Undergraduate
This course will integrate theories of organizations at different levels of analysis (micro/intra- and interpersonal, and macro/organizational),
and a problem-solving process that managers and executives can use to identify and resolve organizational problems. Students will work
through multiple cases of organizational problems at all levels in small groups and the entire class. They will learn to apply a 4-step process
to diagnose and resolve organizational problems: 1) identify the problem; 2) diagnose root causes using the "Five Whys" technique; 3) identify
possible solutions; 4) evaluate solutions and choose optimal one(s), taking into consideration likelihood of success and difficulty of
implementation. Students will apply basic theories of Organizational Behavior (OB), including individual (motivation, satisfaction);
interpersonal (group processes) and organizational (structure, process) to the situations.

HC 232
LEADERSHIP ACROSS THE GLOBE
Undergraduate
What makes a good leader? Are leaders influenced and formed by time and place or are great business, humanitarian and political leaders
born to their destiny? What characterizes a good leader in our interconnected world and what leadership lessons can we learn from the past?
Globalization has become the buzzword of the early 21st century. To some, it is a curse manifested in economic outsourcing, destruction of
the rain forest, exploitation of low-wage workers by multi-national corporations, human rights violations, and environmental degradation.
Proponents, however, would argue that globalization, a phenomenon that has been going on since recorded history, has produced great
benefits to many around the world. Why has a word that has been in our English vocabulary for little more than the past 40 years recently
become such a polarizing term, often a focal point of hostile passions that have erupted in violent protests? What exactly is globalization?
Where did it come from and who led us here? Why is it seemingly everywhere? What do we need to learn and do to thrive as citizens and
leaders in the global community? These are just a few of the questions we will address in Contextual Leadership. Students in this course will
examine the phenomenon of globalization, the special challenges that globalization poses to each of us, and identify and demonstrate the
lessons you have learned that are relevant to the creation of your own leadership development plan.

HC 233
CHRISTIANITIES: ANCIENT, MODERN, GLOBAL
Undergraduate
A close reading of the New Testament reveals a diversity of beliefs and practices that developed when people of different cultures accepted the
preaching of early Christian missionaries. The engagement of later Christian communities with an even greater variety of cultures has
contributed to the spread of various ideas, practices, and institutions--religious and secular--to many parts of the world. Meanwhile, local and
regional expressions of Christianity reflect the influence of the cultures with which they have interacted. This course will identify some of these
varied expressions of Christianity and will explore the development of "modern" culture both as a consequence of, and a reaction to, the
dominant role of Christian beliefs and practices in many European cultures. We will also consider the impact of the rejection of modern values
by some believers, which has led to profound divisions within many Christian denominations. The course will investigate how Western
Christianity may have contributed to the various cultural phenomena that are associated with globalization. At the same time, we will also
address the criticisms of globalization by many Christians and communities of Christians throughout the world. Competences: A3X, H2X,
H3G, H5.

HC 234
SOUTH AFRICA AND THE QUEST FOR CHANGE: 25 YEARS AND COUNTING
Undergraduate
In 1990, sociopolitical forces in South Africa began formally dismantling the structure of racial segregation known as "apartheid" that had
been in force since 1948. In 1994, the first bi-racial democratic elections were held, bringing the African National Congress (ANC) to power
and Nelson Mandela to the presidency. Since then, the Republic of South Africa has faced considerable challenges on various fronts, which
required careful calibration of the new governance system: providing social and economic equality for all races and groups; maintaining the
country's economic strength while fostering social justice; and battling the largest HIV/AIDS epidemic in the world. Additionally, over the
years, the ANC has seen challenges to its power both within its own ranks and from other parties and groups, a situation likely to intensify
with the recent death of Mandela, its most prominent historical leader. This course seeks to give students a thorough grounding in the recent
history of South Africa, with particular emphasis on the evolution of its Constitution, on the features that have made it one of the most
advanced economies in the whole Africa, and on the country's struggles with the HIV/AIDS epidemic. Students will visit relevant sites and
programs and interact with experienced professionals in these 3 domains in both Johannesburg and surrounding areas ( Pretoria and Soweto),
and Cape Town. Sites include the Apartheid Museum, the Constitutional Court, and Gold Reef City in Johannesburg, the Union Building in
Pretoria, Soweto Township, and Robben Island and the District Six Museum in Cape Town. Side trips are also planned to a game reserve and
other areas of natural beauty near these two cities.

DePaul University  Autumn 2015-2016  Page 1683 of 2506
HC 235
CHILD, FAMILY AND COMMUNITY RELATIONS
Undergraduate
This course addresses the work of caring for children from a variety of perspectives. It is designed for students currently employed or planning to work in childcare settings, and for those who want to learn more about the social, cultural, and economic dimensions of (paid or unpaid) caring work. We will therefore examine how cultural differences influence child-raising patterns, and how positive and productive working relationships with families within the context of the urban community need to take these differences into consideration. We will also discuss the many different skills and responsibilities that comprise all types of caring work, and examine why caring work receives very little public or corporate support. We will identify the values and ethical beliefs that would make it a shared social responsibility, and that would productively acknowledge the interdependence of state policies, markets, communities, and families.

HC 236
US BUSINESS AND THE POLITICS OF TRADE
Undergraduate
Understanding the relationship between U.S. business and government in the creation and execution of trade policy is more important than ever. In a period of intense economic change, financial instability and changing power structures, we should have a greater appreciation for how interest group politics affect decision-making in the United States and abroad and how policy choices are made. With the rise of emerging markets such as Brazil, Russia, India and China (BRIC), the United States and Europe no longer fully control global institutions like the World Trade Organization. The traditional key players in the international marketplace - and the businesses originating in those countries - must adapt to new challenges, opportunities and commercial flows in order to ensure successful global business. In this class, we will examine why individuals and countries engage in international trade and what are the benefits and challenges created by import and export flows. We will determine how business and government in the United States have interacted over time to create policy and adapt to changing economic realities. We will look at the challenges U.S. businesses have confronted in marketing products and investment abroad. And we will explore the programs and policies the U.S. government has adopted to address those overseas challenges, taking into consideration the priorities and ideologies of a range of domestic and overseas stakeholders. We will compare the U.S. public-private partnership model and interplay with those of selected foreign countries.

HC 237
EFFECTIVE INTERPERSONAL COMMUNICATION IN THE WORKPLACE
Undergraduate
This course will help students identify important dimensions of interpersonal behavior and the shapes that two-person relationships can take. Major causes of unhealthy relationships will be examined. And ways interpersonal participants can act to improve the health of their relationships will be considered. Specifically, this course will examine the role of perception in communication, the uses and misuses of language, nonverbal communication, the dynamics of interpersonal communication, and the management of conflict. The course will be a mix of theory and practice. Major concepts relating to interpersonal communication will be explained by tying them to concrete examples.

HC 238
LATIN AMERICA IN A GLOBALIZED WORLD
Undergraduate
Where is Latin America as a region headed? This course will begin with an historical overview of the Latin American continent focusing on class structure, racial/cultural dominance, economic development, church-state relationships, and the role of the military in government. Students will investigate how Latin American countries are negotiating the challenges of globalization in four areas: technology, trade, migration and culture. They will assess the extent to which their institutions and international alliances facilitate or hinder individual countries to meet these challenges for the benefit of their people and their society.

HC 239
BUSINESS, TECHNOLOGY AND OUR GLOBAL FUTURE
Undergraduate
Students will study the latest changes in the fields of intercultural communication and leadership development in today's global corporations, including reading interviews from some of the world's leaders in manufacturing, energy, telecommunications, and health care from 26 countries. This course combines hard science with cutting-edge organizational research-based case studies in today's trans-cultural global corporations. Students study key behaviors needed today to be successful in a global corporation, including cultural self-awareness, frame-shifting, inviting the unknown, third-way solutions, etc. Students will also study how disruptive technologies, mobile internet, automation of knowledge work, cloud technology, next generation genomics, 3D printing, advanced materials, and renewable energy are changing and will continue to revolutionize global corporations. This course concludes with an analysis of the effects of social justice and corporate social responsibility on today's global corporations.
HC 240
SOCIALY ENGAGED SPIRITUALITY
Undergraduate
Transformative ministry requires that ministers develop and sustain a holistic spiritual practice that is personally meaningful. An effective personal spirituality deepens one's engagement in society and collaboration with others. In this course students will explore holistic models of spirituality for personal and social transformation. They will develop the skills necessary for collaborative ministry and for cooperation with others for the sake of integral human development. Through this course, therefore, students will develop and demonstrate their competence to explore a model of spiritual development and apply it to oneself or others and to learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

HC 241
MINDFUL EATING, CONSCIOUS LIVING
Undergraduate
Obesity, eating disorders, and a range of psychological distress and dissatisfaction related to physical appearance and body image are approaching epidemic proportions in our culture. Despite having more knowledge and easily accessible information about how to eat, what to eat, and when to eat, the problem is not going away. While the greatest impact of these problems is on the individual, they also affect family members, friends, co-workers, and our society at large. The obsessive search for perfection has spawned a plethora of new products and procedures in the fields of medicine, pharmaceuticals, nutrition, holistic healing, cosmetics, fitness, and food marketing, which inundate and overwhelm consumers who are eager for quick fixes at any cost. At a time when medical costs are sky-rocketing, our society is losing the battle with obesity, the number one (and most controllable) underlying cause of costly and life-threatening illnesses. The first part of this course will examine the role cultural beliefs, norms and social institutions play in this ever-increasing problem. Specifically, we will study how marketing, mass media and the advertising industry influence our beliefs and behavior and undermine our ability to make thoughtful conscious choices in general, but particularly when it comes to food choices and eating behavior. The second half of this course will be devoted to studying and utilizing mindfulness practices (meditation, imagery, relaxation, mindful eating, etc.) specifically designed to enhance awareness, provide insight, and transform our beliefs, attitudes and relationship with food. Becoming fully conscious of the decisions and choices we make about food and eating opens the door to conscious living in all areas of our lives.

HC 242
ACTING UP - USING THEATER & TECHNOLOGY FOR SOCIAL CHANGE
Undergraduate
Theater and political protest. Media activists and anti-globalization. Online Flash movies for sustainable development. Hip Hop and voter registration. These are just a few of the ways art and social change are coming together. Technologists, artists and activists are blending their approaches, strategies and tools in a creative stew for progressive social change. This class will examine how social change activists are using theater and technology to achieve their change agendas.

HC 243
EMPLOYMENT LAW: POLICY CONSIDERATIONS IN RESOLUTION OF CONTEMPORARY WORKPLACE DISPUTES
Undergraduate
This course will examine how legislatures and courts have sought to address conflicts and issues arising out of employment relationships. Simulations and written exercises that place you at various times in the role of lawyer, judge, mediator and litigant will help to explain in practical terms how current law surrounding the employment relationship was constructed, and how it evolves. Throughout the course, you will not only learn some of the terminology and “black letter” law involved in labor and employment matters, but also will critically examine the policy reasons that support why our legal system treats the issues as it does. Are there rules and procedures that need to change? What kind of new rules might society create, and what intended and unintended consequences would those new rules have? Topics to be addressed in this course will include: at will employment vs. contractual and statutory rights-based employment systems; recruitment, applications and interviewing; sexual harassment and gender discrimination; race discrimination and "reverse" discrimination; discrimination based on religious affiliation, age and disability; workplace bullying and employee privacy.

HC 244
FACILITATING ORGANIZATIONAL CHANGE
Undergraduate
The changing capabilities of today's companies rest in the quality and competence of all employees. Effecting change from a holistic perspective requires change agents get to the root cause of problems and consider cross-functional and interdisciplinary approaches to solving business problems. The emerging demand for effective management raises several questions: What is it that we do well or should do better? How can we be more responsive to market needs? How can we do things right the first time? How can a holistic approach to change allow more effectiveness in addressing business challenges. Through readings, case studies, lectures, discussion, guest speakers, group projects and written assignments, students will examine holistic approaches to change, assessing organizations and their external environments, manager's roles, and the implications of diversity and technology.
HC 245
COMMUNITY-BASED, FAITH-BASED AND NON-GOVERNMENTAL ORGANIZATIONS
Undergraduate
During their professional ministries, students will work with or for many different types of community-based, faith-based, non-governmental and international organizations. The more students understand about how such organizations are structured and function, the more effectively they will be able to collaborate with them and carry out their own ministries. In this course, students explore different models for organizing, managing, and leading such organizations. They will examine topics related to mission, governance, accountability, and resource development. They will investigate particular opportunities and challenges that such organizations face in Africa today. Through this course, therefore, students will develop and demonstrate their competence to identify an organizational problem and design a plan for change based on an understanding of change theories or models and to use two or more organizational theories in the analysis of one's experiences in an organization.

HC 246
LANGUAGE AND LANDSCAPE
Undergraduate
This class explores questions about language and its interconnection with the world; how language shapes culture; how intercultural miscommunications occur; how landscapes and unique environments have changed through immigration, migration, colonization, and globalization. In the first part of the class, we will examine living languages, as well as some of the world's threatened and dying languages, which, if trends continue, will likely decline from 6,000 still spoken today to approximately 500 by the end of the 21st century. We will examine how language shapes our understanding of the world, and how this can vary as a result of landscape. We will explore how language interacts with landscapes in the evolution of unique and varied worldviews. In the second part of the class, we will widen our scope and consider the changes in the landscape and our linguistic understanding of the landscape.

HC 247
ALL THAT JAZZ
Undergraduate
George Gershwin said that Jazz has contributed an enduring value to America in the sense that it has expressed ourselves. In this course, we have an opportunity to become familiar with the figures and genres associated with classic and current Jazz. Class time will include listening to recorded examples from major currents in the history of Jazz. Time will also be allotted for presentations concerning the present Jazz scene in Chicago, as well as the future of Jazz. Emphasis will be on the values expressed in this classic art form, and the perceptions and place of Jazz today.

HC 248
THE TRIPLE AXIS: RACE, GENDER, AND CLASS IN THE UNITED STATES.
Undergraduate
We will explore how issues of race, gender, and class have intersected in struggles for equality in the United States. Our exploration will range from the struggle for racial equality to the struggle for gender equality. Stereotypical thinking, cultural and class labels, and unexamined assumptions often play a pivotal role in the power relationships that have characterized these struggles. We will look at social, political, economic, and cultural factors that have influenced our behavior and contributed to our self-perceptions and our views of others.

HC 249
NONPROFITS: A GUIDE TO A MULTI BILLION DOLLAR BUSINESS
Undergraduate
In the wake of the East Asian Tsunami, Hurricane Katrina and cuts in federal programs, the nonprofit sector has increasingly played a significant role at the local, national and worldwide level. A multi-billion industry, nonprofits provide essential services in many forms including education, enhancement of the arts and social welfare programs. This course explores the role of nonprofits in the US, the practical methods nonprofits employ and the differences in working in and managing a nonprofit organization from a for-profit venture. Using hands-on case studies and learning from nonprofit managers, students will demonstrate competencies through class participation, each student will have the opportunity to create a nonprofit business plan and examine emerging issues in nonprofit management.

HC 250
OCCUPATIONAL ANALYSIS & CHANGING LABOR MARKETS
Undergraduate
What are the elements of modern occupations, and how do they shape the development of emerging labor and educational markets? Knowing the past and present contours of contemporary work roles is crucial to judging the future shape and stability of labor and occupational markets. Students in this course learn the basic tenets of occupational analysis: The identification of work roles, their organizational or institutional function, and the potential each holds to generate or resolve conflict. We examine key current and emerging labor market conditions as a context for changing occupational and education norms and indicators. Students apply theoretical knowledge to the contemporary conditions of at least one labor market sector, analyzing selected qualities of its occupational base.
HC 251
GLOBAL PERSPECTIVES ON WOMEN'S HEALTH: A MULTIDISCIPLINARY APPROACH
Undergraduate
Why are the risks and outcomes for breast cancer in the U.S. different for women from different racial and ethnic backgrounds? What are the factors influencing the infant mortality rate in poor countries? Do you differ from factors in the U.S? What factors contribute to high maternal mortality in poor countries? How does women's work influence their health in Viet Nam or India? Is domestic violence primarily a problem in wealthy nations? These kinds of questions have complex, and not always complete answers, and they represent the kind of inquiry undertaken in this course. We will examine health issues for women in various locations around the world, and the underlying factors contributing to these problems. By doing so, we further our understanding of how biological factors interact with behavioral, social and environmental factors to shape our experience of health, how this is related to development, and the need for social action. Learning experiences will include presentations/discussions, readings, cooperative group activities, and reflective writing.

HC 252
TOPICS IN AFRICAN-AMERICAN HISTORY: CULTURE, PROTEST AND THE MEDIA
Undergraduate
This course will cover various topics in primarily 20th century American History from an African-American perspective. Students will be asked to participate in course discussions and read from selected articles and books in three broad areas that include the impact of African-American literature and art on American culture, resistance, protest, and strategies for political and economic change, and the historical interplay between African-Americans and the US media. Course readings will be supplemented by videos and recordings and one field experience.

HC 253
FAMILY LIFE: THE PAST, PRESENT AND FUTURE OF FAMILIES
Undergraduate
In history, families have been defined as mother, father, and children. In our current experience, more families differ from that model than comply with it. Family structure is evolving. Missing fathers, Single parents, and Blended families are only a few of the changes to the family structure that have occurred with some significance beginning in the 1950s. What influences family structure? Do economics and education make a difference? Are race and ethnicity important factors? What about gender, personality and religion? Is the two parent family necessary? What role do grandparents and great grandparents play in the changing family? Perhaps the most important question we can ask about the family is what comes next. What are the many ways in which families might be redesigned in the future? How do these changes impact individuals in society? Competences: H4, H3X, A3A, FX.

HC 254
THE CONSTITUTION: THAT DELICATE BALANCE
Undergraduate
This course examines the U.S. Constitution as the institutional framework of our government, with primary focus on the separation of powers and checks and balances provided to prevent one branch of government from dominating our government. The constitutional tensions created by this system of government are illustrated by the Watergate and Iran-Contra scandals and by a study of the war-making powers of the Executive and Legislative branches. Students will learn through the use of lectures, student research presentations, assigned readings, and the viewing of a series of videotapes dealing with course topics.

HC 255
DIMENSIONS AND IMPACTS OF CULTURAL DIVERSITY
Undergraduate
This course offers the opportunity to question the meaning of individual and group differences, and to assess and diagnose related social problems while investigating ways to address and, hopefully, consider solutions for them. Students will review critical issues such as those of social power, privilege, and aggressions impacting diversity. Students will develop and apply leadership skills along with multicultural competences in career development as well as counseling and advocacy in difficult social situations. They will have the opportunity to share their experience or knowledge in one or more key areas of diversity. The emphasis is also on assessing the implications of one's cultural origination, gender issues, sexual orientation and more. Students will gain and demonstrate the competences through classroom projects and activities, weekly written assignments, and discussions.

HC 256
FUNDRAISING FOR NONPROFITS
Undergraduate
This course will provide students with an overview of the core concepts and skills involved in creating a not-for-profit organization's development program. This will include discussions on how one develops, implements and assesses a strategic fundraising plan. The purpose of this course is to help students: Increase knowledge of the ethics and philosophies of fundraising; Gain information regarding the methods utilized to raise funds for not-for-profit organizations; and, develop an understanding of how to manage the nonprofit fundraising process. Field trips and guest speakers will provide opportunities for students to meet people active in grant writing and grant making. Each student will write a funding proposal during the course.
HC 257
PARTICIPATION AND DEMOCRACY IN AMERICA
Undergraduate
Why don't more Americans vote? How do education, income, and age impact voting trends? Why are some Americans more interested in politics than others? How is inequality reflected in other forms of political participation, such as donating money? Do recent trends in voter ID laws help to safeguard the democratic process, or restrict it? In summary, how democratic or representative are American elections? The course begins with some famous arguments about why participation matters. Trends in voter turnout then become the primary object of study, but we also consider other forms of participation including writing members of Congress, attending political meetings and contributing money. We explore recent discoveries in behavioral psychology that are changing the strategies of modern campaigns. After taking this course, you will understand the fundamental role of participation in democracy.

HC 258
MULTICULTURALISM AT SCHOOL: WHAT YOUR CHILDREN LEARN ABOUT WORLD CULTURE
Undergraduate
Possible topics include: 1) The difference between traditions and values; 2) How schools handle multiculturalism; 3) How kids grasp "difference;" and 4) Defining the dominant culture and discussing how it handles new, or minority values.

HC 259
CHICAGO POLITICS: IT "AIN'T BEAN BAG!"
Undergraduate
This course will introduce students to Chicago's political institutions: City Hall, the city's system of 50 wards, its current aldermen and women, its city council, its mayor, its elections, and its raucous history of scandals and reform movements. Students also will explore the history and exploits of some of Chicago's most memorable mayors and political "bosses" from Long John Wentworth, who guided the city during the civil war; Carter Harrison I, who presided over the 1893 Columbian Exposition; Big Bill Thompson, who encouraged and protected bootleggers; Anton Cermak who stood as a "reformer" against the mob, only to be assassinated; Ed Kelly who rebuilt the Democratic "machine" during the 1930s Depression and 1940s War Years, and built the subways; "Boss" Richard J. Daley, who directed Chicago's post-war building and highway boom that made Chicago into a national urban "model"; Jane Byrne, the city's first and only female mayor, who beat the "machine" of which she was once a prominent member; Harold Washington, Chicago's first and only African-American mayor, who brought a sense of racial justice to the city after decades of discrimination; Richard M. Daley, whose public works and "education reform" agenda elevated Chicago to "world-class" city status; to Chicago's newest mayor.

HC 260
THE CHRONIC ILLNESS EXPERIENCE: PERSONAL, MEDICAL AND PUBLIC PERSPECTIVES
Undergraduate
Through readings, observation and analysis, interviews, and reflection, students examine the internal experience of chronic illness as well as the challenges patients with chronic illness face in the workplace, the community, and within institutional health care settings. Students are asked to examine ethical issues involving class, socioeconomic, and social justice as they pertain to biological understanding of chronic illness, and are also asked to evaluate organizational and community responses to chronic illness in an effort to promote respect and tolerance for patients with chronic illness.

HC 261
THE JOURNEY OF LEADERSHIP THROUGH ANCIENT GREEK LITERATURE
Undergraduate
Leadership is a journey. Odysseus, a well-respected leader in the ancient Greek literary world, portrays a model of leadership in the Trojan War that can be used today. To read Homer's Odyssey as a high school student is to read an adventure story; to read it as an adult student is an opportunity to read it as a story of a personal journey of leadership. Reading ancient epic literature such as Homer's Odyssey in a leadership course allows the student to read through the lens of leadership, pulling contemporary lessons and ideas from this classic epic. This course provides an opportunity to read, reflect and discuss the many lessons that can be found in classic literature. A close reading of Homer's Odyssey, along with other articles on myth, archetypes, and leadership theories and practices, will allow the student to align their current leadership practices to ideas formed by Homer and expand their thinking in the arena of leadership. Reflecting on these readings, along with some structured journal exercises, will create alignment with what is often thought to be "old" text, generating new ideas on how leadership lessons can be applied to contemporary issues. The student will be able to apply these ideas to various leadership roles at work, at home or in their communities. Competences: A1X, H1X, H3X, FX.

HC 262
INTRODUCTION TO ARCHITECTING SYSTEMS
Undergraduate
This course teaches general principles, approaches and ways of thinking about architecting and building complex systems such as buildings, computer systems, aircraft, telecommunications networks, development methods and similar systems. We will use a combination of lecture, discussion, storytelling, experiential simulation and student-driven inquiry.
HC 263
CIVIL RIGHTS: FORCES AND COUNTER-FORCES SHAPING AMERICAN SOCIETY
Undergraduate
The civil rights movement of the 1960s resulted in a radical shift in the way American society defines itself. Almost forty years later, race and gender relations remain controversial legal and political concerns in our society. This course will explore the historical factors which led to the civil rights movement and analyze the landmark laws and court decisions that regulate our race, gender, and employment relations today. Team-taught by sociologist Pat Ryan and attorney Susan Alvarado, students will examine the social, legal and philosophic underpinnings of the federal anti-discrimination laws and the realities that shape our civic and business lives.

HC 264
GLOBAL CAPITALISM: BENEFITS, CHALLENGES, AND DANGERS FOR THE 21ST CENTURY
Undergraduate
In this course, students will seek to understand global capitalism and explore how it developed and its impact on their careers and communities in the 21st century. We will begin by charting the historical development of capitalism from a local phenomenon in Renaissance Europe to today's multi-national corporations operating in a global marketplace. Topics for discussion will include the growing interdependence of national economies, how interdependence causes one nation's economic problems to affect others, and the problems inherent in attempting to regulate multi-national corporations. Finally, this course will compare the dangers of global capitalism with its opportunities within the context of social responsibility.

HC 265
BLACK WOMEN IN THE CHURCH AND SOCIETY
Undergraduate
We will explore the religious, social, economic, and political history of African American women. This history will be analyzed within the context of the Black Christian Church and the role it plays in shaping the views of spirituality and leadership among African American women. Focus will be placed on the intersection between religious involvement, spiritual development, and social change. Students will discuss how these factors impact the African-American woman's perception of herself and how these perceptions influence her involvement in the fight for social justice. We will use readings, discussion, short papers, oral presentations, a take-home midterm exam and a research paper.

HC 266
MIDTERM ELECTION 2014 AND THE OBAMA LEGACY
Undergraduate
The 2014 Midterm Elections will be the last national elections held under the administration of President Barack Obama. Their significance will be far reaching both in the United States and around the world. The results may change the balance of power in Congress and the outcome of key issues such as healthcare, gun control, immigration, social programs, the economy, jobs, the national debt and LGBT rights. The legacy of our nation's first African-American President will be largely defined by his ability to pass major legislation in the final two years of his presidency. Students in this course will examine the process of democracy and its significance and importance to their lives and their futures. The course content will review the history of elections and political campaigns in the United States and abroad. The role and impact of the media in the decision making process will be evaluated. Campaign financing, interest groups, voting methodologies and the likely outcome and repercussions of the Midterm Elections will be analyzed.

HC 267
WORKPLACE LAW: HARASSMENT, DISCRIMINATION AND CIVIL RIGHTS
Undergraduate
This course focuses on laws affecting relationships between employers and employees and within the workplace. Students will study the historical and societal aspects of laws on harassment and discrimination within the workplace, with particular focus on the Civil Rights Act and various other legislation regulating harassment and discrimination in the workplace. Students will analyze the case law, the legislation and the legal systems that have evolved to combat social injustice in the workplace and will learn “best methods” for preventing and resolving harassing and discriminatory practices in the workplace.
We all need care, be it physical, psychological, or emotional -- sometimes less, and sometimes more. Many of us need to leave our children or our ailing parents in the care of a stranger so we can keep our job, our source of livelihood, or pursue a career. Care work makes all other work possible, but it stays under the radar of public acknowledgment. Is it because it is part of ‘domestic work,’ the work performed by women in their own house, and now more and more by immigrant women in the house of a stranger? Is this why all domestic work, care work included, carries little or no social and financial value? In this course we trace the history of care work from slavery to the immigration of first European and later Latin American, Asian, and African women. We examine the conditions of care work done in the home of a stranger, and why the workers have been systematically excluded from many labor rights automatically granted to other workers. We will further examine a variety of current collective efforts for obtaining social recognition and respect for care work, and for expanding labor rights for domestic care workers. We will probe into the links between these efforts to an ethics of rights, justice, and care. By conducting our classes in the form of learning circles, similar to the peace-making circles whose form has its origins in various indigenous or African cultures, we will also directly practice some of the principles of care and restorative justice by creating a community of learners. Individually connecting with a worker, a political organizer, a community group, or an individual ally, and engaging in a related social change action or event will add to creating a concrete, experiential base for examining the relationship between individual and social accountability and responsibility.

What's up with schools? The statistics speak for themselves: Fully one half of big city high school students do not graduate. For a good number of those who do finish high school, their reading and math skills are well below grade level. They are not prepared for college; nor are they prepared for the work world. Teachers have also come under a great deal of scrutiny and criticism. Students are tested and evaluated, but how is the work of teachers assessed? Parents, for the most part, have been ignored. In this course, students will consider the current state of the US K through 12 education system, and will confront the three elements of student success: learners, teachers, and parents. This is a service learning course. Students will work with schools to learn how parents might contribute, and why they have become silent partners in the educational process. Students in this course will employ interviewing and questionnaires to research questions in educational success.

To successfully reduce and prevent violence requires both a global and local understanding of its conditions, costs and causes, focusing on those most at risk: children, women, and minorities. The globalization of violence will increasingly require local prevention efforts to be interconnected with national and global effects. This course will prepare students to understand both how particular social factors relate to perpetrators/victims of violence, and the roles of social institutions. Each class will include computer-generated audio-visual presentations, student presentations, and discussions.

This course focuses on how adult women change, grow, and develop in light of psychological and social-cultural forces that interact in their lives. We consider how core concepts such as self-in-relationship, transition and change, and ways of knowing play out in various aspects of women’s lives. In exploring different pathways of development for women, we will draw on the life themes of students in the course as well as on theories and models that help identify unique patterns of women’s psychological development (alternatives to male-based theories of adult development). This interactive course emphasizes group discussion and guided reflection.

This Bridge course provides a great opportunity to study Modern Africa. It is a study designed to provide a clear and objective understanding about Africa's recent political past: the coming and growth of European colonialism and its impact on Africa's political, economic, cultural, and social development. It covers the partition of Africa, Africa's early resistance against foreign occupation and the independence movement. This course will examine the post-colonial nature of governance, civil wars, human rights abuses, refugee-ism, politics of international aid and Africa's role in global political events and US foreign policy on Africa.
We are surrounded by organizations of varying size and purpose. The workplace from large corporations to small-entrepreneurial companies, non-profit organizations, the spiritual community, and academic institutions all provide ample opportunities for failure in communication, effective management, and a thriving workforce. This course identifies the various strategies, tactics, and solutions that have been successfully employed to understand and resolve organizational problems at the levels of both theory and practice. Each of the solutions offers a particular perspective on organizational life with a focus on organizational structures, human relationships, political processes, and organizational symbols.

The Bill of Rights is that part of the Constitution that protects you from undue and unwarranted governmental regulation and interference. Learn how your rights of free speech, privacy and association in the workplace, on the street and in your home are secured by the first ten amendments to the U.S. Constitution. How safe is your home from police searches? Are there limits to whom you are allowed to associate with on a public street or even in the privacy of your own home? This course will deal with these and similar questions. Along the way, we will learn about the history and theory behind the adoption of the Constitution, how judges and lawyers interpret the Constitution, in particular the Bill of Rights, and what role the Constitution plays in the debate over the significant legal and social issues of our day, such as abortion, the death penalty, gay marriage, and physician-assisted suicide. We will read and discuss political theory, the Bill of Rights and actual court cases.

In this course, we will explore the historical, economic, and political roots of racism globally and nationally. In addition, we will look at the changes brought about by the civil rights movement and ongoing work in the nation and in Chicago aimed at bridging the gaps caused by racism. We will also explore both black and white novelists, poets, commentators, and scholars such as Ralph Ellison, Adrienne Rich, Paul Laurence Dunbar, Cornell West, Peggy Macintosh, bell hooks, Gwendolyn Brooks, and others. Through discussion, readings, films, debates, guest panels, and field excursions, students will study a variety of topics. Because the course will focus not only on analysis but on building bridges, the instructors hope to enroll an ethnically and racially diverse class membership.

Small groups exist in organizations for many reasons. Some are formally created, permanent bodies for information sharing, decision making and problem solving. Others are ad hoc groups organized to deal with specific issues. Employees often form their own informal groups to share information. Regardless or origin, all groups exhibit similar patterns of behavior and encounter similar problems. With proper training, groups can accomplish far more than any individual members on their own. This course will examine how communication develops and is sustained within small groups, the dimensions of group character, and the effects of group character on communication. We will use a mix of theory and practice to analyze case studies, participate in group decision-making exercises and review the required text.

This course examines the stresses and complexities in the planning and implementation of law enforcement in America today. Students will consider the purposes of legal standards and will engage in critique of contemporary systems and issues. In addition, care will be taken to better understand the myths and realities of criminal behavior today, the role of incarceration, and the toll on society and law enforcement officers as well. The goal of this course is to assist students in building bridges of understanding in today's highly charged socio-political world characterized and fueled by competing standards and goals, and to consider their roles in the development of a just society.

This team-taught course is about race relations in America and around the world. We will engage in productive and thorough discussion of the socio-economic, political, cultural and psychological aspects of human relations, with special attention to the existing relationships between the dominant and minority groups in America. Each class session will focus on a particular institutional base for discussion: political systems, extremist groups, communities, religions, families, schools, to name a few, using readings, film, guest speakers, and current events to bear on the issues raised.
HC 279
INTERNATIONAL PROJECT MANAGEMENT: BEST PRACTICES
Undergraduate
This course is designed to increase your knowledge of the concepts and strategies of project management through the introduction and discussion of factors specific to the international environment. Topics will include cross-cultural collaboration, coaching across borders, global communication, global project leadership and integration of traditional project management techniques with global dimensions and issues. The format will include opportunities for class discussion and application of principles, lessons learned and best practices.

HC 280
CHILD, FAMILY AND COMMUNITY RELATIONS
Undergraduate
This course will address the work of raising children from a variety of perspectives. It will examine how cultural differences influence certain child-raising patterns, and how they relate to or may come in conflict with established social rules and regulations. Practical ways of establishing and maintaining positive and productive working relationships between child care workers and families will also be addressed, and what kind of community resources are available within an urban setting. This course will also discuss the many skills and responsibilities which comprise the (paid or unpaid) work of raising children or "motherwork." Although motherwork is of vital importance to society, as "typical women's work" it receives little public or corporate support. The values and ethical beliefs associated with motherwork, and what they mean in terms of individual experiences and social support will therefore also be examined. Validating individual experience, expanding knowledge, and developing critical and analytical abilities are some of the objectives of this course. We will achieve these objectives by discussing and critically analyzing readings, by evaluating our own experience in light of the course material, and by engaging in dialogue and conversation with each other. Participation, the keeping of a learning journal, doing the readings, and writing a final 5-6 page essay per competence are the main requirements of this course.

HC 281
CULTURE AND POLITICS OF THE 1960'S
Undergraduate
The period from the late 1950s to the early 1970s represents a turning point in "the American century." Opinions differ though on the meaning of the sixties. Was it a period of cultural renaissance, moral decay, civil war, or something else entirely? This course attempts to assess the significance of the 1960s by looking at some key movements in culture and politics, including the civil rights movement, Vietnam war, and hippie counterculture. We will read essays and excerpts from King, Carmichael, Wolfe, Mailer, McLuhan, Sontag and others to track the emergence of new social critiques focusing on the corporate state, patriarchy and the mass media. Through lecture, discussions, and films, students will study a significant individual or movement and demonstrate their expertise through a paper or presentation.

HC 283
WORK-LIFE BALANCE: HISTORY & GENDER POLITICS
Undergraduate
How have people balanced the demands of work and family? What role has politics played in this history? This course develops students' understanding of issues in the history of gender, family, and work through historical and contemporary accounts from Europe and the United States. We will take a close look at issues such as the gender division of labor, child labor, government policies on maternity, social and political movements. Course materials include historical documents, lectures, films, and varied readings. Assignments will include essays, reflection journals, discussion, and a research project on work-life balance.

HC 284
EXPERIENCING SUSTAINABLE SOCIETIES THROUGH THE UNITED NATIONS AND IN GERMANY
Undergraduate
This program takes students to the United Nations three-day conference for NGOs "Sustainable Societies: Responsive Citizens" in Bonn, Germany and then the group will travel to Berlin, the capital of Germany and a major center for environmental innovation. More than 2,000 people representing some 500 NGOs from more than 100 countries are expected to attend the Sustainable Societies conference. Students will attend lectures and dialog with world experts in sustainability from governments, United Nations agencies and NGOs. By exploring Berlin through guided walking and bus tours, meetings with government experts and visiting historical institutions, students will gain insights into Berlin's leading efforts in creating a sustainable city.
HC 285
WOMEN'S VOICES IN PEACEMAKING
Undergraduate
Across the planet, as forces for war, terrorism, empire, and ecological destruction have gained more strength, there has also been an upsurge
in the spiritual, cultural, political, and social leadership of women for peace and justice in response. For example, in just the last 20 years,
there has been a demographic shift in the United States of gender majority attending law schools and seminaries. Women's voices from
Ireland to India, from Peru to South Africa are shaping a new vision for the future that take into account class, race, gender. What is the
impact of women's collective role on our future here and internationally? This course examines a variety of women's voices of the personal
and political, of the spiritual and the social, and explores the possibilities of a new and emerging power dynamic for women. We will read
the excerpts and works from current and past women leaders in peacemaking, such as Dorothy Day, Barbara Epstein, bell hooks, Dr. Helen
Caldicott, Arundhati Roy, Mary Daly, Pema Chodron, Barbara Eck, Marilyn French, Maread Corrigan Maguire and others; hear guest lectures
from women active in practicing peace locally and globally; and experiment with tools designed to develop interpersonal and community
peacemaking.

HC 286
PSYCHOLOGY FOR MANAGERS
Undergraduate
This course reviews theories and tools of psychology as applied to work environments, including group interaction, productivity,
communication issues, motivation, as well as the impact of individual and organizational dysfunction and pathology.

HC 287
DEVELOPING COMMUNICATION COMPETENCE IN CROSS-CULTURAL SETTINGS
Undergraduate
This course is designed to acquaint students with the unique elements of communication present in cross-cultural transactions and to aid
students in navigating successfully through these interactions. Over the course of the semester, students will learn to be self-reflexive about
their experiences as members of a society in which diverse work teams, international travel, transnational work environments, the Internet,
and widespread immigration of groups and individuals are part of contemporary reality. We will examine traditional elements of the
communication model (sender, receiver, message, feedback, context) in terms of cultural, social, and psychocultural influences. To this end,
students will explore cultural values, perception, nonverbal communication, high and low context communication, individualism, collectivism,
challenges of diverse organizations and work teams, protocol and negotiation across cultures, barriers to effective cross-cultural
communication (the "isms"), culture shock and mindfulness. Students completing this course will acquire practical skills to apply in reducing
anxiety and uncertainty in cross-cultural interactions and, importantly, students will learn to recognize ethnocentrism and rise above it in the
creation of community.

HC 288
UNDERSTANDING HUMAN RESOURCE AND DEVELOPMENT
Undergraduate
This course in Human Resource and Development will address careers that improve human performance in organizations. Human Resource
Development provides the framework for helping employees develop their personal and organizational skills, knowledge and abilities.
Participants will learn how to analyze the performance needs of organizations, helping to facilitate change through interventions that increase
competencies, communication and motivation. Course content will include the design and delivery of instruction that provides performance
support for adults, and they will learn how to assess and evaluate the impact of performance interventions. Other topics covered will be
individual development, employee training, career development, performance management and development, coaching and mentoring, and
organizational development.

HC 289
PSYCHOLOGY FROM AN AFRICAN-CENTERED PERSPECTIVE
Undergraduate
This course utilizes an African-centered theoretical framework to examine salient themes pertinent to the psychology of people of African
descent, including child development, family functioning, identity, education, racial oppression, spirituality, and healing. It takes an historical
and topical approach to foster greater understanding about the course content. Through this examination, the learner will become more
knowledgeable about the psychological experiences of people of African descent, the role of history and culture in human development, and
the subjectivity of research in the social and natural sciences. They will also reflect on the relevance of the course material to their personal
lives.
HC 290
THE DISABLED IN THE COMMUNITY
Undergraduate
In this course the student will define and analyze disabled populations in several categories including, physical disabilities, learning/cognitive disabilities and emotional/mental disabilities. Social and Behavioral disabilities including Addictions, HIV/AIDS, and Domestic Violence will be considered for review. The basis for consideration of these populations is to assess effect(s) that the disability has on the ability of said persons to acquire and maintain productivity in the community and to determine what interventions and services those persons need to be healthy and empowered to the greatest extent possible. Initial class sessions will consist of descriptions of disabilities within several categories, role play and evaluations of selected case studies and a (CIP) Community Integration Plan for these cases.

HC 291
PARTNERSHIP POWER: HOW TO BE A HUMAN BEING
Undergraduate
This course is about learning the tools, values, structures, inspiration and scientific basis for partnership and integrating them into our lives. In our personal and planetary lives we face many crises. Today many important thinkers believe we have reached a bifurcation point for human evolution: Do we continue down paths of destruction or do we take hold of ourselves with cooperation and peace? This course offers collaborative ways to examine the joys, skills, values, and knowledge of partnership development. Being a human being with good partnership skills can be productive and fun! We will explore the Cultural Transformation Theory put forward by macrohistorian and social scientist Riane Eisler, to compare the dominator and partnership paradigms in several aspects of our lives - self, family, work, national community, international relations, nature, and spiritual reality. Using the Partnership/Domination template in theory and practice, we will investigate the concepts, functions, and expressions of cultures based on cooperation and peace versus those based on control and violence on a continuum. We will look at the dominator aspects of gender, color, ethnic origin and sexual orientation and other cultural oppressions and compare with the partnership model. This course provides a way to understand the large transformations taking place on our planet and in our lives.

HC 292
LANGUAGE AND LANDSCAPE
Undergraduate
In this course we will investigate the significance of physical landscape to human imagination and language. It is frequently assumed that human minds somehow exist "above" the physical universe, but our perspective unifies the two. Through written course materials and assignments, some lecture and intensive classroom discussion, we will go beyond the dualism of classical philosophy to a more grounded view of cultural creation, seeing art, myth, and survival itself as products of place. Students will work with the idea that cultural artifacts are communicating a relationship to the land, and our coursework helps us determine its precise nature.

HC 293
COURT STRUCTURE & COMMON LAW - EXPLORING THE RIGHTS OF EMPLOYERS AND EMPLOYEES
Undergraduate
This course will examine the interrelationships between our economy, business and the practice of law. It will also examine contemporary legal issues in the world of work. Students will examine the structures of the legal community and the impact it has on how business is conducted, and on the economic system in which we live and work. Through readings, discussion, and group projects, students will investigate the interfaces of law, with an emphasis on torts and employment law, as well as current issues which have evolved as the practice of law has become a big business itself. Students will develop and evaluate plans individually or through group interaction for applying new insights to affecting change in their own working environments.

HC 295
UNDERSTANDING THE "HUMAN" IN HUMAN RESOURCES
Undergraduate
Human Resource professionals hold a diverse set of responsibilities, some of which are designed to respond to the human needs of employees. Addressing these in the context of the work environment requires an understanding of human behavior, insight into the effects of social issues on the workplace, knowledge of mechanisms and resources for problem resolution, and effective communication skills. Students will participate in group exercises and discussions designed to help develop and practice strategies for problem resolution based on increased self-awareness and empowerment. A primary textbook and related readings as well as two field assignments, self-reflective journaling, and a final integrative paper are required. Course assignments are designed to support integration and application of new skills and knowledge.
HC 296
LESSONS OF HISTORY
Undergraduate
Does history ever repeat itself? What lessons has our past taught us in planning for the future? This course will focus on an examination of the social, economic, and environmental changes that occurred in America during selected decades of the 20th century. Students will compare and contrast the 1920s with 1960s and 1930s with 1950s looking for major events, trends, and policies that repeated themselves in the subsequent generation, as well as fundamental political and economic structures. Students will share their findings and learn techniques for integrating information to form a basis for rational forecasting of future trends.

HC 297
GLOBAL STUDY OF SEX AND OPPRESSION
Undergraduate
This course is designed to expose the learner to the history, context and problems within the sex industry (prostitution, pornography, exotic dancing) as it exists throughout many countries of the world. Our foundation for discussion needs to be based in theory, of which we will discuss: functionalism, interactionism and conflict perspective and how each defines the sex industry. Next, we will explore the various definitions, levels of social acceptability (necessity) and the importance of laws that have defined this industry and our perceptions. Furthermore, we will discuss the religious, socio-cultural issues that allow for certain elements of sex work to flourish in places such as Bangkok, Thailand, the United States, and various parts of Europe. Also, we will discuss the legal acceptability of certain sex work activities within the countries discussed. Within our discussions / research of the sex industry, we will attempt to formulate answers to the controversial issue of legalization versus discrimination.

HC 298
CONNECTING WITH AFRICA: CULTURAL AND SOCIAL ISSUES IN EAST AFRICA
Undergraduate
This travel course will introduce students to two East African countries where they will have the opportunity to study issues of cultural, economic, social, and political interest as they manifest themselves in Kenya and Tanzania in comparison to the USA. Intensive study in Chicago and onsite in Kenya and Tanzania will give students a unique opportunity to reflect on and then compare and contrast what goes on in their own country and in these two East African countries.

HC 299
ASSESSING AND MANAGING CONFLICT
Undergraduate
Our usual method for presenting, analyzing, and resolving conflicts has centered around legalistic argument; the goal being to discover the "right" answer and suppress the "wrong" ones. However, the multiple worldviews operating in the world today make such an approach to conflict less viable. Reflecting this reality, ways of communicating about and resolving conflict have arisen that go beyond enforcement of rules or legal determinations of right and wrong. In this course, we will look at various methods for handling conflict and consider how we might apply them to personal, work, community and literary conflicts through lecture, small group work, role playing, reading, various written projects, and discussion.

HC 300
GLOBALIZATION AND PROFESSIONAL PRACTICE
Undergraduate
For decades scholars have observed a growing body of evidence and employers a growing body of experience of significant changes in the way that international business is conducted. These changes in the business world, brought on largely by globalization, present new challenges. These challenges require staff with specific skills related to global competence in order for the business to remain competitive. The goal of this course is to help students to cultivate and/or refine the skills and capabilities necessary to succeed in today’s global work environment. Organized around four learning units and one major project, the class will provide each student with extensive content and resources; it will also provide a forum for assessing the competences necessary to attain success in a global workplace and a method for honing those skills each student needs to cultivate.

HC 302
ACTIVE CITIZENSHIP: MAKING A DIFFERENCE
Undergraduate
Americans are known for active participation in organizations that strengthen our communities. We coach our kid’s sports teams, take meals to members of our congregations, work for candidates that we believe in and join marches to support or oppose government action. With all these activities, we engage with other members of our community to make it better for ourselves and our families and to promote social justice. In this class we will evaluate our past activities in light of our values and develop a plan to improve our skills and direct our energies for civic engagement.
HC 313
IMPLEMENTING EFFECTIVE TRAINING IN ORGANIZATIONS
Undergraduate
Everyone has had the delightful experience of learning by accident, of being surprised at insights and skills that emerge from experience. But accidental learning can be time-consuming and costly to organizations and individuals who have specific learning goals to meet. Engaging and effective learning in organizational settings is most often the product of systematic analysis and planning. This course will introduce a detailed protocol for designing training experiences in a variety of adult training settings. The five stage protocol (Analysis, Design, Development, Implementation, Evaluation) provides a context for students to address the following questions: Who is the audience and what is the training context? What is to be learned and why? What methods are best suited to the learning outcomes? What resources are available and appropriate to the learning outcomes and methods? At the end, students will be able to distinguish training design from development and implementation; describe characteristics of adult learners and their implications for training; define desired learning outcomes based on training context and audience; determine teaching/learning methods suited to particular training situations; and, identify and describe resources to support achieving learning outcomes. Students may register for only one competence.

HC 314
AGE OF DI CTATORS: TOTALITARIANISM IN THE INTER-WAR PERIOD
Undergraduate
This course will examine the age of dictators in the inter-war period by focusing on the principal individuals, institutions and societies involved. Root causes of totalitarianism will be developed, as well as an understanding of its impact, effectiveness, and relationship to democratic societies. Students will be stimulated to contemplate ethical and religious aspects of the despots' rule, and will comprehend the period within the larger framework of 20th century history.

HC 315
RACE, PLACE AND SPACE: ENVIRONMENTAL JUSTICE IN THE TWENTIETH CENTURY
Undergraduate
This course will provide a survey of historical and contemporary forces (social, cultural, technological, scientific and economic) which have led to the global emergence of environmental inequalities in societies during the last century. This course will also show how the environmental ethics of a society (national and international) as well as their notions of who belongs to the larger body politic have contributed to environmental inequalities in national and international geographic spaces. This course is an excellent elective for business, education, religion, sociology/anthropology and science/engineering focus area who seek to understand the foundations and ramifications of human ethics, values and culture on decisions and policies which impact the global environment (or ecosystems).

HC 317
METHODS OF DISCIPLINE FOR TODAY'S CHILDREN
Undergraduate
In today's world, a lack of discipline can cause children to become non-productive members of society. Raising children from a loving and caring perspective is more challenging today than it seems to have been in the past. The complexities of this world require different approaches to behavior modification. In their struggle with raising children, parents need to know a variety of methods and models that can be used to help children develop a strong personal self-esteem and to learn that discipline is best when it is made from choices and personal decisions that the child can control. This course will help students compare two models of effective behavioral modification that can be used in the home to help parents in one of the most complicated aspects of child development. Students will be responsible for implementing strategies we discuss in class as well as finding other available methods.

HC 318
FACING HISTORY AND OURSELVES
Undergraduate
History often ignores the story of how the common person participated in its making in favor of the heroes and the outstanding individuals. The origins and evolution of the Third Reich offer a source for examining the subtleties and texture of change, as well as the background which leads to the major events that mark our history. The lessons of this period address eternal questions of human behavioral tendencies toward its culmination: the pressuring of peers, the need to belong, and inhumanity. Through discussion, films, and readings, students will trace how individuals are shaped by social, political, and economic forces.

HC 319
ETHICAL CHOICES IN A GLOBAL COMMUNITY
Undergraduate
This course will introduce ethical dilemmas which can only be resolved with an understanding of the many perspectives of the stakeholders. Dilemma paradigms and resolution principles will be explored suggesting frameworks for making choices. Students will work individually and in groups to explore a wide range of ethical dilemmas. Students will demonstrate mastery of the competencies with a portfolio and oral presentation of an investigation into an ethical dilemma with global ramifications. This project will require the student to examine the ethical issue from several perspectives, conduct research from a variety of sources, compare and analyze the results, and finally commit to a substantiated approach to the dilemma.
HC 320
THE POWER OF PERSUASION
Undergraduate
This course is intended to provide students with a thorough understanding of how persuasion and persuasive techniques are used in the communication process of relationships, in the family, and in the world of work. Students will study the art of persuasion by analyzing the text of selected American figures and their speeches, and learn to recognize the skill sets of sending and receiving persuasive messages. Moreover, students will study the approaches, ethics, and symbols of persuasion, by exploring the great speakers and what they were trying to accomplish through language, culture, power, and knowledge. Studying the texts will also strengthen and empower the students' strategic approaches to persuasion, both verbal and nonverbal.

HC 321
THE CONTEMPORARY AMERICAN FAMILY: UNRAVELING THE MYTH
Undergraduate
This course examines the societal forces shaping aspects of stable and changing family relations, both nuclear and constructed, in the United States. The course will focus on social-structural factors affecting union formation and dissolution (traditional marriage, the gay marriage debate, cohabitation, and divorce); parenting (traditional and "queer"); the gendered division of paid work, caring work, responsibility and authority; and the role of the state in supporting families. To better appreciate the depth of contemporary changes in U.S. families, we will begin the semester with an examination of colonial and 19th-century American family life. We will pay particular attention to diverse patterns of family structure and family relationships by social class, race-ethnicity, age, gender and sexuality. We will engage with these topics in a variety of ways, including student presentations, lectures and class discussion, readings, and in-class videos.

HC 322
HUMAN SEXUALITY
Undergraduate
Institutions such as the State, the Courts, Religion, Marriage and Family, the military, and the industrial complex(es) have used and often misappropriated human sexuality as a means of hegemony, power and control. With the use of readings, film, discussion, and lecture, this course will present variant sexualities while deconstructing and demystifying many of the long-held traditional values, ideals and customs that many in society accept as the norm.

HC 323
THE POLITICAL ECONOMY OF THE GLOBAL VILLAGE
Undergraduate
The concentration of great wealth in some countries and grinding poverty in others may be the biggest challenge facing humanity in the new century. This course will explore issues of global inequality by comparing the political and economic systems in the US, Europe, and low-income countries. Our discussions will center on the history and culture of these nations to provide a framework for understanding differences in the way each has developed technologically and socially. Theories on politics, economic programs and foreign investment will be analyzed for insights on the paths taken by successful nations and barriers facing others.

HC 324
DEVELOPING VIRTUAL COMMUNITY
Undergraduate
This course is designed to engage information placed on or derived from the World Wide Web from the perspectives of a variety of ethical and legal frameworks. The issues of access and expression within the context of a free society will be considered from a variety of perspectives, e.g., the religious right, the ACLU, ordinary parents, workers in a corporate world, as citizens of the United States, as members of a global society, etc. The course will not so much focus on the answers as it will raise the questions and acknowledge the tensions.

HC 325
CITY HALLS, MALLS, AND THE MEDIA
Undergraduate
Decisions are made about the communities in which we live and work on a daily basis. Understanding how these decisions are made can empower citizens to make a difference in their everyday lives. This course will analyze the relationships among government, the media and the business community in the decision-making process. First hand information will be provided through interaction with elected officials in visits to Chicago and suburban council meetings.
HC 326
CONTEMPORARY NATIVE AMERICAN/AMERICAN INDIAN ISSUES
Undergraduate
Native Americans are part of our history and heritage, yet many Americans have little knowledge beyond stereotypes. While invisible to the mainstream, Native American cultures are surviving, striving, and in some cases, thriving as we enter the new millennium. This course will explore the complex issues facing Native Americans today through discussion, film, readings, and Native American news media to enable students to gain a cross-cultural perspective. Students will choose an area of focus on this subject and conduct independent research to present to their classmates.

HC 327
EXPERIENTIAL PSYCHOLOGY: RELATIONSHIPS BETWEEN THINKING AND FEELING
Undergraduate
Personality, temperament and past experiences all contribute to the way we relate to ourselves and to the world around us. In order to experience life more fully, to manage relationships and make life decisions, we need to be aware of how these influences have affected us, then develop new options for living. Students will become familiar with liberation psychology, which integrates principles and strategies from several schools of traditional psychological thought. Emphasis is on acquiring tools for creating an identity and understanding the context from which these tools were developed. Education methods will include group interaction and experiential exercises to guide participants in developing deeper self-awareness, acceptance of self and others. Self-disclosure by participants will be welcome, but is not required for a successful learning experience.

HCD 401
DESIGN AND HUMAN EXPERIENCE
Graduate
This foundational course focuses on understanding the design process and how users, communities, and society are impacted by technology. This course will cover a breadth of technologies such as educational technologies, health systems, social tools, games, etc. An interdisciplinary course that draws from the fields of computer science, psychology, sociology, and economics, students will reflect on the social, political, and economic context and impact of technology use locally and globally. PREREQUISITE(S): None

HCI 201
MULTIMEDIA AND THE WORLD WIDE WEB
Undergraduate
An introduction to the World Wide Web and web development for non-technical majors. Students will create web pages using a WYSIWYG editor. Students will evaluate web sites using a variety of analytical and empirical methods. Students will conduct technology-related experiments following the principles of the scientific method and use technology to analyze their results. Topics include web-based technology, creating content for distribution on the web, and design principles for web sites. Students will develop an appreciation for the connections among science, mathematics, and technology in modern society, as well as for the principles guiding advances in science and technology. PREREQUISITE(S): NONE.

HCI 271
FORMATTING DIGITAL PAGES II
Undergraduate
This course builds on HCI 270 with problem-based application of perceptual and communication principles in developing effective multi-page screen environments. Includes experience with more sophisticated visual software. PREREQUISITE(S): HCI 270.

HCI 302
FOUNDATIONS OF DIGITAL DESIGN
Undergraduate
Shape, line on two-dimensional surfaces. Color. Composition rules as they apply to digitally created documents. Digital manipulation of two-dimensional images. Use of commercially available draw and paint tools to create two-dimensional designs. PREREQUISITE(S): None

Graduate standing is a prerequisite for this class.

HCI 312
ANALYSIS AND DESIGN FOR HUMAN-COMPUTER INTERACTION
Undergraduate
(Formerly HCI 300) User and task analyses that emphasize an early focus on users and their environment. Stresses methods that lead to successful communication and teamwork. PREREQUISITE(S): HCI 210.
HCI 341
USABILITY ISSUES FOR ELECTRONIC COMMERCE
Undergraduate
(Cross-listed with ECT 341) Design, prototyping and evaluation of e-commerce web sites. Context of usability in the project development life cycle. User/task analysis with emphasis on the first time and the infrequent user. Content organization. User testing with low fidelity prototypes. Aesthetics and appeal. Students' projects involve design and/or evaluation of actual electronic commerce sites. PREREQUISITE(S): HCI210 AND IT223.

HCI 350
USABILITY IN COMPUTING SYSTEMS
Undergraduate
Application of psychological theory to the design of computer systems, with emphasis on web sites. Overview of applicable research methods. Sensation, cognition, decision making, Display and control design. Overview of workspace design including biomechanics, work physiology, stress and workload. PREREQUISITE(S): HCI 210.

HCI 402
FOUNDATIONS OF DIGITAL DESIGN
Graduate
Shape, line on two-dimensional surfaces. Color. Composition rules as they apply to digitally created documents. Digital manipulation of two-dimensional images. Use of commercially available draw and paint tools to create two-dimensional designs. PREREQUISITE(S): None

HCI 406
WEB SITE DESIGN FOR HCI
Graduate
Web design introduced in a user-centered context. Application of visual design principles and common design patterns for web sites and mobile interfaces. Page markup using HTML and CSS addressing responsive web design, accessibility, and search engine optimization. PREREQUISITE(S): None

HCI 421
DESIGNING FOR CONTENT MANAGEMENT SYSTEMS
Graduate
Design and development of Web sites using common database-driven content management systems (CMSs) and publishing tools such as those used to manage blogs, community portals, and other content-heavy websites. Discussions of how familiarity with CMS tools assists the role of the user experience designer. Visual design and theme customization using prior knowledge of CSS. Taxonomy systems, installation of add-on modules, and user management using today's widely used systems. PREREQUISITE(S): HCI 406

HCI 422
MULTIMEDIA
Graduate
Multimedia interface design. Underlying technological issues including synchronization and coordination of multiple media, file formats for images, animations, sound and text. Hypertext. Information organization. Survey of multimedia authoring software. Topics in long distance multimedia (World Wide Web). Students will critique existing applications and create several multimedia applications. PREREQUISITE(S): HCI 440 or consent of the instructor.

HCI 430
PROTOTYPING AND IMPLEMENTATION
Graduate
Overview of prototyping methods ranging from low-fidelity to interactive script-based prototypes. Analysis of prototyping tools and their relative advantages. Projects include prototype development over multiple iterations using a variety of strategies. PREREQUISITE(S): IT 411. Students must have completed or be concurrently enrolled in HCI 440 or HCI 441 to register for this course.

HCI 440
INTRODUCTION TO USER-CENTERED DESIGN
Graduate
The user-interface development process. Introduction to methods for practicing user-centered design including user and task analysis, user interface design principles and testing using low-fidelity prototypes. Students may not receive credit for this course and HCI 441. PREREQUISITE(S): None
HCI 441
INTRODUCTION TO USER-CENTERED DEVELOPMENT
Graduate
Overview of the user-centered design (UCD) process with an additional emphasis on user interface development. Coverage of UCD process includes effective, low-cost methods for user research, interaction design and evaluation. User interface development involves application of front-end development languages (HTML and JavaScript) and frameworks (jQuery). This course is offered to students with programming experience as an alternative to IT 411 and HCI 440. Students may not receive credit for this course and HCI 440. PREREQUISITE(S): CSC 403

HCI 445
INQUIRY METHODS AND USE ANALYSIS
Graduate
This course provides students with the skills necessary to acquire and organize user information for the purpose of developing task and systems analyses. Topics covered include survey construction and administration, structured observation, interviewing, and participatory design. Students learn to evaluate and organize user information toward making analysis and design decisions. Human communication and presentation skills are developed. PREREQUISITE(S): IT 403 and (HCI 440 or HCI 441)

HCI 450
FOUNDATIONS OF HUMAN-COMPUTER INTERACTION
Graduate
Application of engineering and psychological theory to the design of computer systems. Overview of applicable research methods and research on perception, cognition, errors, and screen design. Attention will be given to creating and applying guidelines derived from research. PREREQUISITE(S): IT 403

HCI 454
INTERACTION DESIGN AND INFORMATION ARCHITECTURE
Graduate
Information architecture and interactive page design. Perception and use of menus, labels and user controls. Structuring information for navigation and presentation. Selecting and placing user controls for optimizing task flow on pages and across pages. Creating wire frames and using content managers. PREREQUISITE(S): HCI 406 and (HCI 440 or HCI 441)

HCI 460
USABILITY EVALUATION METHODS
Graduate
Survey of evaluation methods that can be applied to user interfaces. Methods include expert inspections, walkthroughs, usability testing and analytical approaches. Students evaluate existing systems by applying some of these methods. PREREQUISITE(S): IT 403 and (HCI 440 or HCI 441)

HCI 470
DIGITAL DESIGN
Graduate
Focus on the visual aspects of interfaces for information and communication technologies (ICTs). Evaluate, critique and create ICT interfaces using design principles. Learn to choose color, type, layout and imagery to create aesthetic and usable ICT interfaces. Introduction to information visualization. Applying course concepts, students create and develop their own web-based portfolio. PREREQUISITE(S): HCI 402 and HCI 406

HCI 511
ACCESSIBILITY AND DESIGN FOR DIVERSE USERS
Graduate
Methods and principles for designing interactive technologies for diverse users, including children, elderly, and people with disabilities and alternative skills. Analysis of how current technologies address diverse user needs and considerations about how technologies might be improved to better meet diverse user needs. Class projects include a web accessibility evaluation based on current w3 standards and an in-depth research project in which students ideate a new technology or evaluate an existing technology in which they work directly with people who have disabilities. PREREQUISITE(S): HCI 445 (HCI 460 recommended)
HCI 512
INFORMATION VISUALIZATION AND INFOGRAPHICS
Graduate
Communicating information through visualizations. Students learn how to choose effective means to visualize data for (a) their intended audience(s) and (b) for the message they intend to communicate. Students practice creating and evaluating visualizations using a variety of tools and methods. PREREQUISITE(S): IT 403 and HCI 470

HCI 513
DESIGN/STRATEGIES FOR INTERNET COMMERCE
Graduate
(Cross-listed with ECT 555) An integrated study of design, technical, and strategic issues for Internet commerce. Web analysis, design and publishing, Visual, textual and content organization, response time, usability testing. Authorizing tools and administering web server. Internet database servicing. Internet service providers and pricing. Digital cash and encryption. Impact on the value chain, intermediation, and market structure. Strategies for mass customization, interactive marketing, and support for collaborative work. PREREQUISITE(S): IS 422 or HCI 430

HCI 514
GLOBAL USER RESEARCH
Graduate
Theories and approaches for conducting HCI research and creating digital media for international audiences. Varied topics include (a) cultural models and global differences that influence design of digital artifacts (b) approaches to conducting usability and other types of user research and (c) information communication and technologies for development (ICT4D). PREREQUISITE(S): HCI 445 and HCI 460

HCI 515
DESIGN ETHNOGRAPHY
Graduate
This discussion course focuses on topics related to ethnographic methods such as activity theory, value sensitive design, online ethnography and reflexivity. Students will conduct participatory observations, interviews, and diary studies (all methods designed to engage with users "in the wild") and translate the results from those studies into design implications. In this service learning course, students will work with community partners to conduct ethnographic studies and design a tool for the organization based on the results from the formative study. PREREQUISITE(S): HCI 445 and HCI 454 and HCI 430

HCI 520
LEARNER-CENTERED DESIGN
Graduate
Design and evaluation of technology-based learning systems. Theories and models of human perception and cognition as they apply to learning, instruction and training. Application of established principles for analyzing and designing learning systems. Projects include evaluating existing learning systems and the creation of a learning system. PREREQUISITE(S): IT 403 and (HCI 440 or HCI 441) and HCI 450

HCI 530
MOBILE DESIGN
Graduate
Theoretical and practical issues for designing mobile devices. Design strategy, patterns and research within a mobile context. Students will learn to create useful, usable and enjoyable experiences that consider the unique capabilities and constraints of mobile platforms. Project deliverables includes wireframes for diverse platforms such as responsive mobile web, iOS, and Android native apps. PREREQUISITE(S): HCI 454

HCI 553
SOCIAL INTERACTION DESIGN
Graduate
UX principles and strategies for designing social apps and web sites. Analysis and use of interaction patterns for organizing, sharing, and discussing content. Application of theories relating to social networks, privacy and social capital. Students apply user-centered processes to the design of a social app. PREREQUISITE(S): HCI 454
**HCI 580**  
**USER EXPERIENCE DESIGN PRACTICUM**  
**Graduate**

Working with clients, students choose and practice appropriate methods learned in the HCI foundational courses to address business goals and user needs. Course coverage includes best practices for consulting, effective communication with clients and coworkers, understanding business and organizational needs, and setting realistic goals and expectations. Prerequisites: HCI 445 and HCI 454

**HCI 590**  
**TOPICS IN HUMAN-COMPUTER INTERACTION**  
**Graduate**

HCI topic varies with offering. Contact instructor for more information. PREREQUISITE(S): Completion of the HCI core courses or consent of the instructor. May be repeated for credit.

**HCI 594**  
**HUMAN-COMPUTER INTERACTION CAPSTONE**  
**Graduate**

HCI 594 provides an opportunity for students to apply all of the skills they have learned on one comprehensive project. Multidisciplinary teams design, evaluate, and implement a user interface intensive project. Students prepare written documents describing their activities and present the final results to the class. PREREQUISITE(S): Completion of the HCI core courses or consent of the instructor.

**HCI 599**  
**INDEPENDENT STUDY**  
**Graduate**

This is an independent study course. PREREQUISITE(S): Completion of the HCI core courses and consent of the instructor. May be repeated for credit.

**HCI 690**  
**RESEARCH SEMINAR**  
**Graduate**

PREREQUISITE(S): Instructor consent.

**HIT 421**  
**HEALTH INFORMATICS**  
**Graduate**

This course provides an overview of fundamental concepts of information management including the information that healthcare organizations generate and use, the importance of data quality, and external factors that impact healthcare data management. The curriculum will also examine information systems (i.e., the arrangement and interaction of information, processes, people, and technology) as well as system standards and security issues. Finally, special consideration will be given to management, responsibilities and challenges in aligning information technology (IT) planning with an organization's strategic planning as a means to create competitive advantage. Prerequisite(s): Status as a Health Informatics student is a prerequisite for this class.

**HIT 422**  
**SYSTEM DESIGN FOR HEALTH CARE**  
**Graduate**

Course focus is on systems design for health care that enhances quality of patient care and satisfaction, staff efficiency, and improving patient outcomes. Specific topics include: database design; interface and dialogue design in the context of workflow; usability and human factors; report design; system implementation; and system maintenance. PREREQUISITE(S): IS 421 and CSC 451

**HIT 430**  
**ELECTRONIC HEALTH RECORDS**  
**Graduate**

Comprehensive overview of principles and practices of Electronic Health Records (EHR) management, including data standards and integration, interoperability and information exchange models, data security, and privacy.
HIT 440
HEALTH INFORMATION EXCHANGE AND NETWORKING
Graduate

Course discusses electronic health information systems and their design, implementation and application including information security, privacy and integrity, data exchange standards, basic principles of telecommunications and infrastructure security, and discussion of challenges of adopting HIE systems.

HIT 451
ACCOUNTING AND FINANCIAL MANAGEMENT IN HEALTHCARE
Graduate

This course is intended to prepare the student to effectively interact with accounting and financial management staff and participate in various aspects of financial control and planning. The curriculum provides an historical perspective of financial management in healthcare, identifying trends in the industry and the forces that influence the financing of healthcare organizations. Financial statements, the interpretation and analysis of financial reports, and topics such as cost-benefit analysis, budgeting, and capital management will also be addressed. Consideration will be given to the cost effectiveness and financial future of healthcare organizations. Prerequisite(s): Status as a Health Informatics student is a prerequisite for this class.

HIT 511
HEALTHCARE MANAGEMENT IN NON-HOSPITAL SETTINGS
Graduate

While the hospital is the centerpiece of the healthcare system, so much healthcare is delivered outside this setting. Students will be introduced to many healthcare services outside the traditional setting of the hospital and gain knowledge of the operations of such healthcare settings. The course will be divided into four parts: Traditional care, Diagnosing, Acute-Care Treatment, and Chronic Care and within each area students will explore the basic settings such as outpatient clinics and surgical centers, pharmacies, outpatient laboratories, chiropractic centers, and adult day care, and hospice care. Prerequisite(s): Status as a Health Informatics student is a prerequisite for this class.

HIT 515
HEALTHCARE LAW
Graduate

This course reviews the American legal system as the context within which to consider contemporary medico-legal issues. The courses intent is to provide a legal framework where healthcare management issues can be explored in collaboration with legal counsel. The curriculum addresses such topics as: professional liability, corporate entity risk considerations, and relevant legislative activities reshaping the healthcare industry and tort reform initiatives. Case studies will augment the legal theories presented in the course. Prerequisite(s): Status as a Health Informatics student is a prerequisite for this class.

HLTH 120
EXPLORING THE HEALTH SCIENCES
Undergraduate

This course explores the growing and complicated landscape of the health professions. Students will explore a broad range of careers available to people interested in the health of communities and individuals, helping them to identify their own skills, interests, and values. Designed for students in all majors who are interested in exploring a professional interest in health sciences, this course will include aspects of self-assessment and career exploration, health industry research, and connecting with individuals in the field.

HLTH 201
INTRODUCTION TO HEALTH SCIENCE
Undergraduate

This course introduces students to the B.S. in Health Sciences undergraduate program. The course aims to introduce students to the range of disciplines (biological, sociological, psychological, and political) found within the health sciences, and how each contributes to our understandings of human health and illness. This will allow the students to better understand the nature of health care delivery and the methods that will best improve the health status of both individuals and the population.

HLTH 202
HEALTH RESEARCH LITERACY
Undergraduate

The purpose of this course is to provide students the methodology and skills required for literacy in health, and to comprehend the results of health sciences research. In this course students seeking careers in the health sciences will go beyond the health literacy level suggested for the general public in preparation for professional practice in clinical, policy, administrative, and basic science fields.

HLTH 201 is a prerequisite for this class.
HLTH 210
INTRODUCTION TO PUBLIC HEALTH
Undergraduate
This course is designed to lay out the concepts, principles, and case outcomes of public health practice. It considers community health data source, classical intervention approaches, and the planning and evaluation of community health interventions.

HLTH 201 or department permission is a prerequisite for this class.

HLTH 225
HUMAN BIOLOGY
Undergraduate
This course provides a foundation to the biological functioning of the human organism. Students will explore the basic principles of chemistry, cellular and molecular biology, and human genetics. In addition, we will examine the integral relationship between form and function that has evolved into the human body, with particular attention paid to the investigation of tissue organization, the biology of movement, and critical organ systems (nervous, endocrine, cardiovascular, respiratory, digestive, urinary, and immune). Related topics in human health and disease will also be discussed.

MAT 130 and BIO 191 are a prerequisite for this class.

HLTH 229
ETHICS FOR HEALTH SCIENCES
Undergraduate
This course provides an introduction to the ethical and moral theories that frame our response to fundamental issues in the health sciences. Moral philosophers, such as Aristotle, Thomas Aquinas and Immanuel Kant, all pose questions about the nature of right and wrong, and what is meant by a good life. The first part of the course examines the work of these philosophers and then uses them in order to think through specific topics, including: confidentiality, informed consent and end of life decision-making; health care disparities and health care reform; and global health ethics.

HLTH 230
FUNDAMENTALS OF HEALTH EDUCATION
Undergraduate
This course provides health education majors with a foundational understanding of the professional health education field. Students will examine health education's role in planning, implementing, and evaluating the behavioral health challenges that affect the wellbeing of individuals and communities. Students will learn and then practice designing and delivering a wide range of health education activities, grounded in behavioral change theories, in a variety of settings and to diverse audiences. Finally, students will critically examine these issues through a variety of academic experiences, including academic service in a community setting, in order to identify and apply health education practices and principles that contribute to health promotion and disease prevention.

HLTH 236
GAY MEN’S HEALTH MATTERS
Undergraduate
The purpose of this course is to introduce students to health issues relevant to gay men. We will explore the effects of minority status, heterosexism, and homophobia on gay men’s health, including but not limited to STD/HIV/AIDS, substance use and mental health. Students will review epidemiological data, theoretical frameworks, and community-based health promotion approaches in order to gain a broad perspective on risk and resilience factors, health indicators, and strategies for self-care applicable to gay men's health.

HLTH 250
HEALTH CARE POLICY IN THE UNITED STATES
Undergraduate
This course provides students with an overview of health policy creation and describes the history of healthcare policy in the United States. Students will explore the delivery and finance of health care as well as analyze health care law and regulation. Students will gain an understanding of how political and economic policy is used to mitigate disease and illness in varied environments and how policy affects the delivery of health care and public health services.

HLTH 201 or department permission is a prerequisite for this class.
HLTH 301
INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-A
Undergraduate
This course explores the fundamental principles of human anatomy and physiology that specifically relate to the sensation and perception of environmental stimuli, as well as the response to such challenges. In this context, broad consideration will be given to the body's various modes of cellular and tissue communication, with special emphasis on the interplay between the integumentary, skeletomuscular, nervous, and endocrine systems. In addition, the integrated approach will provide a strong foundation for the serial investigation of relevant topics relating to human health and disease, and clinical intervention.

BIO 193 and (CHE 134 or CHE 138) are a prerequisite for this class.

HLTH 302
INTEGRATED HUMAN ANATOMY AND PHYSIOLOGY-B
Undergraduate
This course explores the fundamental principles of human anatomy and physiology that specifically relate to the dynamic integration of critical organ systems. With the cardiovascular system as a starting point, students will investigate the complex orchestration of homeostatic mechanisms regulated by the respiratory, digestive, urinary, and reproductive systems. As with HLTH 301, the integrated approach will provide a strong foundation for the serial investigation of relevant topics relating to human health and disease, and clinical intervention.

BIO 193 and (CHE 134 or CHE 138) are a prerequisite for this class.

HLTH 306
MOLECULAR AND PHYSIOLOGICAL PROCESSES OF HUMAN AGING
Undergraduate
This course provides a foundation for understanding the biological basis of aging. Students will explore the molecular mechanisms that govern normal aging, and consider those environmental and genetic factors that influence these processes. While emphasis will be placed on age-dependent human health and disease, students will necessarily compare the aging process across many species so as to better appreciate the benefits and limitations of applying relevant research. The impact of normal and abnormal aging on organs such as the skin, bones, muscles, and brain will also be considered.

BIO 191 and (HLTH 225 or HLTH 301 or HLTH 302 or BIO 310) are prerequisites for this class.

HLTH 310
FUNDAMENTALS OF EPIDEMIOLOGY
Undergraduate
Epidemiology is generally considered to be the basic science of disease prevention. It encompasses the study of the distribution and determinants of health-related conditions in specified populations, and the application of this study to control health problems. This course will introduce students to methods employed by epidemiologists to collect data about the health of populations, to use epidemiologic data to generate and test hypotheses about the relationships between exposure and disease or other health conditions, and to use epidemiologic data that informs interventions and public policy that will address health problems and prevent their recurrence.

LSP 121 or a statistics course (PSY 240, SOC 279, MAT 242, or BIO 206) is a prerequisite for this class.

HLTH 320
MOLECULAR ViroLOGY
Undergraduate
This lecture/seminar course is designed for students interested in the molecular details of virus replication and the interactions between viruses and host cells. Virus families that cause human disease are highlighted, however this course does not focus on the clinical aspects of virus infection and treatment. Students will review primary research articles and participate in group analyses of these works. Successful completion of BIO 250 Cell Biology is recommended prior to enrollment.

BIO 210 is a prerequisite for this class.
The humanities and arts provide a unique insight into the human condition, suffering, personhood, and our relationship to medical and health technology. Through these practices, one can develop skills of observation, analysis, empathy and self-reflection, all of which are necessary for the provision of humane health care. In this course, students will explore health and medicine through the lenses of the humanities (literature, philosophy, ethics, history) and the arts (literature, theater, film, and visual arts).

(WRD 103 and WRD 104) or HON 100 or HON 101 is a prerequisite for this course.

Health Leadership will prepare students for health leadership in diverse health care settings such as hospitals, public health departments, and community-based agencies. Students will identify and examine their own leadership skills, learn ways to build upon those skills for application in current and future career leadership roles, and gain new knowledge about health leadership trends and practice. The course will integrate lectures, multi-media, case studies, discussions, and reinforcing activities to develop and strengthen health leadership skills.

HLTH 210 is a prerequisite for this class.

This course covers a range of community assessment processes focusing on health indicators within communities in Chicago. Students will be introduced to multiple data sources and methods. Implications of assessments will be framed within community health assessment requirements under the Affordable Care Act (ACA), as well as broader community needs and resources.

HLTH 210 is a prerequisite for this class.

This course will introduce students to methods in program evaluation, including process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis. Students will gain practical experience in the design of conceptual frameworks, development of indicators, development of an evaluation plan to measure impact. Students will learn how this information can be used to improve program management and effectiveness. The course will cover experimental, quasi-experimental, and non-experimental study designs, and consider the strengths and limitations of each.

HLTH 335 is a prerequisite for this class.

As the only species that is aware of its own mortality, this course examines the human experience of death and dying as a biological, medical, legal, social, and cultural process throughout time. Students will learn about the biological breakdown of the body, hospice & palliative care, advance care planning, funerary and mourning practices, disposal of the human body, and beliefs of what happens after death.

The Senior Capstone will bring students from both concentrations in the Health Sciences major together in an opportunity to share biomedical and psycho-social perspectives in an examination of current health issues.

HLTH 201, HLTH 202 and Senior Standing are prerequisites for this class.
HLTH 379
PEER ADVISING IN HEALTH SCIENCES
Undergraduate
Peer Advising in Health Sciences is a course designed to connect our successful senior students with the broader population of Health Sciences majors, while providing Peer Advisors with an introduction to advising skills including active listening, providing open-minded guidance and support, interpreting university policies and guidelines, managing confidential information, and effective time management.

HLTH 380
TOPICS IN HEALTH SCIENCES
Undergraduate
Upper level course focused on a specific topic in Health Sciences that involves reading of primary literature and discussion.
HLTH 201 and 202 are a prerequisite for this class.

HLTH 399
INDEPENDENT STUDY
Undergraduate
A Health Science major is a prerequisite for this class.

HON 100
RHETORIC AND CRITICAL INQUIRY
Undergraduate
This course covers the fundamentals of research and leads students through a sequence of writing assignments which require them to take positions and persuade audiences about issues of public concern. Students will create effective academic discourse, develop critical thinking skills, explore issues of form and style, and examine arguments. HON 100 is required for all Honors students. Open only to students in the University Honors Program.

Membership in the University Honors Program is a prerequisite for this class.

HON 101
WORLD LITERATURE
Undergraduate
Honors 101 focuses on the way writers use language to construct their worlds. Reading, writing, and informed discussion are at the heart of this course, which uses texts from a range of cultures and historical periods to explore how literary works represent issues of human importance.

Membership in the University Honors Program is a prerequisite for this class.

HON 102
HISTORY IN GLOBAL CONTEXTS
Undergraduate
With the goal of enhancing historical literacy and critical thinking, this course invites students to explore how the interdisciplinary tools of historical inquiry aid them in their encounter with the multicultural past through study of a particular society or societies. Students discover how historians extract meaning from primary and secondary sources while exploring the problems and issues involved in analyzing and using a variety of sources. Topics of this course vary and are set by the faculty. Each section of HON 102 will be subtitled to indicate its topic; please see the schedule for current offerings.

Membership in the University Honors Program is a prerequisite for this class.
HON 104
RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES
Undergraduate
This course focuses on the collective construction of cultural reality and examines people’s confrontation with the sacred as a formative instrument in this process. The overriding concern of Honors 104 is with the meaning and function of culture as a system or world that we inhabit. This world with its distinctive concepts of ultimacy, time, space, cosmos, and life passages is created and enacted through myths, narratives, and ritual performances. Students will develop analytical skills necessary to apply theoretical explanations and interpretations to the process of constructing cultural reality. All sections of the course will involve a field experience in which students enter the world of a community which is not part of their own experience.

Membership in the University Honors Program is a prerequisite for this class.

HON 105
PHILOSOPHICAL INQUIRY
Undergraduate
Providing an introduction to philosophy as a mode of inquiry, this course explores, from a variety of perspectives, the questions central to the human condition, placing philosophical positions within the context of human values. Students will address the themes of knowledge, action, and human identity, considering how one thinks critically about such questions and what it means to inquire about the human condition in a rational manner. Readings will be drawn from both primary philosophical texts and relevant material from other disciplines.

Membership in the University Honors Program is a prerequisite for this class.

HON 110
HONORS DISCOVER CHICAGO
Undergraduate
Honors Discover Chicago courses acquaint first-year Honors students with the metropolitan community and its neighborhoods, cultures, people, institutions, organizations and issues. Students will also learn about university life and resources and will become acquainted with the Honors scholarly community. Work in HON 110 includes observation, participation, readings, site visits, discussions, and writing. The course begins with an immersion week one week before the start of the autumn quarter; classes continue to meet through the autumn quarter, ending on the same date that LSP 110 courses are completed. Students will select a particular Honors Discover course from the available offerings. All Honors students must take either HON 110 or HON 111. Students entering the Honors Program after completing LSP 110 or LSP 111 should not take Honors 110. Honors Discover Chicago courses are offered during autumn quarter and are available only to first-year students in the University Honors Program. Formerly HON 111.

Membership in the University Honors Program is a prerequisite for this class.

HON 111
HONORS EXPLORE CHICAGO
Undergraduate
Honors Explore Chicago courses acquaint first-year Honors students with the metropolitan community and its neighborhoods, cultures, people, institutions, organizations and issues. Students will also learn about university life and resources and will become acquainted with the Honors scholarly community. Work in HON 111 includes readings, lectures, site visits, discussions, and writing. Students will select a particular Honors Explore course from available offerings. All Honors students must take either HON 110 or HON 111. Students with credit for 110 cannot receive credit for 111. Students entering the Honors Program after completing LSP 110 or LSP 111 should not take Honors 111. Honors Explore Chicago courses are offered during autumn quarter and are available only to first-year students in the University Honors Program. Formerly HON 110.

Membership in the University Honors Program is a prerequisite for this class.

HON 180
DATA ANALYSIS AND STATISTICS
Undergraduate
Using real-world data and open-ended investigations from a variety of disciplines, students apply quantitative and statistical reasoning skills to focus on outcomes of analysis. Students will explore the nature and description of data, probability theory, sampling, variability, estimation, analysis of correlation, hypothesis testing, and experiment design to become critical users of quantitative information. Open only to students in the University Honors Program.

LSP 120, MAT 130 or placement by test is a prerequisite for this class.
HON 201
STATES, MARKETS, AND SOCIETIES
Undergraduate
This course focuses on the organization of economic, political and social relationships within the global system, including analysis of how these relationships affect the distribution of power, resources, well-being and cultural capital in different societies. It covers such topics as phases in the growth of global trade and investment; the role of economic incentives; the historical and conceptual relationship between markets; social stratification, culture, and forms of popular participation; and the development challenges posed by international inequality and social marginality.

Membership in the University Honors Program and Sophomore standing or above is a prerequisite for this class.

HON 205
INTERDISCIPLINARY ARTS
Undergraduate
This course offers interdisciplinary study of two or more art forms in a particular historical period, looking at relations among the arts and between art and its cultural contexts. Students will develop a critical vocabulary for the analysis of works in the visual arts, theater, music, literature, or other art forms. Work in the course will be interdisciplinary and will include readings, classroom exercises, visits to relevant performances or exhibits, and papers. Variable topics; please see the schedule for current offerings.

Membership in the University Honors Program and Sophomore standing or above is a prerequisite for this class.

HON 207
TOPICS IN COGNITIVE STUDIES
Undergraduate
Working under the assumption that processes of human thinking can be understood in formal and symbolic ways, this course is designed to introduce students to the interdisciplinary field of cognitive science by constructing and evaluating theories of how we perceive, speak, reason, and learn. Only open to students in the University Honors Program.

(HON 180 or MAT 135 or MAT 140 or MAT 150 or MAT 242 or PSY 240 or IT 223 or LSP 120 or LSP 121 or SOC 279 or BIO 206), membership in the University Honors Program and Sophomore standing or above is a prerequisite for this class.

HON 225
HONORS LAB SCIENCE TOPICS
Undergraduate
Students in Honors 225 will investigate a particular scientific topic or issue using readings, discussions, papers, and laboratory work. In the process of investigation they will learn about the nature and processes of science and will be able to describe and explain their work in writing; some projects may be done in teams. All sections of Honors 225 include a laboratory component. Please see the Schedule of Classes for current offerings.

(HON 180 or MAT 135 or MAT 140 or MAT 150 or MAT 242 or PSY 240 or IT 223 or LSP 120 or LSP 121 or SOC 279 or BIO 206), membership in the University Honors Program and Sophomore standing or above is a prerequisite for this class.

HON 300
HONORS RESEARCH SEMINAR
Undergraduate
This course, offered occasionally, invites students to enhance their skills in conducting research on issues of interest. May be taken in preparation for HON 395 Honors Senior Thesis. Please see the schedule for current offerings. Open only to students in the University Honors Program.

Membership in the University Honors Program is a prerequisite for this class.
HON 301
HONORS JUNIOR SEMINAR IN MULTICULTURALISM
Undergraduate
This seminar asks students to conduct research on complex issues related to multiculturalism. Topics may cover various dimensions of identity including issues of race and ethnicity, class, gender, language, religion, sexual orientation, disability and nationality. Students are encouraged to develop a critical perspective about the meaning of multiculturalism and to understand the historical and/or contemporary manifestations of inequality. All students prepare research projects and participate in seminar discussions. Variable topics; please see the schedule for current offerings. This course meets the university's requirement in multiculturalism and the Honors Program Junior Seminar requirement.

Membership in the University Honors Program and Junior standing or above is a prerequisite for this class.

HON 350
HONORS SENIOR SEMINAR
Undergraduate
This course, which meets the capstone requirement for the University Honors Program, is designed to engage students in a discussion of meaning and values, and to foster skills in interdisciplinary research and writing. In a seminar setting, students explore a designated topic, develop related projects, and pursue work in an area defined by the Honors faculty member who designed the particular course. Seminars will be offered in broad interdisciplinary areas, allowing seniors to choose from diverse topics. Please see the schedule for current offerings. Only open to students in the University Honors Program.

HON 301 and status as a senior in the University Honors program is a prerequisite for this class.

HON 351
HONORS SENIOR SEMINAR IN SERVICE LEARNING
Undergraduate
This course, which meets the capstone requirement for the University Honors Program, is designed to foster skills in interdisciplinary research and writing. The course also brings students into the community to explore theories of service and the relationship between altruism and activism. Outside of class, students will devote a minimum of three hours each week to service work at one of the sites offered through the course, prompting them to consider the role that service will play in their lives after DePaul. This course also meets the university's Experiential Learning requirement for students who have not yet fulfilled this requirement. Only open to students in the University Honors Program.

HON 301 and status as a senior in the University Honors program is a prerequisite for this class.

HON 395
HONORS SENIOR THESIS
Undergraduate
Honors students are encouraged to undertake a senior thesis, an independent interdisciplinary research project proposed by the student and carried out under the supervision of a faculty advisor. Students electing to complete a senior thesis must submit an application signed by a faculty director and a two-page project description to the Honors Program Director by the eighth week of the quarter prior to that in which the project will be done. Completion of the thesis project meets the capstone requirement for the Honors Program. Open only to students in the University Honors Program.

Membership in the University Honors Program and Junior standing or above is a prerequisite for this class.

HON 397
HONORS STUDY TOUR I
Undergraduate
Study tours with faculty leaders. Research, reflection, and writing on site-specific topics and issues. Variable topics. See the Schedule for current offerings. Open only to students in the University Honors Program.

Membership in the University Honors Program is a prerequisite for this class.

HON 398
HONORS STUDY TOUR II
Undergraduate
A continuation of Honors 397. See the Schedule for current offerings.

Membership in the University Honors Program is a prerequisite for this class.
HON 399
HONORS INDEPENDENT STUDY
Undergraduate
Independent Study

Membership in the University Honors Program is a prerequisite for this class.

HSP 1
HOSPITALITY BUSINESS ETIQUETTE
Undergraduate

Learning appropriate behavior as an industry professional in a social or dining environment is a skill important to successful business interaction. Instructional sessions are used to convey expected behaviors in professional settings, culminating in a formal business dinner where students can practice learned skills.

An intended or declared Hospitality Leadership major is a prerequisite for this class.

HSP 2
DELIVERING GLOBAL HOSPITALITY SERVICE LEVELS
Undergraduate

Hospitality service is delivered differently in various cultures and levels, from quick service to fine dining, budget hotels to luxury suites, and basic meeting rooms to deluxe conventions and expositions. American, Asian and European service styles are explored. An emphasis is placed upon service styles of international cuisines and personal services.

HSP 1 or an Intended or Declared Hospitality Leadership minor is a prerequisite for this class.

HSP 3
HOSPITALITY COMMUNITY SERVICE
Undergraduate

To support the Vincentian mission of DePaul and to demonstrate mastery of hospitality concepts, students are to engage in one (1) community service event during their senior year on a voluntary basis. The event must be sponsored by a non-profit organization and the student is to contribute his or her hospitality knowledge and skills toward the production of the event. The event or organization sponsoring it does not have to be in the hospitality industry, but the activity must be hospitality in nature.

Senior standing is a prerequisite for this class.

HSP 100
INTRODUCTION TO HOSPITALITY
Undergraduate

This course takes a survey perspective in introducing students to the global hospitality industry, its associations, organizations and businesses. This course provides an overview of the historical evolution and development of modern, lodging, food & beverage, private club, meetings & events, and other hospitality related industries. Current and future career opportunities are explored.

HSP 101
INTRODUCTION TO GLOBAL TOURISM
Undergraduate

This course takes a cross-disciplinary approach to examine the many facets of tourism. Specific analysis of world travel destinations, customs and traditions, visitor attractions, political, religious and other cultural differences as these relate to the tourism industry will be introduced. This course evaluates tourism globally while identifying economic, socio-cultural, and environmental impacts on host destinations from the perspectives of the local communities as well as the traveler. The basic dimensions of sustainability, civic engagement, ethics, service and the historical perspective that are integral to the tourism industry will be covered from a social science perspective, in order to provide students with the kind of practical knowledge that can be applied in many fields of study. This course is intended for non-Commerce students and cannot be counted toward a major or minor in Hospitality Leadership.

HSP 201
HOSPITALITY SERVICE & EXPERIENCE MANAGEMENT
Undergraduate

The concepts of service, service delivery and service recovery in different cultural and geographic contexts are explored, including the full range from limited service through deluxe, the intentional decisions of management about what and how much service to offer, the quality of service, delivering service for rather than to someone, and how to transform a service event into a repeatable, memorable experience.
HSP 202
HOSPITALITY BUSINESS OPERATIONS
Undergraduate
This course details key hospitality industry organizations and their business structures. Exploring the operations specific to hotels, restaurants, private clubs and the meeting & events segments will be the focus of this course. Current issues, trends and technologies within hospitality business operations specific to these segments will be evaluated and detailed.

HSP 203
HOSPITALITY LEADERSHIP & SELF DEVELOPMENT
Undergraduate
The primary goal of the course is to move students towards the development and understanding of the foundations of leadership, differentiating leadership from management, and emphasizing the core traits and other personal qualities required of successful hospitality leaders. The course further focuses on the importance of a leader's character, values and professionalism as the basis for ethical decision-making in an organizational context.

HSP 204
HOSPITALITY LEADERSHIP & TEAMS
Undergraduate
The successful delivery of hospitality products and services is often a result of interdisciplinary teams working together. In this course, students will explore the composition and functionality of hospitality teams, how guest and operational problems are identified and solved through group interaction and dynamics, and how team performance is assessed through guest satisfaction.

HSP 203 is a prerequisite or corequisite for this class.

HSP 206
HOSPITALITY RATIO & DATA ANALYSIS
Undergraduate
This course is designed to encourage and enable students to think creatively and critically about ratio data analysis as a tool in hospitality decision-making. Today many hospitality organizations are overwhelmed with data, however making the most effective and efficient use of that data is a continuing challenge. This course will provide students an opportunity to practice some of the skills associated with turning data into useful information for sound hospitality decision-making.

ACC 102 is a prerequisite for this class.

HSP 207
HOSPITALITY LAW, ETHICS & RISK
Undergraduate
Legal and ethical concepts in the hospitality industry are explored, including the structure of the American legal system, contract law, discrimination, product and property liability, and torts. Laws specific to the hospitality industry are introduced. Ethical perspectives are identified and applied to hospitality operations. Administrative law and government regulation of hospitality is also discussed.

HSP 250
CAREER MANAGEMENT FOR HOSPITALITY PROFESSIONALS
Undergraduate
This course is designed to explore and manage the professional expectations, career realities and opportunities of your Hospitality major. Students will participate in hands-on resume building activities, practice interviews and apply research and evaluation skills to execute job search and career management strategies. Students will learn about Career Center resources and internship opportunities as ways to prepare for successful job searches and to maximize their potential for long term professional growth.

HSP 100 is a prerequisite for this class.

HSP 301
SERVICE LEADERSHIP SPEAKER SERIES I
Undergraduate
Industry professionals will address service leadership and current issues in hospitality and tourism. Speakers will address the role of leadership in the creation and delivery of service. This course should be completed during a student's junior year.

Junior Standing or above is a prerequisite for this class.
HSP 302  
SERVICE LEADERSHIP SPEAKER SERIES II  
Undergraduate  
Industry professionals will address service leadership and current issues in hospitality and tourism. Speakers will address the role of leadership in the creation and delivery of service. This course should be completed during a student's senior year. 
Senior standing is a prerequisite for this class.

HSP 303  
HOSPITALITY INTERNSHIP I  
Undergraduate  
This course is a supervised and structured industry learning experience. It is designed for students to concurrently obtain practical experience and course credit through a formal internship in a functional department within hospitality operations. Site is to be chosen in collaboration with faculty. Students must win acceptance through an interview with a hospitality professional who will supervise the practicum. Potential sites could include one of Chicago's many hotels, private clubs, convention centers, tourism offices, airports, airlines, spas or restaurants. Students are required to work a minimum of 50 hours needed for completion over a 10-week quarter. 
HSP 100 and HSP 204 are a prerequisite for this class.

HSP 304  
HOSPITALITY INTERNSHIP II  
Undergraduate  
This course is a supervised and structured industry experience. It is designed for students to concurrently obtain practical experience and course credit through a formal internship in a functional department within hospitality operations. This course reflects the importance of providing additional real-world job experience within a unique sector other than that experienced from the student's completion of their first internship. This course is designed to advance and contrast students experiences within both practices. Site is to be chosen in collaboration with faculty. Students must win acceptance through an interview with a hospitality professional who will supervise the practicum. Potential sites could include one of Chicago's many hotels, clubs, convention centers, tourism offices, airports, airlines, spas and restaurants. Students are required to work a minimum of 50 hours needed for completion over a 10-week quarter. 
HSP 303 is a corequisite for this class.

HSP 320  
CLUB MANAGEMENT  
Undergraduate  
This course explores the management of, and leadership roles within, private city, country, and athletic clubs. Topics include: the general manager function; organizational structure of clubs; the role of the board of directors; membership requirements; equity and non-equity clubs; tax-exempt clubs and nontax-exempt clubs; duties and leadership responsibilities of department heads in private clubs; governmental regulations; the future of clubs; and the relationship of private clubs to the hospitality industry. 
HSP 100 and HSP 202 are a prerequisite for this class.

HSP 321  
FOOD PRODUCTION MANAGEMENT  
Undergraduate  
This laboratory-based course is an introduction to the basic principles of food production. Topics include culinary terminology, theory and application of food preparation techniques, food product identification and fabrication. 
ServSafe Manager Certification and a declared Club Management Concentration is a prerequisite for this class.

HSP 322  
QUANTITY FOODSERVICE MANAGEMENT  
Undergraduate  
Analysis of factors affecting quantity food production and service in the foodservice industry, emphasizing adherence to food quality and service, ethical evaluation of food products and commercial equipment, planning and coordinating food production activities for large groups, and the impact of operations upon environmental sustainability. 
HSP 321, ServSafe Manager milestone and a declared Club Management concentration is a prerequisite for this class.
HSP 323
ADVANCED CLUB MANAGEMENT
Undergraduate
An in-depth, international, comprehensive study and analysis of the senior club manager's role in operating a successful private club. Focused on advanced methods and issues including: career planning, club bylaws and rules, legal and ethical concerns, facility design and management, special enterprises within the club, break even and financial analysis, club feasibility and marketing, research interests, membership services, CCM certification and promotion/public relations. Case studies and a comparison of international approaches to managing clubs will be used to augment lectures and discussions.

HSP 320 is a prerequisite for this class.

HSP 330
FOODSERVICE MANAGEMENT
Undergraduate
This course is designed to introduce the major components of food and beverage service management and to differentiate those components from management in other hospitality segments. The course focuses on management procedures, service styles and safety in food service operations. The course examines the basics of several types of restaurants, including independents and chains. Catering operations will also be addressed.

HSP 100 and HSP 202 are a prerequisite for this class.

HSP 331
FOODSERVICE PURCHASING
Undergraduate
Details the standards of quality as applied to food, supplies and related products used in the foods industry. Provides methods and criteria for recognizing quality, evaluating, specifying, purchasing and inspecting these products. The use of technology in the purchasing component of the foodservice industry is detailed.

HSP 330 is a prerequisite for this class.

HSP 332
BEVERAGE MANAGEMENT
Undergraduate
This course is an overview of the commercial beverage industry. Emphasis is on management's role and responsibility in operating a facility serving alcoholic beverages. Principles and practices regarding the production, selection, purchasing, storage and service of beverage alcohol in the hospitality industry are detailed.

HSP 333
INTERNATIONAL WINE EDUCATION & MANAGEMENT
Undergraduate
The purpose of this course is to introduce students to the world of wine. The course emphasizes export shares and trends for significant producing counties and regions. The course further will focus on the processes of grape growing and the science that underlies the practical issues. The implications for wine-style, quality and costs of decisions taken at each stage of wine production will be covered. Students must be legal drinking age by start of course.

HSP 334
CONTRACT FOODSERVICE MANAGEMENT
Undergraduate
This course focuses on the field of professional contract food management. Major corporations will be evaluated. The course will emphasize: contractor activities, types of management contracts, contracts versus commercial foodservice operations and the client liaison.

HSP 330 is a prerequisite for this class.

HSP 339
NON-PROFIT FOODSERVICE MANAGEMENT
Undergraduate
This course is designed to introduce the major components of food and beverage service management in non-profit foodservice operations such as at schools, soup kitchens, homeless shelters, disaster relief agencies, missions, etc., and to differentiate those components from for-profit organizations. The course focuses on management procedures, service styles and safety in non-profit food service operations.
HSP 340
LODGING PROPERTY MANAGEMENT
Undergraduate
Practices and systems utilized in the operational management of the hotel, including front office, reservations, uniform service, and housekeeping areas. Coordination with F&B, catering, sales & marketing, and other departments are explored. Computer systems used as property management systems are introduced and discussed.

HSP 100 and HSP 202 are a prerequisite for this class.

HSP 341
RESORT & SPA MANAGEMENT
Undergraduate
The range of resort and spa operations are explored and analyzed. Key topics unique to these geographic and programmatic settings are discussed, including issues in guest relations, the design of programs and amenities, the role of golf courses, tennis facilities, swimming pools and water sports, spas, the impact of operations upon environmental sustainability, and the importance of conference/meeting events in the resort industry.

HSP 100 and HSP 202 are a prerequisite for this class.

HSP 342
TIME SHARE MANAGEMENT
Undergraduate
The course focus is upon the concepts of timeshare management. Topics include historical background, development process, market analysis, exchange systems, ownership and calendar issues, ethical obligations, budgeting, and customer relations.

HSP 100 and HSP 202 are a prerequisite for this class.

HSP 343
CASINO MANAGEMENT
Undergraduate
Explore the history and development of gaming, casino operations including slots, table games, sports and Internet betting, credit and casino accounting, casino hotels and casino foodservice, and the marketing of the core gaming products. A central focus will be on current trends as well as the primary management and financial elements unique to operating a casino.

HSP 349
NON-PROFIT ACCOMMODATION, SAFETY & SECURITY
Undergraduate
This course is designed to introduce the major components of lodging management in non-profit operations such as at homeless shelters, battered women and children shelters, disaster relief agencies, missions, etc., and to differentiate those components from for-profit lodging organizations. Safety and security concerns of patrons, employees and volunteers in non-profit settings are also explored. The course focuses on management procedures, service styles, and safety in non-profit lodging operations.

HSP 350
EVENT PLANNING
Undergraduate
This course focuses on the fundamentals and core issues of event and meeting management. Development of time-lines, checklists and request for proposals are covered. The course emphasizes planning, budgeting, marketing, public relations, food and beverage and contract and lease negotiations.

HSP 100 and HSP 202 are a prerequisite for this class.
HSP 351
EVENT TOURISM
Undergraduate
Provides a comprehensive coverage of worldwide tourism destinations, examining the basic principles of underlying the development of tourist demand, supply and transportation, together with a broad survey of world tourism by generating regions and by destination regions. The convention and visitors bureau (CVB) or local governmental tourism agency is discussed as an integral part of destination marketing and addresses its place and importance in the local hospitality industry and larger, general business community. Issues explored include organizational structure, financing, ethical decision-making, numerous audiences, impact upon environmental sustainability, and its sales and service missions.

HSP 100 and HSP 202 are a prerequisite for this class.

HSP 352
EVENT PRODUCTION
Undergraduate
This course examines the production and execution of special events. It is designed to help hospitality leadership students learn the theories of event management with exposure to actual events and event planners. The student will learn how to formulate event strategies for destinations. The course will focus on planning, developing, managing, and implementing all types of events, such as entertainment events, corporate events, cultural events, sporting events and festivals.

HSP 100 and HSP 202 are a prerequisite for this class.

HSP 353
EVENT SALES & SERVICE
Undergraduate
The course focuses on the modes and methods of sales used in booking conventions and trade shows, as well as the division of administrative responsibility in their operation. Students will explore organizing, arranging, and operating conventions, trade shows, and expositions.

HSP 100 and HSP 202 are a prerequisite for this class.

HSP 354
MEETING & EVENT RISK MANAGEMENT
Undergraduate
This course introduces procedures to manage facilities and risk specific to the events industry. This knowledge is needed to protect guests from safety hazards and firms from loss of profits specific to this unique sector of hospitality. Topics covered include: health and safety, loss prevention and security, emergency preparedness and safeguards, program design and site management.

HSP 100 and HSP 202 are a prerequisite for this class.

HSP 355
ADVANCED EVENT MANAGEMENT
Undergraduate
This course introduces advanced management and decision making specific to the events industry. Analysis of current issues and future trends in meeting, exhibition and event management and their impact on other sectors within the hospitality industry will be explored.

HSP 350 is a prerequisite for this class.

HSP 356
HOSPITALITY PRICING
Undergraduate
Principles and practices involved in hospitality industry pricing strategies from economic, systems, marketing, distribution, and brand perspectives are explored. Topics include an introduction to yield management, technological trends, pricing theory, benchmarking and reporting matrices, transparency in group and transient market pricing, ethical pricing decisions and the impact upon environmental sustainability, hurdle rates, pricing fences, and the process of competitive analysis. Simulation hotel software is used.
HSP 361
YIELD MANAGEMENT
Undergraduate
Identify, exploit and secure opportunities for hotel revenue maximization. Current methodologies are explored along with the many ethical and legal issues associated with different pricing strategies. Particular emphasis is on optimization of pricing and capacity allocation decisions, impact upon environmental sustainability, constrained optimization, quantitative models of consumer behavior, demand forecasts, and market uncertainty.

HSP 362
GLOBAL DISTRIBUTION SYSTEMS
Undergraduate
The evolution of the distribution of global hospitality and tourism products is explored. Distribution systems have become increasing complex and sophisticated, increasing the need for successful channel management. Topics include the integration of channels, the role of intermediaries, channel optimization, pricing integrity, product packaging, the impact upon environmental sustainability, and the integration of marketing efforts in distribution outlets.

HSP 371
CUSTOMER RELATIONSHIP MANAGEMENT
Undergraduate
Developing effective strategies for managing customer relationships is the focus of this course, including the active management of relationships through data analysis of customer demands, expectations, and needs. Topics include customer behaviors, expectations, creation and positioning of value, guest satisfaction, ethical service delivery, service quality and sustainable continuous improvement processes, technological applications and loyalty/reward programs.

MKT 310 is a prerequisite for this class.

HSP 372
GLOBAL HOSPITALITY BRAND MANAGEMENT
Undergraduate
Learn to identify strategies and tactics in hospitality brand management, including brand concepts, brand equity, brand mapping, and differentiation. The focus is to explore and understand the importance of brands in hospitality, what brands mean to customers, and how brands should be managed. Students will develop an understanding of hospitality brand design, packaging, naming, profit and loss statements, and product strategies, including legal and global issues. Explore how marketing decisions regarding product policy, pricing, advertising or distribution are made when taking into account the impact on brand equity in the hospitality industry, plus information about how to build and maximize strong hospitality brands.

HSP 100, HSP 202 and MKT 301 are a prerequisite for this class.

HSP 373
INTERNATIONAL HOSPITALITY FRANCHISING
Undergraduate
This course examines franchising in the hospitality industry from both the franchiser and franchisee's point of view. Students examine start-up, organization, franchiser/franchisee relations, cooperative marketing, legal issues, and daily operations in a variety of hospitality and tourism businesses.

HSP 100, HSP 202 and MKT 301 are a prerequisite for this class.

HSP 381
HOSPITALITY RISK MANAGEMENT
Undergraduate
Introduces procedures to manage facilities and risk in the hospitality industries. This knowledge is needed to protect guests from safety hazards and firms from loss of profits. Examines risk management processes commonly used in the hospitality industry and their potential to protect physical, non-physical, financial and human assets, including the coverage of such issues as insurance, handling losses, safety, security, ethical decision-making, environmental sustainability, crisis management, and emergency procedures.

HSP 100 and HSP 202 are a prerequisite for this class.
HSP 382
MANAGING PEOPLE IN THE HOSPITALITY ENVIRONMENT
Undergraduate
Human resources management, labor relations and collective bargaining relative to the hospitality industry and their uniqueness in the various segments are explored in this course. The course will focus on two primary topic areas: (a) management of human resources within hospitality operations; and (b) labor relations within the hospitality industry with specific attention paid to approaches used by unions to organize as well as methods used by management to combat organization.

HSP 386
HOSPITALITY ACCOUNTING I: REVENUES & EXPENSES
Undergraduate
The application of accounting principles as utilized in the hospitality industry is explored. The purpose of this class is to advance the hospitality student's knowledge of accounting concepts related to the income statement using the hospitality industry version of the Uniform System of Accounts. The class increases the student's understanding of the importance of revenue recognition, expense classification, and matching of revenue and expenses for operational analysis purposes. Students will study payroll accounting, withholding and tax reporting requirements and regulations specific to the hospitality industry along with labor variances and their relevance to understanding operations and performance versus budgets. This class, in conjunction with HSP 387, HSP 388 and HSP 389, will prepare the student to successfully sit for and pass the accounting portions of the Certified Hospitality Accountant Executive exam.
ACC 102 is a prerequisite for this class.

HSP 387
HOSPITALITY ACCOUNTING II: CAPITAL MANAGEMENT & RISK
Undergraduate
This course provides an in-depth understanding of the Balance Sheet for companies in the hospitality industry. The purpose of this class is to advance the hospitality student's knowledge of accounting concepts. The class will provide students with an operational approach to the financial risks that exist in every organization as well as those unique to the hospitality industry. The class will also introduce students to the unique challenges of working capital management and control in the hospitality industry. The Hospitality Industry utilizes the Uniform System of Accounts to establish an industry-wide framework for reporting. The students will become familiar with the Uniform System of Accounts, its purpose and proper Balance Sheet application. This class, in conjunction with HSP 386, HSP 388 and HSP 389, will prepare the student to successfully sit for and pass the accounting portions of the Certified Hospitality Accountant Executive exam.
ACC 102 and HSP 386 are a prerequisite for this class.

HSP 388
HOSPITALITY ACCOUNTING III: BUDGETS & LEASES
Undergraduate
The purpose of this class is to advance the hospitality student's knowledge of operating budgets, lease accounting and tax status of private clubs. This class, in conjunction with HSP 386, HSP 387 and HSP 389, will prepare the student to successfully sit for and pass the accounting portions of the Certified Hospitality Accountant Executive exam.
ACC 102 is a prerequisite for this class.

HSP 389
HOSPITALITY ACCOUNTING IV: INFORMATION TECHNOLOGY SYSTEMS
Undergraduate
In this course students are introduced to the critical information technology systems necessary to run a hospitality business including property management, distribution channels, revenue management, computing, and telecommunications. This class, in conjunction with HSP 386, HSP 387 and HSP 388, will prepare the student to successfully sit for and pass the accounting portions of the Certified Hospitality Accountant Executive exam.
ACC 102 and MIS 140 are a prerequisite for this class.

HSP 398
SPECIAL TOPICS IN HOSPITALITY
Undergraduate
Special Topics. Content and format of this course are variable. An in-depth study of current issues in hospitality. Subject matter and prerequisites will be indicated in class schedule.
**HSP 399**  
**INDEPENDENT STUDY**  
*Undergraduate*  
Available to students of demonstrated capability for intensive independent work in Hospitality Leadership.

**HSP 502**  
**MANAGING THE GUEST/EMPLOYEE EXPERIENCE**  
*Graduate*  
This course is designed to examine highly developed principles of the guest experience, the guest/employee interface, and the role employee development and service delivery plays within the hospitality industry. Leadership of various hospitality service operations will be studied in the context of realms of experience and guest quality assurance. Experience realms will be grounded in the constructs of unique hospitality experiences that engage guests in an inherently personal way. Topics will include: customer care and loyalty programs, creativity and innovation, employee skill development, service operation strategies, product design, capturing guest identity, and customer co-creation.

**HSP 503**  
**ADVANCED HOSPITALITY LEADERSHIP AND PERFORMANCE**  
*Graduate*  
The goal of this course is to examine advanced hospitality leadership practices within the various industry segments. Leadership principles and hospitality management approaches will be examined through the lens of financial and human capital performance. Topics include: critical decision-making, hospitality team dynamics and service performance, financial feasibility in operational delivery, brand and marketplace competency, ethics and values.

**HSP 505**  
**SERVICE TECHNOLOGY & INNOVATION IN THE HOSPITALITY ENVIRONMENT**  
*Graduate*  
This course examines the interaction and interdependency of hospitality technology and service systems in the context of service leadership, innovation and multi-media. Students will apply contemporary theory surrounding technology utilization in hospitality service systems including: human capital productivity and infrastructure hierarchy, network based service systems, efficiency and effectiveness information processing, enhanced client interfacing and user generated content issues and opportunities.

**HSP 506**  
**HOSPITALITY OPERATIONAL PERFORMANCE DESIGN & IMPLEMENTATION**  
*Graduate*  
The goal of this course is to evaluate, construct and apply innovative service design and implementation models of service systems in the hospitality operation environment. The course will enable students to analyze service systems through the lens of competitive service-oriented product positioning, and operational system architecture. Topics include: hospitality systems thinking-service design; service product lifecycle evolution and development; hospitality organizational structure and service system procedures; integrated hospitality operational diagnostics; and operational performance metrics.  
HSP 505 is a prerequisite for this course.

**HSP 550**  
**NON-PROFIT EVENTS MANAGEMENT**  
*Graduate*  
Non-Profit event management is evolving into a complex and dynamic discipline within the hospitality industry. This course examines the nature and structural components of event management within the non-profit sector. The course design will incorporate event conceptualization and evaluation techniques unique to the non-profit hospitality product delivery. Topics will include: market segmentation, strategic analysis for event planning, financial literacy, managerial and operational logistics, governmental and non-governmental advocacy, sponsorship development and fundraising, contract execution and administration.  
MGT 500 is a prerequisite for this class.
HSP 551
NON-PROFIT FOODSERVICE MANAGEMENT
Graduate
Non-profit hospitality foodservice encompasses a broad array of institutions, associations and organizations on a local, regional and national level. This advanced course in non-profit foodservice management examines the leadership requirements associated with National philanthropic and local grass-roots community organizations including soup kitchens, meals on wheels programs, emergency shelters, community alliances, and food pantries. Topics include: menu development and nutritional elements of non-profit foodservice operations, licensing and inspection requirements, food handling and OSHA work safety guidelines, food sourcing and distribution, national and local initiatives programming, and developing marketing networks/partners.

MGT 500 and (MGT 502 or MGT 504) are prerequisites for this class.

HSP 561
REVENUE MANAGEMENT
Graduate
This course explores revenue management within the hospitality industry from a comprehensive perspective as it pertains to the importance of generating business revenues and contributions to the overall service-firm financial performance. The evolution of revenue management principles and practices within the hospitality sector has advanced in both sophistication and complexity, increasing the need for enhanced development of human capital, investments in data analytics, and systems integrated approaches to successful revenue generation. Topics include: Data mining and predictive analytics, inventory and price management, consumer behavior, social media and e-commerce, and demand based forecasting. Simulation software is used in this course to apply the principles of revenue management to practical situations.

HSP 562
HOSPITALITY DISTRIBUTION CHANNELS
Graduate
This course examines advanced principles and applied hospitality revenue management strategies associated with service distribution channels. Topics include an introduction to the global distribution networks, branding perspectives and channel management, corporate reservations systems, travel intermediary relationships, advanced pricing theory-price parity, product marketing and content consistency, search engine optimization, competitive positioning and analysis, systems processing, human capital resources and organizational processes.

HSP 563
HOSPITALITY DATA ANALYSIS & FINANCIAL METRICS
Graduate
This course provides a comprehensive perspective of various hospitality financial performance constructs and key industry operating performance benchmarks. Students will be indoctrinated to hospitality industry financial metrics and the critical nature of linking financial analysis with decision-making in order to achieve organizational profitability objectives. Topics include: interpretation of financial statements, operating control systems, budgeting-forecasting synthesis, operational leadership techniques and operations flow-through, flex staffing and productivity, and capital-facility maintenance.

HSP 793
PRACTICUM IN APPLIED HOSPITALITY LEADERSHIP
Graduate
Experiential learning plays an important role in applying academic knowledge to real-world business challenges and opportunities. This practicum in applied hospitality leadership engages students in a practical, experiential, multidisciplinary approach to learning, which fosters development of personal and professional skills. Under the direction of the course faculty, students assume the role of researchers/advisors to key Chicago hospitality organizations that seek guidance on business strategy or challenging operational issues. Projects might include: leadership assessments service-process improvements, service innovation, event planning, club management and others. Students work closely with sponsoring organizations and supervising faculty to identify the scope of the projects, collect information and conduct analysis, and then report findings and/or recommendations. Major outcomes include an oral presentation to faculty and a written report for management.

HSP 798
SPECIAL TOPICS
Graduate
Content and format of this course are variable. An in-depth study of current issues in hospitality. Subject matter will be indicated in class schedule. Offered variably.
HSP 799 
INDEPENDENT STUDY
Graduate
Available to graduate students of demonstrated capability for intensive independent work in finance.

HST 111
THE WORLD TO C.1500
Undergraduate
This course will examine the phenomenon of civilization as experienced by West Asian, South Asian, East Asian, African, European, and Pre-Columbian American societies to 1500 A.D. Formerly HST 218.

HST 112
THE WORLD, C.1500-1914
Undergraduate
For most of human history, people lived in groups whose cultures, faiths, economies and politics scarcely affected, or were even known to, other peoples. Then, beginning in the 13th Century C.E., this began to change. Slowly at first, and then ever-faster, all of the world's peoples became part of a single world civilization, whether they liked it or not. By about 1914, there was only one world civilization, with local variants. How and why did this happen? Who benefitted, and who did not, from this momentous change? This course seeks to answer these questions as we look at the world's civilizations and at the forces and events that drove them together.

HST 113
THE WORLD, 1900-PRESENT
Undergraduate
More change -- political, economic, social, technological -- occurred in the 20th Century than in all the previous years of human history combined. The world at end of the century, in 2001, was nothing like the world that our great-great-grandparents were born into just 100 years before. And, unlike previous eras, what happened on one place impacted everyone everywhere on earth. Why and how did such vast changes occur, and why did they happen so quickly? These are some of the themes that History 113 will address.

HST 121
LATIN AMERICA TO C. 1765: PRE-COLUMBIAN SOCIETIES AND THE COLONIAL PERIOD
Undergraduate
A survey of Latin American history that offers a continental approach to the colonial period. Special attention is given to Native American societies before 1492, to the Spanish conquest of Mexico and Peru, to the trade in African slaves (Spanish and Portuguese colonies), and to issues of race, class, and gender during the colonial period.

HST 122
LATIN AMERICA, 1765-1914: THE LONG 19TH CENTURY
Undergraduate
One of the main goals of this course is for students to determine whether the long 19th century was an era of revolution and social change or a continuation of colonial institutions and policies. To address this broad question, the course focuses on the Bourbon Reforms, the Wars of Independence, the problems associated with nation building, and the neo-colonial order. Through the analysis of some individual countries (for example Mexico, Argentina, and Brazil) students will study key issues like slavery, the "India question," race relations, class formation, social inequalities, authoritarianism, Church-State relations, liberalism, subaltern resistance, and North-South relations.

HST 123
LATIN AMERICA, 1914-2010
Undergraduate
This is an introductory course designed to provide students with a basic and general knowledge of Latin American history from the 1910s to the present. The course highlights the challenges and failures the new republics faced. Due to the diverse historical experiences, cultures, and economic and political systems, the course will focus on the main social, political, and economic issues that shaped Latin America during the 20th century (democracy, social revolution, social justice, political violence, and repression).

HST 131
AFRICA TO 1800
Undergraduate
A study of African history from earliest times, concentrating on the political, social and religious aspects of major African states and empires. Formerly HST 227.
HST 132
AFRICA, 1750-1900
Undergraduate
The Age of Conquest. The origins of Afro-European relations and the political, economic and military causes of the European partition and occupation of the continent. Formerly HST 228.

HST 133
AFRICA, 1900-PRESENT
Undergraduate
The workings of the colonial system, the rise and course of independence movements, and the history of individual African states since independence. Formerly HST 229.

HST 141
THE MUSLIM WORLD, C. 600 CE TO 1100
Undergraduate
Foundation of First Global Civilization (600-1100). A study of the emergence of Islam and the growth of the Islamic community from the time of the Prophet Muhammad until the end of the eleventh century. Formerly HST 223.

HST 142
THE MUSLIM WORLD, 1000-1500
Undergraduate
Sultans, Khans and Shaykhs: Medieval Islamic History (1000-1500). A survey of Muslim history from the decline of the Arab caliphate to the rise of the great gunpowder empires, addressing themes of political expansion, military slavery, devastation brought about by the twin plagues of the Mongols and the Black Death, and the growth of Islamic mysticism. Formerly HST 224.

HST 143
THE MUSLIM WORLD, 1400-1920
Undergraduate
Great Empires (1400-1920). Examines the social, cultural and economic histories of the Ottoman-Turkish, Safavid Iranian and Mughal-Indian empires which dominated the Muslim world in the crucial centuries between the end of the Mongol empire and the advent of European dominance. Formerly HST 225.

HST 151
SOUTH ASIA TO C. 900 C.E.: THE STONE AGE TO THE GOLDEN AGE
Undergraduate
The course follows the development of the history of the region from the earliest phases of human settlement, the first civilization in the Indus valley, and the formation of the Mauryan and Gupta empires. It will analyze the growth of different state structures from tribal/lineage based state to these great empires. It incorporates the rise of regional states and the growing importance of trade to linking South Asia with the West. It will also examine the development of different religious traditions from Vedic Brahmanism to Buddhism to Jainism and the very early days of Islam in the region. The central question of this course will be how to contextualize the relationship between structures like family, law, caste, community, state and the tumultuous changes in the subcontinent over this long period. Formerly HST 256.

HST 152
SOUTH ASIA, C. 900 CE TO 1707: SULTANS, MUGHALS, AND ISLAMIC EMPIRES
Undergraduate
The course begins with the transformation of society from the 'ancient' to the 'medieval', and compares this to developments in Europe in the feudal age. It then incorporates specific political, social, and cultural developments in South Asia that came about with the establishment of powerful Islamic states in a region where Muslims were a minority. These issues will inform the analysis of the Ghaznavid and Ghurid invasions, the Delhi Sultanate, the Vijayanagara empire and the Mughal empire. The course will end with the Marathas and the decline of the Mughal empire, and the rising influence of the British. The central themes concern how the state, economy, culture, and society developed in the period when Islam became firmly embedded in South Asia.
HST 153
SOUTH ASIA, 1707-1947: RISE AND FALL OF THE BRITISH RAJ
Undergraduate
The course begins with the decline of the Mughal Empire, and then moves to examine the British empire, the nationalist movement and finally to independence and partition in 1947. The central questions of this course continue to be relevant in the post-colonial period: how we understand the distinctive form of modernity that has developed in South Asia. Taking a comparative approach as often as possible, the course examines the fundamental ways that Britain was as transformed by the development of its empire as was colonial India. The course constantly deconstructs easy binaries of self and others/ East and West by examining the differences within Indian and British society. Formerly HST 257.

HST 161
EAST ASIA TO C. 1200
Undergraduate
Outlines the history of the region (China, Korea and Japan) during the period of antiquity. Follows the development and the formation of dynastic rule in China and Korea and the imperial institution in Japan. Assesses the extent of the role of ancient Chinese philosophy, language, and statecraft in establishing a coherent region we now call "East Asia."

HST 162
EAST ASIA c. 1200 TO 1800
Undergraduate
Begins with the transition of East Asia (China, Korea and Japan) from ancient to medieval society and compares it to developments in Europe during the feudal age. Explores the political, economic and cultural relations between the various states in the region as a whole as well as the specific local developments of state and society during this period. Examines the arrival of the first Europeans, traders and then Jesuit and Catholic missionaries, and the resulting radical social realignment within each society stemming from this encounter with the 'outside.'

HST 163
EAST ASIA, c.1800-PRESENT
Undergraduate
Begins with the reshaping of East Asian relations from the late 18th century following the realignment of the region after the expulsion of European Catholic missionaries. Follows the radical shift in the relations between these countries as they all sought to respond to the imperial challenges that the West imposed. Explores the central role of Japan and its effort to build an empire in and beyond East Asia from the late 19th century through its defeat in World War II and the lasting historical legacy of that history in the region.

HST 171
EUROPE, 400-1400
Undergraduate
The important components of European society during the Middle Ages, including rulers, knights, and peasants, churchmen and nuns, urban merchants, intellectuals, and artisans. Who were these Medieval people, what differentiated them, how did they interact with each other, and how and why did these interactions change over time? Formerly HST 210.

HST 172
EUROPE, 1348-1789
Undergraduate
The development of new European ideologies in a time of heightened political and social conflict, from the rebirth of ancient culture in Renaissance Italy, to the religious debates of the Protestant Reformation; from the theories of absolute monarchy to the early revolutionary ideologies of the Enlightenment. Formerly HST 211.

HST 173
EUROPE, 1789-PRESENT
Undergraduate
A survey of European history from 1789 to the present. Formerly HST 217.

HST 181
UNITED STATES TO 1800
Undergraduate
A survey of the major social, political, economic and cultural themes in U.S. History from the earliest European settlements to the aftermath of the Revolution. Formerly HST 280.
HST 182  
UNITED STATES, 1800-1900  
Undergraduate  
A survey of the major social, political, economic and cultural themes in U.S. history from the aftermath of the Revolution to the Spanish-American War. Formerly HST 281.

HST 183  
UNITED STATES, 1900-PRESENT  
Undergraduate  
A survey of the major social, political, economic and cultural themes in U.S. history from the Progressive era to the present. Formerly HST 282.

HST 200  
MEXICO AFTER INDEPENDENCE  
Undergraduate  
This survey covers the history of Mexico from 1821 to the present. It will examine the difficulties of nation-building during the 19th Century, the Mexican Revolution (1910-1940), and the success and failure of the "Mexican Miracle."

HST 204  
FILM AND LATIN AMERICAN HISTORY  
Undergraduate  
An inquiry into the way film portrays historical events in Latin America.

HST 206  
MEXICO: FROM THE OLMECS TO INDEPENDENCE  
Undergraduate  
This course surveys the history of Mexico from the rise of the Olmec Civilization to Mexican Independence in 1821. It will examine the rise, fall, and continuities of Mesoamerican civilizations, the Spanish conquest, and the creation of the colonial order.

HST 208  
IMPERIAL RUSSIA  
Undergraduate  
This course examines political, economic, social, and cultural developments in Russia from the time of Peter the Great in the early 18th century to the collapse of tsarism in 1917. Topics include Westernization and resistance during the reigns of Peter the Great and Catherine the Great; reform and reaction under Alexander I and Nicholas I; Alexander II and the great reforms of the 1860's; industrialization and the transformation of Russian society in the second half of the nineteenth century; the rise of radicalism and emergence of revolutionary movements; and the revolutions of 1905 and February 1917.

HST 209  
THE RISE AND FALL OF THE SOVIET UNION  
Undergraduate  
This course examines major political, social, economic, and cultural developments in twentieth-century Russia from the collapse of tsarist rule through the fall of communism. Topics include the rise of Bolshevism and the October Revolution; the Civil War and allied intervention; the period of NEP and "revolutionary dreaming"; Stalin and Stalinism; the Great Patriotic War; Khrushchev and the "thaw"; Brezhnev and "developed socialism"; and the rise and fall of Mikhail Gorbachev.

HST 212  
MEDI E VAL AND RENAI SSANCE WOMEN  
Undergraduate  
Gender roles and ideologies in pre-modern and early modern Europe, from ancient Mediterranean and Germanic women to high Medieval ladies, nuns, serfs, and city women, from early feminism to the restrictions and opportunities brought by the Renaissance and Reformation. Emphasis on primary sources, especially women's writings.
HST 213
MEDIEVAL MYSTICS IN EUROPE: 1000-1600 AD
Undergraduate
The evolution over time of theories and experiences of human union with God, and of varied Christian spiritual paths and practices, as described in mystical literature, saints' lives, religious art, and music. Emphasis on the monastic, urban, and courtly institutional contexts of the documents. Cross-listed as CTH 228

HST 214
EASTERN EUROPE TO 1699
Undergraduate
A survey of the area's settlements by Slavic and non-Slavic peoples, the establishment of medieval states, the East European Renaissance and Reformation, the struggle of Cross and Crescent, and the growth of Habsburg and Ottoman power.

HST 215
EASTERN EUROPE: 1699 TO 1914
Undergraduate
A survey of the East European Enlightenment and absolutism, the Polish Partitions, and the effects of revolutionary ideas on multinational empires.

HST 216
EASTERN EUROPE: 1914-PRESENT
Undergraduate
A survey of World War I and its effects in Eastern Europe; the rise of nation-states; the destruction of traditional agrarian societies; the impact of World War II; and the establishment and decline of Communist regimes.

HST 221
EARLY RUSSIA
Undergraduate
This course examines political, economic, social, and cultural developments in Russia from the emergence of the Kievan state in the ninth century to the reign of Peter the Great in the early eighteenth century. Topics include the rise and fall of Kiev; the Mongol invasion and rule by the "Golden Horde;" the rise of Moscow and unification of Great Russia; the consolidation of tsarist authority and the reign of Ivan the Terrible; the Time of Troubles; and the early Romanov dynasty.

HST 222
MODERN GERMANY, 1870-PRESENT
Undergraduate
Following the path from Germany's unification in the late 19th century via two world wars, the country's division in the course of the Cold War, and ultimately the country's reunification at the close of the 20th century, one of the goals of this course is to introduce students to the major cornerstones of modern German history. Another objective, however, aims at using these events in the exploration of shifting ideas about what it has meant to be German, exploring what factors determined inclusion in or exclusion from the German community.

HST 226
ISLAM AND THE WEST: A SURVEY OF ORIENTALISM
Undergraduate
From "heresy" to "the Green Threat," this course studies the changing perceptions of Islam and the Islamic world held by those in "Western" societies from the time of the Crusades down to the contemporary era.

HST 232
CULTURE AND POLITICS IN IMPERIAL CHINA
Undergraduate
Examines the history of Chinese civilization from the early Shang kingship through the development of the Chinese Empire (221 B.C. - A.D. 1911). We will focus on systematic changes in political, economic, and social structures in China and the intellectual and cultural forms that each configuration produced. Topics include the growth of the Chinese empire, Chinese forms of Buddhism, and the development of Chinese philosophy, scholarship and literature.
HST 233
THE RISE OF MODERN CHINA
Undergraduate
Examines the history of Chinese civilization from the 18th century to the present. We will survey the height of the authority of the Qing Imperial government, its dissolution in the 19th century, and the creation of a revolutionary China in the 20th century. Topics include the Opium War and China’s foreign relations, the introduction of Westernized technology and education, and the rise of Communism under the leadership of Mao Zedong. Also considers the ways in which our contemporary understanding of China is formed by recent developments in the media - Chinese news and film.

HST 235
EUROPEAN EXPANSION: AGE OF DISCOVERY
Undergraduate
A survey of the political, intellectual and scientific roots of the expansion of Europe and of the main voyages of discovery between 1400 and 1825.

HST 236
EUROPEAN EXPANSION: AGE OF EMPIRE
Undergraduate
The creation of European empires between the 18th and 20th centuries seems somehow inevitable. In fact, it was anything but. Barely 60 years ago, those empires were thought to be nearly immortal, but they vanished in less than twenty years. How did this unexpected rise and equally unexpected fall happen? What was the impact of these events on the world we live in today? These are some of the themes that History 236 addresses. We will study history, economics, technology, culture and war, and we will look both at the lives of the people who created these empires and the lives of those who brought them down. Through this, we will understand why Europe and the world are what they are today.

HST 237
HISTORY OF THE CITY OF ROME
Undergraduate
Topics in the history of urban Rome from antiquity through the modern age.

HST 239
WOMEN IN MODERN EUROPE, 1800-PRESENT
Undergraduate
This course will explore the diversity of women's and girls' experiences across Europe as they negotiate between public and private spheres, daily life and great events, Europe and the world. Themes may include industrialization, suffrage, imperialism, "new women," facism, and communism.

HST 240
HISTORY OF CHICAGO
Undergraduate
A history of the founding and development of Chicago from a frontier village to a major industrial, commercial and cultural center. This course will focus on the changing lives of ordinary Chicagoans.

HST 241
WORLD REFUGEE CRISIS
Undergraduate
This is a survey of global refugee crisis and internal displacement between 1945 and the present. The course will focus on the following issues and challenges: human rights, definitions and causes of crisis, internal/external displacements, 'environmental' refugees, protection and integration, refugee children, and conflict resolutions in post-war societies.

HST 243
HISTORY OF THE CATHOLIC CHURCH IN THE U.S.
Undergraduate
This course traces the development of the Catholic Church from a missionary enterprise to the position of a major social, political, and economic institution. The course will examine the manner in which the hierarchical institution of the Catholic Church has related to the liberal ideal of American democracy.
HST 245
THE HISTORY OF THE BAHAMAS: LOYALSTS, SLAVES & THE CREATION OF AN AFRO-BAHAMIAN WORLD
Undergraduate
History of the Bahamas during the late eighteenth and nineteenth centuries. Focus on the establishment of British rule in the late eighteenth century, the history of slavery in the Bahamas, particularly its expansion after the settlement of Afro-Bahamian society in the nineteenth century. Because the trip will involve time in both Nassau and on San Salvador, the course will compare urban and out island historical and social developments during the Loyalist and post-Loyalist periods.

HST 246
AFRICAN-AMERICAN HISTORY TO 1800
Undergraduate
West African culture, the middle passage, development of the Slave trade, introduction of slavery into the American colonies, African-Americans in the Revolutionary War and the Constitution.

HST 247
AFRICAN-AMERICAN HISTORY, 1800-1900
Undergraduate
African-American participation in frontier life, in the growth of the cotton industry, in the Civil War and Reconstruction to Booker T. Washington.

HST 248
AFRICAN-AMERICAN HISTORY, 1900 TO PRESENT
Undergraduate
W. E. B. DuBois and Booker T. Washington debates; Marcus Garvey and the Harlem Renaissance, the Great Migration, Civil Rights to Black Power. Cross-listed as ABD 258.

HST 249
ORIGINS OF THE FIRST WORLD WAR, 1871-1917
Undergraduate
Examines the development of the European (and Great Power imperial) state system after the unification of Germany; the formation (and global implications) of the pre-war alliance structure; the political and social movements of nationalism, imperialism, and militarism; the naval race; and the July Crisis of 1914.

HST 250
ORIGINS OF THE SECOND WORLD WAR, 1914 - 1941
Undergraduate
Examines the European (and world) state system in the aftermath of the First World War and the Russian Revolution; the attempts to forge a new international equilibrium at the Paris Peace Conference and after; the rise of Hitler and Nazism; appeasement; the immediate origins of the Second World War in Europe; and the rise of militarism and advent of war in East Asia.

HST 251
ORIGINS OF THE COLD WAR, 1917 - 1953
Undergraduate
Examines the rise of the United States as a world power; the diplomatic significance of the Russian Revolution; the wartime alliance between Great Britain, the United States and the Soviet Union; the collapse of the international order in the aftermath of the Second World War; and the advent of the Cold War.

HST 252
Undergraduate
The origins, nature and progress of the Cold War from the end of World War II until the collapse of the Soviet Union.
HST 253
HISTORY OF THE MODERN OLYMPICS
Undergraduate
This course will examine the Modern Olympics: the oldest and most inclusive institutionalized effort to engender international exchange and perpetuate peacefulness through athletic excellence. Relying on a mix of primary and secondary sources, the course will touch on an array of important issues, including globalization, race relations, gender issues, the rise of popular culture, and terrorism.

HST 254
AMERICAN URBAN HISTORY
Undergraduate
An overview, examining American urban life from the early days of the colonial seaport, through the rise of the smoky industrial center, to today's troubled "dual city" of the rich and the poor. Throughout the course, we will focus on how urbanization affected the lives of the diverse peoples who experienced it. We will also explore the ways in which city life contributed to changes in American culture, and to a greater acceptance of social and cultural diversity.

HST 258
WOMEN IN HISTORY
Undergraduate
A comparative study of women's social, cultural, political, economic roles over time in three parts of the world.

HST 259
HISTORY OF WESTERN SCIENCE
Undergraduate
A survey of scientific thought and discovery from the ancient Greeks to the early 20th century.

HST 260
LESBIAN AND GAY AMERICAN HISTORY, COLONIAL TO 1970
Undergraduate
This course surveys LGBTQ (lesbian, gay, bisexual, transgender, and queer) history in America from the colonial era to the Stonewall Riots. Through primary and secondary source readings and class discussion we will examine how understandings of same-sex sex and sexuality have been constructed in the past. Special attention is paid to readings that draw revealing connections between same-sex sexuality and race, class, and gender.

HST 261
CATHOLICISM IN WORLD HISTORY I: JESUS TO 1500
Undergraduate
A study of the development of the Catholic Church from the time of Jesus to the Renaissance. Religious movements, piety and art as well as theology and ecclesiastical history will be examined. Cross-listed as REL 213 and CTH 205.

HST 262
CATHOLICISM IN WORLD HISTORY II: 1500 - PRESENT
Undergraduate
A study of the development of Catholicism since 1500 exploring the Catholic Reformation, Catholicism’s encounter with the Enlightenment, the missionary movement and the Catholic Church in the United States. Cross-listed as REL 214 and CTH 206.

HST 263
JAPAN TO C. 1200
Undergraduate
Follows the formation of a unified state in central Japan during the 5th and 6th centuries. Considers the influence of Korean immigrants and Chinese philosophy and statecraft on the unification of Japan in early antiquity. Explores rise of Japan's aristocratic court culture in Nara and Kyoto as well as powerful Buddhist institutions and the emergence of the warrior class in Eastern Japan. Formerly HST 230.
Follows the emergence of the warrior class and the system of dual political authority until the 14th century, with the imperial court in Kyoto and the samurai elite in Kamakura. Continues with an examination of the early modern processes of urbanization and the growth of a monetary economy, changes in social organization, major cultural innovations, and religious/intellectual movements.

HST 265
JAPAN, c. 1800-PRESENT
Undergraduate

Follows the radical transformation of Japanese politics, society, and economy with the commercialization of the countryside, the weakening of samurai rule, and increased, often hostile, contact with Western imperialist nations. Explores expansion of Japan as an imperialist nation from the middle of the 19th century and the lasting legacy of that expansion in the region. Explores WWII and postwar political, economic, social changes in contemporary Japan.

HST 266
IRELAND, 1450 - 1800, CONQUEST, COLONIZATION & REBELLION
Undergraduate

This course offers a survey of Irish history from the end of the middle ages to the union of Ireland and Great Britain in 1800. It traces the ways in which Ireland was brought under great English (later British) control through processes of agreement, conquest and colonization; and the ways in which various groups within Ireland sought to resist such developments.

HST 268
IRELAND, 1800-PRESENT
Undergraduate

Survey of Irish history from 1800 to 2000. Examines the course of Irish history from the Act of Union (creating the United Kingdom), through the struggles and reforms of the 19th century (Catholic Emancipation, the Famine and Irish diaspora, Fenianism, Land Reform and Home Rule), to the creation of the modern nation-state of the 20th century (the Easter Rising, partition and civil war, the role of Eamon deValera, the Republic, and the Troubles). Topics include the contributions of Irish culture and its influence in Europe and the world.

HST 269
MUSEUMS, MATERIAL CULTURE AND MEMORY: INTRODUCTION TO PUBLIC HISTORY
Undergraduate

How is the past remembered in public venues like museums? How do history museums shape how we understand past? How do historians use material culture (objects like coins or folk art) to interpret the past for the public? Public history refers to history that you find in public spaces--outside of the pages of academic journals, and beyond university walls. We encounter examples of public history through exhibits, performances, walking tours, visits to historic sites, the world wide web, etc. This course familiarizes you with examples of public history, and trains you to critically analyze and thoughtfully engage with public historical interpretations.

HST 270
U.S. HISTORICAL LANDSCAPE
Undergraduate

The course considers how the American landscape has been shaped by native occupants, and later, by agricultural settlement and industrial development. A key theme is how culture has shaped the physical world we inhabit, from 1500 to circa 1950.

HST 271
OLD REGIME AND REVOLUTIONARY FRANCE
Undergraduate

This course provides students with a firm foundation in the history of early modern France, ca. 1500-1800, including major developments of the period and an understanding of the relationship between the French revolution and the period that preceded it. Topics will include (among others) the rise of absolutist monarchy, the Enlightenment, French colonialism, pre-revolutionary social and economic conditions, and the French Revolution.
HST 272
FASCISM AND COUNTER REVOLUTION
Undergraduate
What is Fascism? How and why did this early 20th century political movement and ideology that openly preached racial hatred, genocide, and the necessity of war attract so many millions of followers all over the world? What exactly did Fascists believe? These are some of the issues that this course addresses. We will explore the development of fascism during the 1920s and 1930s both as a philosophy and as a form of political action. The course examines Fascism's opponents -- socialism and democracy -- and looks at how supporters of these ideologies responded to the Fascist challenge. And we will consider what the possible responses to Fascism are, and whether or not Fascism still exists, even in the United States.

HST 273
HISTORY OF SEXUALITY IN EUROPE
Undergraduate
This course will explore key ideas, practices and patterns across multiple European societies from the French Revolution until the present. Key topics may include demographics, identities, sexology, and sexual consumerism.

HST 274
INTELLIGENCE IN 20TH CENTURY
Undergraduate
A study of intelligence gathering and analysis in the twentieth century (and beyond). This course will address the role intelligence played in the politics, diplomacy, and strategy of the leading world powers. Special consideration will be given to the eras of the two world wars, the cold war, and the emerging nations in the post-war period. The course is comparative in nature and will examine the intelligence communities of the United States, the European powers, the Soviet Union, Japan, China, and Israel.

HST 275
SEX IN AMERICA, PURITANS TO VICTORIANS
Undergraduate
This course surveys the history of three centuries of American ideas about sex and sexuality. By focusing on sexual variation from the era of colonial settlement through the end of the nineteenth century, this course will challenge conventional interpretations of sex in early America.

HST 276
SEX IN AMERICA, LATE VICTORIANS TO PRESENT
Undergraduate
This course will provide an overview of the history of American sexuality from the late 19th century through the present. The course will draw from social and cultural history, the history of medicine and psychology, legal and political history, literature, mass media, and gender studies in order to understand the creation of modern sexual identities.

HST 277
WAR AND PEACE IN THE MODERN AGE
Undergraduate
A survey of military history from 1648 to the present with emphasis on the relationship between armed forces and the societies that create them, the impact of technology on warfare, and efforts to limit deadly conflict.

HST 278
HISTORY OF AMERICAN RELIGION
Undergraduate
A survey of major religious traditions, movements, and themes in American history from the colonial period to the present, including the relationship between religious values and beliefs and other aspects of American culture.

HST 279
WESTWARD EXPANSION IN U.S.
Undergraduate
This course examines the competition among Native American nations, European empires, and the emerging governments of the United States and Mexico to control the North American region from roughly the Appalachian Mountains to the Pacific Ocean from approximately 1775 to 1890. The class will examine environmental changes, military campaigns, trade links, settlement patterns, and government policies.
HST 283
ASIAN-AMERICAN IMMIGRATION AND HISTORY, 1840-1965
Undergraduate
This course surveys Asian American history from the early nineteenth century to 1965. It explores the changing experiences of Asian immigrants and their citizen descendants in the United States within the larger context of immigration and race relations in American history. The course deals with the following broad themes: causes and processes of migration, responses from American society, and experience of immigration.

HST 284
HISTORY OF EDUCATION IN THE UNITED STATES
Undergraduate
Thematic study of the educational developments in U.S. History

HST 285
ANCIENT ROME: AUGUSTUS TO CONSTANTINE
Undergraduate
This course examines the history of the Roman Empire from its beginnings under Augustus (27 BCE-14 CE) to its reorganization under Diocletian (284-305 CE) and Constantine (306-337 CE). Both textual and archaeological sources will be used to understand political, economic, and social developments.

HST 288
WOMEN IN UNITED STATES HISTORY
Undergraduate
The history of women's work, family, and political lives in America.

HST 290
ANCIENT EGYPT
Undergraduate
This course traces the developments of Egyptian civilization from its earliest beginnings to the Arab/Muslim conquest. Emphasis will be on assessing material culture with students being introduced to techniques of Egyptian archaeology and papyrology.

HST 291
THE FERTILE CRESCENT: MESOPOTAMIA AND BEYOND
Undergraduate
Analyzes the early civilizations in the Fertile Crescent through an examination of material culture. Attention will also be given to the archaeology and archaeological methods of the Near East including Jericho and Catalhoyuk.

HST 292
HISTORY OF ENGLAND TO 1688
Undergraduate
A survey of cultural, social, economic, and constitutional developments in England from the Norman Conquest to the Glorious Revolution.

HST 293
HISTORY OF BRITAIN SINCE 1688
Undergraduate
History of Britain Since 1688. special emphasis on the continued evolution of the constitution, the industrial revolution, imperialism, and Britain's changing role in Europe.

HST 294
ANCIENT GREECE
Undergraduate
Traces the development of Greek civilization through an examination of material culture. Emphasis will be on the major monuments and artifacts of the Greek world from prehistory to the Classical Age. Students will also be introduced to techniques and methods of classical archaeology.
Using film in combination with both primary and secondary historical source material, this course will consider the impact of cinematic myth-making on our understanding of actual historical events.

This course traces the development of Rome from a small settlement on the banks of the Tiber in the eighth century BCE to a Mediterranean power in the first century BCE. Both textual and archaeological sources will be used to understand political, economic, and social institutions of the Archaic and Republican periods.

Analysis of Spain and Spanish empire between 1468-1808. During this period, Spain united and became a leading global power with enormous consequences for Western and world history. Emphasis on the political, economic, socio-cultural history of Iberian society.

This is the first of two introductory core courses required of all history majors, history minors, and education majors with a concentration in history. In this course, students will learn the varied ways in which scholars interpret the past, focusing particularly on the evidence and arguments used by historians in their work. To that end, students will learn about the varieties of primary sources (textual, material, oral) as well as the varied methods historians use to analyze such evidence. In addition, students will practice analyzing primary source evidence in oral and written presentations, learn how to use the library for historical research, and how to discern scholarly arguments in secondary sources.

(WRD 103 and WRD 104) or HON 100 or HON 101 is a prerequisite for this course.

This course is the second of two introductory core courses required of all history majors, history minors, and education majors with a concentration in history. In this class, students will bring to bear the skills in historical sources and methods learned in HST 298 to complete a substantial independent research project. To that end, students will learn how to identify a historical question or problem about which to conduct research; how to find, obtain, and evaluate primary source evidence to research; how to build a secondary source bibliography using reference works, monographs, and scholarly journal articles; and develop and execute a coherent plan for writing and revising a substantial research paper (of at least 10 pages in length) based on an integrated use of both primary and secondary sources.

HST 298 is a prerequisite for this course.

This course will explore the history of American labor from 1877 to the present. We will particularly focus upon the work of recent American labor historians who examine such themes as the relationship between ethnicity, race, gender, and class; how and why work has changed; the role of unions, families, churches and other working-class institutions in workers' lives; the relationship between working-class cultures and mass cultures; and how capitalism, the state, and workers themselves have shaped class relations.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

Examines maps in multiple cultures and the relationship of these to local geographies and perception of place.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.
HST 303
TOPICS IN LATIN AMERICAN HISTORY
Undergraduate
Topics in Latin American History

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 304
ETHNOHISTORY: THE STUDY OF PRE-LITERATE PEOPLES
Undergraduate
An inquiry into the sources and methods for writing the history of pre-literate peoples, such as the Aztecs, Mayas, and Incas.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 306
COLONIAL LATIN AMERICA: POWER & DEVELOPMENT OF A MULTI-RACIAL SOCIETY
Undergraduate
The multicultural origins of colonial rule in the Americas from the 15th to the early 19th century.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 308
EUROPE FROM CONFLICT TO CONSENSUS
Undergraduate
The course will examine the emergence of a European identity during the second half of the twentieth century. Special attention will be given to the evolution of the European Union and NATO as representative institutions.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 310
INTER-AMERICAN AFFAIRS
Undergraduate
A mostly twentieth-century survey of political relationships between the United States and Latin American nations, emphasizing dependency and interdependence theories.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 311
THE HISTORY OF THE CARIBBEAN: FROM COLUMBUS TO CASTRO
Undergraduate
The history of the Caribbean from colonial times to the present, with special emphasis on the factors that give each nation its particular character.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 312
LATINOS IN THE UNITED STATES
Undergraduate
A survey of the history, politics, and culture of the major Latino groups in the United States: Mexicans, Puerto Ricans, Cubans, Dominicans, and Central Americans. Traces the history of these groups from the 19th century to the present by analyzing their impact on the United States.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.
HST 313
THE OLD SOUTH
Undergraduate
Considers the history of the southern states before the Civil War, focusing especially on the growth of southern slavery, the development of African-American culture, the socio-economic features of a slave society, as well as the distinctive political and ideological contours of the region.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 314
THE CUBAN REVOLUTION
Undergraduate
General analysis of the impact of the Cuban Revolution on Cuban society and the international political arena. The historical background of the revolution as well as its accomplishments and shortcomings will be emphasized.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 316
GOD, SELF, AND SOCIETY IN MEDIEVAL CULTURE
Undergraduate
The roots of Western thought in medieval education, literature, philosophy, and science. The interactions between high theology, mysticism, and popular culture. History and autobiography.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 317
INDIVIDUAL AND SOCIETY IN RENAISSANCE ITALY
Undergraduate
The flowering of culture, humanism and the arts in fourteenth- and fifteenth-century Italy. Renaissance politics, patronage and diplomacy. Religion and the Papacy.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 318
THE AGE OF REFORMATIONS
Undergraduate
Late medieval religion and society; the Reformations of Luther and Calvin, and the Catholic reform movements. Nationalism and the state in sixteenth-century Europe. The expanding world.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 319
IMMIGRANT AMERICA
Undergraduate
An overview of the ethnic experience in American society, how ethnic diversity has shaped America as America has re-shaped the lives of immigrants.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 320
TOPICS IN WORLD HISTORY
Undergraduate
Variable topics. Consult course schedule for current listings.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.
HST 321
TOPICS IN AFRICAN HISTORY
Undergraduate
Variable topics. Consult course schedule for current listings.
HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 322
TOPICS IN ASIAN HISTORY
Undergraduate
Variable topics. Consult course schedule for current listings.
HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 323
THE CULTURES OF EARLY CHRISTIANITY
Undergraduate
Late antique and early medieval intellectual history in social context.
HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 324
COLONIAL LATIN AMERICA: AGE OF CONQUEST, 15TH - 17TH CENTURIES
Undergraduate
This course examines the complexities of the Age of Conquest and focuses on the historical experience of Indigenous societies during the early colonial period. Special attention is given to the social and economic structures of Indigenous societies before 1492, the Spanish exploration and conquest, the presence of Indigenous allies and their role in the dynamics of conquest/colonization, the demographic catastrophe that followed the conquest, and the social, cultural, and economic characteristics of early colonial societies.
HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 328
ENGLISH CONSTITUTIONAL HISTORY
Undergraduate
A study of Anglo-Saxon institutions; feudalism after the Norman conquest; growth of the common law; foundations of Parliament and the development of central administrative systems.
HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 329
SPECIAL TOPICS IN HISTORY
Undergraduate
Variable topics. Consult course schedule for current listings.
HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 330
TOPICS IN EUROPEAN HISTORY
Undergraduate
Variable topics. Consult course schedule for current listings.
HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 331
THE NATION AND NATIONALISM IN EUROPE
Undergraduate
Examines the emergence of nations and nationalism in modern Europe as well as nationalists' use and abuse of history.
HST 199 or HST 298 or instructor consent is a prerequisite for this course.
HST 332
FRENCH REVOLUTION AND NAPOLEON
Undergraduate
Analyzes the demise of the Old Regime, rise and fall of revolutionary idealism, and the emergence of Napoleon.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 333
VICTORIAN ENGLAND
Undergraduate
A detailed study of selected political, social, economic and cultural themes in 19th century England.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 334
BRITAIN IN THE TWENTIETH CENTURY
Undergraduate
An in-depth look at selected themes in recent British history including the economic and imperial decline of Great Britain.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 335
EUROPE IN AN AGE OF ENLIGHTMENT
Undergraduate
Analyzes European society and culture in the late 17th and 18th centuries and the intellectual movements that grew out of this historical context, which is frequently considered the cradle of modern Western history and thought.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 337
REVOLUTION AND NATIONALISM IN IRELAND, 1798 - 1923
Undergraduate
This course traces the evolution of Irish nationalism from the United Irishmen Revolt (1798) through the creation of the Irish Free State (1921) and the end of the Civil War (1923). It explores agrarian violence, parliamentary politics and armed revolt, focusing on how these combined to produce Irish independence.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 338
THE GREAT WAR, 1914 - 1918
Undergraduate
By using a variety of perspectives--social, cultural, intellectual, political--this course will examine and re-examine the ways that the First World War shaped and affected the modern world. After examining the broader causes of the war, the course will work outward from the battlefields to the home fronts, to the empires, and throughout the post-war world. Although this course focuses on European history, instructors may also examine its global context.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 339
HISTORY FROM PICTURES: VISUAL CULTURE IN EAST ASIAN HISTORY
Undergraduate
How do historians use paintings, woodblock prints, lithographs, photographs, postcards, and other visual artifacts in understanding the past? How do visual objects differ from conventional documents as sources of historical evidence? In this course, we will investigate the methodological approaches to writing history using visual artifacts as primary source material. In particular, we will consider the impact of these issues on the writing of East Asian history.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.
HST 340
CULTURE AND GENDER IN JAPAN
Undergraduate
Examines gender and society in early modern and modern Japanese history (c.1600-present).

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 341
PEASANTS IN MODERN EUROPEAN HISTORY
Undergraduate
An analysis of the significance and ultimate disappearance of the peasantry, formerly the numerically dominant group in European society, emphasizing both its social history and the methods needed to study the non-literate.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 342
TOPICS IN AFRI CAN-AMERIC AN HI STOY
Undergraduate
Variable topics. Consult course schedule for current listings.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 346
AFRI CAN-AMERIC AN INTELLECTUAL HI STOY
Undergraduate
African-American contributions in the areas of philosophy, theology, politics, literature, and art from 1619 to the present.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 347
EUROPE IN THE BELLE EPOQUE
Undergraduate
This course will examine European social, political, and cultural history from 1890 to 1914. Themes will include imperialism, class and gender, social Darwinism, and the European alliance system.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 348
EUROPE UNDER THE DICTATORS
Undergraduate
This course will examine selected totalitarian regimes of interwar Europe. Themes will include propaganda and mass culture, "scientific racism," the crisis of democracy, and the Holocaust.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 349
THE HOLOCAUST
Undergraduate
This course places the Shoah, the Holocaust of European Jewry, at the center of a broader discussion of anti-Semitism, the rise of Nazism, the conduct of World War II, and the persecution and murder of other groups designated as outsiders or as enemies of the Nazi regime. Close attention is given to interpreting the behavior and experiences of perpetrators, victims, bystanders, and resisters, to the role of the churches, and to the politics of post-Holocaust legal proceedings and the complex work of memory and representation.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.
HST 352
MEDIEVAL INDIA
Undergraduate
Examines the social, cultural and political histories of South Asia from prehistoric times to the waning of the Mughal Empire.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 353
MODERN INDIA AND PAKISTAN
Undergraduate
Examines the modern history of India, giving special attention to India as a prototype of economic and political change in the Third World.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 354
U.S. WOMEN'S HISTORY
Undergraduate
The purpose of this course is to introduce students to the history of women's work, family, and political lives in America. This intensive reading and discussion course is also designed to provide a detailed overview of recent historical literature and historiographic interpretations in American Women's history.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 355
GANDHI AND THE WORLD
Undergraduate
This course is a political and intellectual history of the individual, his times, and his legacy. The course is designed around a thorough analysis of Gandhi's own writing, significant critiques, and his world legacy.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 359
SOCIETY AND CULTURE IN THE LATE SOVIET ERA
Undergraduate
This seminar focuses on the society and culture of the USSR in the late Soviet period (i.e., from Stalin's death in 1953 to Gorbachev's resignation in 1991). It emphasizes themes such as: evolving notions of the individual in a collective society; tensions between emerging national (ethnic) and supranational (Soviet) identities; attitudes toward science and technology; city and countryside; consumption and consumerism; popular culture and celebrity, work and leisure, religion and orthodoxy; memory and commemoration; sexuality, gender roles, youth culture, and more.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 360
DOING DIGITAL HISTORY
Undergraduate
This course introduces students to the rapidly expanding world of digital history. Students taking the course will enhance their understanding of the conceptual, theoretical, and ethical issues involved in doing digital history, and learn to use digital tools while working individually and collaboratively on digital history projects.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 361
TOPICS IN ISLAMIC HISTORY
Undergraduate
Variable topics. Consult course schedule for current listings.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.
HST 362
ATLANTIC HISTORY, 1492-1825
Undergraduate
An examination of intercontinental exchanges and cross-cultural links across the Atlantic ocean that both separated and united the Western Hemisphere, Europe, and Africa in the pre-industrial era.
HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 363
MODERN BALKANS (EUROPE)
Undergraduate
The establishment of national states, the social transformation from peasant to industrial societies, and the effects of war and revolution in southeastern Europe since the late 18th century.
HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 364
PALESTINE UNDER THE BRITISH MANDATE
Undergraduate
This course examines the foundation and evolution of the British Mandate of Palestine from 1914 to 1948 in its British imperial, Middle Eastern, and world historical contexts. Students will engage primary and secondary sources associated with controverted issues, including Zionism, creation of the Mandate, immigration, and inter-communal conflict.
HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 365
THE CRUSADES
Undergraduate
Addresses the European Crusades to the Holy Land from a World Historical Perspective.
HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 366
THE MODERN MIDDLE EAST AND NORTH AFRICA
Undergraduate
The history of the region since 1800. Topics covered include the end of Ottoman Empire, the impact of European Imperialism and the renewal of Islam.
HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 367
COMPARATIVE LATIN AMERICAN BORDERLANDS
Undergraduate
This course compares the role of frontiers in the histories of Mexico, Brazil and Argentina. It will focus on periphery-center relations, the rise of caudillos, and frontier social movements.
HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 368
SOCIAL MOVEMENTS IN LATIN AMERICA
Undergraduate
This course examines how Native Americans, slaves, peasants, and other subaltern people actively resisted their subservient status in Latin America. It will cover a variety of protest movements, from "pre-modern" (such as millenarian movements, slave rebellions, urban riots, and "race" wars) to "modern" (such as social revolutions).
HST 199 or HST 298 or instructor consent is a prerequisite for this course.
HST 369
REvolutions in Latin America
Undergraduate
This course surveys, analyzes, and compares a series of revolutionary movements, conflicts, and regimes in 20th Century Latin America.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 370
American Colonial History
Undergraduate
The European's first contact, exploration, and settlement of the Eastern seaboard, with discussion of significant political, economic, and social consequences.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 371
The American Revolution
Undergraduate
The establishment of American independence, adoption of the Constitution; the first years of the republic considered in analytical detail.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 372
Antebellum America
Undergraduate
This course treats the significant social, political, economic, and cultural developments shaping America and Americans during the first fifty years of the nineteenth century.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 373
The civil war era
Undergraduate
Treats the major political causes of the sectional conflict, the significant military strategies and tactics of the war, the end of slave, and the experiences of a wide-range of citizens and soldiers.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 374
Emergence of Modern America, 1877-1914
Undergraduate
New cultural patterns, political party battles, growth of big business and organized labor, women's suffrage movement, Populism and the Progressive Era.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 375
The Great Depression and the New Deal Era
Undergraduate
A consideration of World War I, the Twenties, the Great Depression, and the New Deal.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 376
The United States Since 1940
Undergraduate
Significant developments in American life during the period after World War II.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.
HST 378
THE AMERICAN WEST IN THE 20TH CENTURY
Undergraduate
This course explores cultural, social, and political interaction in the American West during the 20th century. Themes include popular culture, state-federal relationships, environmental changes, urbanization, political and social movements, immigration, and cultural formation.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 379
RECONSTRUCTION AND THE RISE OF JIM CROW
Undergraduate
Covers the problems of reunion between the North and the South after the Civil War, including the struggle for African-Americans' civil and political rights, the transition to a free labor economy in the South, and the eventual end of reconstruction and establishment of racial segregation in the South and the nation.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 382
CHICAGO HISTORY MUSEUM EXPERIENCE
Undergraduate
Experience history in Chicago. The course is taught by a Chicago History Museum (CHM) curator/archivist and takes place at the CHM. Expect group work and field trips. Students develop skills and knowledge relevant to public history careers, and will gain a firm conceptual understanding of public history historiography, and of how the Chicago History Museum does public history. Students apply this knowledge to class discussions, assignments, and actual museum projects.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 383
BORDERLANDS AND FRONTIERS IN AMERICA
Undergraduate
Consideration of the changing conceptions of frontiers in American history with attention to the development of historical borderlands communities.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 384
TOPICS IN AMERICAN HISTORY
Undergraduate
Variable topics. Consult course schedule for current listings.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 385
UNITED STATES CONSTITUTIONAL HISTORY TO 1865
Undergraduate
Examines the English colonial charters, the constitutional aspects of the American Revolution and the federal Constitution; explores ratification issues, judicial power, the concepts of the Federal system, separation of powers, Foreign Affairs and national security as defined in the U.S. Constitution with reference to major Supreme Court decisions in these areas.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 386
UNITED STATES CONSTITUTIONAL HISTORY SINCE 1865
Undergraduate
Problems of civil liberties, rights of accused, privacy and constitutional issues and controversies arising during and after World War II, including the major decisions of the Warren court, Burger court and Rehnquist court.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.
HST 387
TOPICS IN RUSSIAN HISTORY
Undergraduate
Each time this course is taught, it will examine in depth a specific problem, issue, theme, or moment in Russian history as described in the course subtitle. Possible offerings include: "Mass Culture in the Soviet Union and Post-Soviet Russia," "Stalin and Stalinism," "Crime and Criminality in Russia," "The Russian Revolution," "Gender and Sexuality in Russia," and "The Rise and Fall of the New Soviet Man."

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 388
THE COURT AND THE U.S. BILL OF RIGHTS
Undergraduate
An examination of historical, philosophical, and legal developments related to the Bill of Rights in the U.S. Constitution. The course will also examine how the Bill of Rights has been affected by Supreme Court appointments, court decisions, and constitutional amendments.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 389
TOPICS IN PUBLIC HISTORY
Undergraduate
Public history is a field of history that requires its practitioners to use the skills and methods of academic history with an eye towards connecting the public with that history. This seminar focuses on the skills, methods, sources and themes that are relevant to historians whose work takes them outside of the classroom. Theme of the seminar will vary with instructors. Some off-campus fieldtrips may be required.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 390
CAPSTONE IN HISTORICAL RESEARCH AND WRITING
Undergraduate
The History Capstone in Historical research and Writing allows students to engage in deep and sustained historical research and writing, with multiple opportunities for instructor feedback and student revision. It is also an excellent way for students to experience firsthand the linkages between broad reading in a given field and subsequent primary-source based research in that field. Every autumn and winter quarter, certain 300-level course offerings will be designated as Capstone-linked classes. Students ready to take this course can choose among the offerings as suits their interests.

HST 391
DOING LOCAL AND COMMUNITY HISTORY
Undergraduate
Collaborative learning groups will work with community partners in order to produce a tangible end-of-quarter public history project whose audience will be the greater Chicago community. This course carries a junior year experiential learning credit.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 392
PUBLIC HISTORY INTERNSHIP
Undergraduate
History students have interned with the South Hampton Historical Museum (in Long Island, NY), the Chicago History Museum, the Evanston History Center, the Frances Willard House Museum and Memorial Archives, the National Public Housing Museum, the Peggy Notebaert Nature Museum, Lake County Historical Museum, and a host of other archives, and historical organizations. In addition to evaluations from a site supervisor, a faculty member evaluates students’ reflective writing that draws connections between relevant public historical readings and field experience. The Public History Concentration Director would be happy to discuss possible internship opportunities with interested students (at least a quarter in advance), and to assist in matching student interests to public history venues. Note: internship placement is incumbent upon the student.

HST 199 or HST 298 or instructor consent is a prerequisite for this course.
HST 394  
AFRICAN-AMERICAN URBAN HISTORY  
Undergraduate  
Examination of the African American experience in American cities: from slave era, to the migration, to the present.  
HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 395  
ISSUES IN NON-U.S. LEGAL HISTORY  
Undergraduate  
Designed to develop in the prelaw student analytical and adversarial skills useful in the practice of law, and to confront controversial issues dealing with values of the lawyer and the citizen.  
HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 396  
ORAL HISTORY PROJECT  
Undergraduate  
An introduction to the techniques of oral history with particular emphasis on public history.  
HST 199 or HST 298 or instructor consent is a prerequisite for this course.

HST 398  
STUDY TOUR  
Undergraduate  
An in-depth, on-site overview of the historical, political, social and economic reality of a foreign country. Credit variable.

HST 399  
INDEPENDENT STUDY  
Undergraduate  
Majors only. Credit variable.  
Junior standing or above is a prerequisite for this class.

HST 421  
THE HISTORICAL DISCIPLINE  
Graduate  
This course introduces students to the fundamental concerns and skills necessary for the study of history at the graduate level. It does this by providing a "history of history," giving students an overview of the growth and development of the academic discipline of history, by addressing issues of methodology, historiography and historical philosophy, and by providing students with an awareness of current concerns, controversies, and debates in the discipline. Restricted to students in the MA in History program.  
Status as an MA in History student is a prerequisite for this class.

HST 422  
SEMINAR IN PRIMARY SOURCE ANALYSIS  
Graduate  
This course builds upon HST 421. It focuses on issues raised by the analysis of historical evidence, and exposes students to the many practical and theoretical tools by which historians construct historical knowledge out of this "raw" material. The course will include study of primary sources, methods of analysis and authentication, and ways in which different kinds of sources are integrated into coherent historical narratives.  
HST 421 is a prerequisite for this class.
HST 431
COLLOQUIUM IN AMERICAN HISTORY
Graduate
Variable topics. Consult course schedule for current listings.
HST 421 is a prerequisite for this class.

HST 432
COLLOQUIUM IN LATIN AMERICAN HISTORY
Graduate
Variable topics. Consult course schedule for current listings.
HST 421 is a prerequisite for this class.

HST 433
COLLOQUIUM IN AFRICAN HISTORY
Graduate
Variable topics. Consult course schedule for current listings.
HST 421 is a prerequisite for this class.

HST 434
COLLOQUIUM IN ASIAN HISTORY
Graduate
Variable topics. Consult course schedule for current listings.
HST 421 is a prerequisite for this class.

HST 435
COLLOQUIUM IN EUROPEAN HISTORY
Graduate
Variable topics. Consult course schedule for current listings.
HST 421 is a prerequisite for this class.

HST 436
COLLOQUIUM IN ISLAMIC HISTORY
Graduate
Variable topics. Consult course schedule for current listings.
HST 421 is a prerequisite for this class.

HST 437
COLLOQUIUM IN WORLD HISTORY
Graduate
Variable topics. Consult course schedule for current listings.
HST 421 is a prerequisite for this class.

HST 438
COLLOQUIUM: SPECIAL TOPICS IN HISTORY
Graduate
Variable topics. Consult course schedule for current listings.
HST 421 is a prerequisite for this class.
HST 489
GRADUATE CAPSTONE
Graduate
This is an intensive seminar in which students are asked to analyze a number of important works of scholarship drawn from the breadth and complexity of the historical discipline. The course allows students to synthesize the many skills they have learned in their earlier classes, notably the ability to read and assess historical monographs. They will thereby demonstrate their competence in analyzing historical arguments, their knowledge of both historiography and historical content, and their proficiency in understanding the variety of primary sources and methods of interpreting them.

HST 421 is a prerequisite for this class.

HST 492
GRADUATE INTERNSHIP
Graduate
Internship.

HST 421 is a prerequisite for this class.

HST 497
INDEPENDENT STUDY
Graduate
Independent Study

HST 421 is a prerequisite for this class.

HST 499
THESIS RESEARCH
Graduate
Between four and eight hours credit to be determined by the department.

HST 421 is a prerequisite for this class.

HST 500
CANDIDACY CONTINUATION
Graduate
Required of all students who are not registered for regular courses but who occasionally utilize University facilities during completion of course requirements and/or research. Non-credit.

HST 501
CANDIDACY MAINTENANCE
Graduate
This zero-credit hour course is for MA in History students who are not actively working on their theses or final projects, but who wish to maintain university status. Candidacy Maintenance does not allow borrowing or deferment of loans, but does grant student access to DePaul resources such as labs, libraries and the gym.

HTHC 515
INTRO TO HEALTH COMMUNICATION
Graduate
Because of the increasing degree of health consciousness in our society, individuals not only interact more frequently with health care providers, but health care organizations play more active roles in their surrounding communities. In addition, health care cultures are changing. Health care organizations play active social and political roles when responding to national health issues or crises. Hence, it is important that we, as consumers of health care, understand the communication challenges that are inherent within health care organizations, and how those can impact the effectiveness of our communication as a participant in health care contexts.

Status as a Health Communication student or department consent is a prerequisite for this class.
HTHC 516
RESEARCH METHODS FOR HEALTH CARE PRACTITIONERS
Graduate
This course focuses on health care methodologies relevant to health care administration, including a cross-section of both qualitative and quantitative methodologies; designing questionnaires and surveys; the analysis and presentation of survey data; interviewing strategies; and the analysis and presentation of qualitative data. Students will also be provided with skilled technical writing assignments geared toward providing an understanding of how to most effectively present data within the contexts of reports, visuals for meeting or memoranda.

Status as a Health Communication student or department consent is a prerequisite for this class.

HTHC 517
HEALTH CARE LITERACY
Graduate
The U.S. Department of Health and Human services included improved consumer health literacy as Objective 11-2, and identified health literacy as an important component of health communication, medical product safety and oral health. Health Literacy refers to obtaining, processing and understanding basic health information. This course examines how the consumer can be not only informed more effectively and efficiently, but also how health information should inform decision making in multiple health contexts.

Status as a Health Communication student or department consent is a prerequisite for this class.

HTHC 519
ASSESSMENT AND INTERVENTION FOR HEALTH CARE ADMINISTRATORS
Graduate
Health care practitioners must acquire management consulting skills necessary to identify areas in need of change within health care organizations. Problem identification, data collection, intervention and implementation phases of assessment and intervention are taught from the perspective of the health care organization. The course probes common management problems in health care, internal working relationship challenges as well as organizational structure issues that arise.

Status as a Health Communication student or department consent is a prerequisite for this class.

HTHC 520
HEALTH CARE CAMPAIGNS AND COMMUNITY ACTION
Graduate
This course will focus on the use of communication strategies to inform and influence individual and community decisions regarding health in the following contexts: the multidimensional nature of health communication; understanding empirical research in health communication; behavioral theories in health communication; rhetorical theories in health communication; legal and ethical concerns in health communication; the communication of risk and uncertainty; and the design of health campaigns.

Status as a Health Communication student or department consent is a prerequisite for this class.

HTHC 521
HEALTH AND FAMILY COMMUNICATION
Graduate
The course, Family and Health Communication, addresses health-related issues that families may experience, while situating them within a theoretical context. Using theories such as Family Systems Theory and Communication Privacy Management Theory, this course will take a Lifespan Approach to better understand family health issues. Some of the topics that will be covered in this course may include care giving responsibilities, long-term disease, disability, addiction, psychological disruption, sexual health, and end of life issues as affects the family system. Cultural and social norms, in addition to public and health policies are also addressed, as they provide insight into the larger scope of understanding family and health communication, as ultimately, the health of family members impact the functioning of the family system.

Status as a Health Communication student or department consent is a prerequisite for this class.
HTHC 522
MANAGERIAL COMMUNICATION IN HEALTH CARE CONTEXTS
Graduate
This course will equip students to more effectively understand and manage the dynamic communicative systems, processes, and interactions of people and messages within healthcare environments. This course will explore interpersonal differences with a focus on the role communication plays with various organizational stakeholders, superior-subordinate relationships, internal-external customer relations, managerial problem solving, decision-making, facilitation of change and use of appropriate leadership strategies, as well as organizational structure and ethical and legal requirements. Additionally, this course also focuses on understanding the relationship between designing, managing, and disseminating messages, data, information, and knowledge that health care facilities and professionals have to deal with on a daily basis; appropriate performance feedback principles; and presentational speaking and writing.

Status as a Health Communication student or department consent is a prerequisite for this class.

HTHC 523
TOPICS IN HEALTH COMMUNICATION
Graduate
Topics will include: Gay, Lesbian and Transgender Health Care Issues, Patient Advocacy, Communication and Constraint, Multicultural Communication in Health Care Contexts and Advance Care Planning

Status as a Health Communication student or department consent is a prerequisite for this class.

HTHC 524
HEALTH CARE TEAMS & LEADERSHIP
Graduate
Modern organizations are increasingly interested in shifting their organizational structures towards the goal of creating self-managed work teams. Much of the health care delivery system is already structured formally or informally around the team concept, whether these be surgery teams, consulting office staff, or other health and wellness delivery personnel. Therefore, those pursuing a career in health care greatly benefits from knowledge and experience with two interdependent aspects of group dynamics: decision-making under conditions of uncertainty, and the philosophy and practice of developing groups into self-managed teams. This course will combine a lecture/discussion with a teamwork intensive action learning component towards the goal of making the student competent to either create or optimize the results of self-managed work teams in their own organization (if called upon to do so), or to understand and thrive in this work mode without stress.

Status as a Health Communication student or department consent is a prerequisite for this class.

HTHC 525
NARRATIVES IN HEALTH CARE
Graduate
Focusing on the performance and narrative paradigms of communication studies, the course will survey uses of performance and narrative methods to consider health communication relationships. Narrative and narrative performance are sites of health communication issues for marginalized populations, difficult conversations, and alternate means of reporting. For example, narrative and narrative performance are increasingly being used as part of medical curriculum, as a means to train health care professionals to understand the experiences of their patients, encourage deep listening, and foster different professional-patient relations. For cancer, HIV/AIDS, and other patients, performance becomes a means of speaking into mainstream and dominant discourses of health and to actively shape discourses from their own subjectivities. This increases the visibility of health care experiences in their gendered, sexualized, and racialized dimensions. Finally, narrative and narrative performance offers an additional means of visibility in catalyzing change in public, legislative, scholarly and relational arenas.

Status as a Health Communication student or department consent is a prerequisite for this class.

HTHC 592
INDEPENDENT STUDY
Graduate
Students will be guided in the development of a special project that furthers their collaboration with an instructor and produces a report that demonstrates their mastery of critical content and competencies. The independent study option is intended for students who have demonstrated a mastery of course content, who would benefit from a sustained, focused collaboration with a relevant faculty member.

Status as a Graduate Health Communication student and Director consent is a prerequisite for this class.
HTHC 599
RESEARCH THESIS
Graduate
Enroll in 599 during the term you plan to defend your thesis or complete your final project. This is a graded, 4-credit hour course. Tuition is charged. You must have a scheduled defense/completion date to be approved for this class. Your thesis/project advisor needs to communicate this date to the Graduate Studies Director for your program, before you are allowed to enroll. Loan deferment is allowed to those registered for this class.

Status as a Graduate Health Communication student and Director consent is a prerequisite for this class.

HTHC 601
ACTIVE DEGREE COMPLETION
Graduate
This is a 0-credit hour course that is available to students who are working actively toward the completion of a thesis or project. Enrollment in this course is limited to the two quarters prior to the defense of the thesis/project and requires graduate director approval and proof of work each quarter. No tuition is charged, only student fees (approx. $50), which allows you access to the library and other campus facilities. This course is graded as pass/fail. Eligible for loan deferment and student loans.

Status as a Graduate Health Communication student is a prerequisite for this class

HTHC 602
CANDIDACY CONTINUATION
Graduate
This is a 0-credit hour course that requires permission from the graduate director. Students can enroll in 602 if they are finishing a course in which they received an incomplete (IN). If the student does not register for any regular courses in the quarter they plan to finish the incomplete, they can enroll in 602 and access the library and other campus facilities. No tuition is charged, only student fees (approx. $50). This course is graded as pass/fail. Not eligible for loan deferment or student loans.

Status as a Graduate Health Communication student is a prerequisite for this class

IB 500
GLOBAL ECONOMY
Graduate
This course is designed to be an introduction to the economic environment in which businesses operate. With the increasing interdependence of national economies and the growing role of global enterprises, the understanding of international economic issues is vital to decision-makers. The material covered will include both socio-cultural aspects and economic and financial dimensions of global business. Students should obtain a grasp of the basic theory as well as a knowledge of the major current issues in the global economy. (FORMERLY ECO 556)

IB 505
GEOPOLITICAL AND CULTURAL ISSUES IN INTERNATIONAL BUSINESS
Graduate
Analysis of major geographical and cultural conditions in those countries most involved in U.S. foreign trade. Guest lectures, comprehensive maps and pertinent media presentations supplement weekly class discussion.

IB 520
INTERNATIONAL TRADE THEORY AND POLICY
Graduate
Modern theories of international trade: classical theory of comparative advantage, factor proportions theory, factor price equalization, application of welfare economics to international trade, including regional economic integration, commercial policy and tariff problems.

FIN 555 is a prerequisite for this class
IB 521
INTERNATIONAL MACROECONOMICS
Graduate
This course analyzes traditional macroeconomic issues in a framework that explicitly allows for international trade and capital flows. Topics covered include exchange rate and balance of payments determination, the impact of international trade and capital mobility on domestic monetary and fiscal policy, fixed vs. floating exchange rate systems, exchange rate overshooting and other topics. Cross-listed as ECO 558.
ECO 509 is a prerequisite for this class.

IB 525
ECONOMICS OF DEVELOPING COUNTRIES
Graduate
This course reviews models of economics development and some of the key issues in economic development including agricultural and rural development, population, economic growth, the role of government, health, education, income distribution, trade regime and policy, international capital flows and the environment, international trade and foreign resource flows. The course integrates country studies of selected developing economies and regions, cross-country statistical studies and theoretical tools drawn from the fields of microeconomics, macroeconomics, and international trade.
FIN 555 is a prerequisite for this class.

IB 526
COMPARATIVE ECONOMIC SYSTEMS
Graduate
A study of the contrasting theories of socialism and capitalism.
FIN 555 is a prerequisite for this class.

IB 530
INTERNATIONAL FINANCE
Graduate
International Finance integrates the financial activities, institutions, and multinationals of the global finance arena. In addition to extending the tools of financial analysis to an international setting, the course studies the strategies available to a multinational because of operations in multiple countries. Topics include foreign currency and political risk, capital budgeting in a multinational setting, and cash flow management between countries.
FIN 555 is a prerequisite for this class.

IB 540
INTERNATIONAL MANAGEMENT
Graduate
The objective of this course is to develop clear awareness of the international business operations, practices and environment. It provides the concepts, methods and tools necessary to face the global challenges in international management. The objective is met through lectures, classroom discussions, library assignments and research work. Students will learn the effective use of the international business references. By the end of the course, they are expected to have developed a high level of competency in acquiring, understanding, analyzing and synthesizing international management information from international business directories, databases and CD-ROMs.

IB 545
AREA STUDIES IN INTERNATIONAL MANAGEMENT
Graduate
In-depth analysis of the economic and cultural aspects of doing business in a particular region, e.g. Western Europe, Middle East, Japan, etc. The course focuses on the region's business relations with the United States, its trade and management practices and the successful conduct of business negotiations. The area under consideration will vary from quarter to quarter in order to cover regions of particular interest to our students and the business community of Chicago.
The differences between markets and distribution systems in various countries are explored. By emphasizing the social and economic factors causing these differences a sound understanding of and empathy with different international marketing problems are developed. Analyses are made of the organization of trade channels in various cultures, of typical government policies towards international trade in countries at different stages of development, and of international marketing research, advertising, and exporting. Offered Variably.

MKT 555 is a prerequisite for this class.

This course concentrates on each student's own career goals by focusing on cases of well-known financial successes and failures in the global business world. It enables students to become intelligent users (readers) of financial reporting in a global environment. Students will learn to identify key relationships in the statements to strategy of high performance companies and to make critical judgments underlying the elements and valuations in the financial statements. Students will study integrated reporting, corporate governance, and sustainability accounting. The course is a useful elective for MSA, MACC and MBA programs.

ACC 500, or equivalent, is a prerequisite for this course

Off-campus seminar, usually one to three weeks, providing exposure to international business cultures. IB 755 is a co-requisite for this class.

Some of the International Business Seminars are offered for eight rather than four credits. Students are ordinarily required to complete an in-depth research paper in an international business area approved by the director of the seminar. Information gathered during the seminars with business and governmental organizations must be incorporated into the research paper. IB 750 is a co-requisite for this class.

Content and format of the course are variable. An in-depth study of current issues. Subject matter will be indicated in class schedule. Offered Variably.

Available to graduate students of demonstrated capability for intensive independent work in international business.

Introduction to chemical engineering and engineering productivity software. Communication skills development, technical reporting and presentation, engineering ethics, and a variety of topics are discussed.

Material and energy balances for engineering systems subjected to chemical and physical transformations. Calculations on industrial processes. CSC 224/225 or equivalent; MAT 149/152/162 and CHE 113 or CHE 131 recommended. (Taught at IIT as CHE 202)
ICE 296
INTRODUCTION TO IPRO
Undergraduate
Introduction to process design. Principles and techniques in effective team work. Performance of selected design tasks in project groups integrated with ICE 496. Practice with process design software. First part of the ICE 296 - ICE 496 project package. Only chemical engineering students should register for this course. ICE 101, ICE 202, or consent recommended. (Taught at IIT as IPRO 296)

ICE 301
FLUID MECHANICS AND HEAT-TRANSFER OPERATIONS
Undergraduate
Flow of fluids and heat transfer. Fundamentals of fluid flow and heat transfer design equations as applied to selected unit operations. ICE 202 and ICE 252 recommended. Corequisite(s): ICE 343, MAT 260. Taught at IIT as CHE 301.

ICE 302
MASS-TRANSFER OPERATIONS
Undergraduate
Mass transfer in stagewise and continuous contacting equipment. Mass transfer design equations as applied to selected unit operations. Unsteady state operations in mass transfer equipment. (Taught at Illinois Institute of Technology as CHE 302) ICE 301 recommended.

ICE 317
CHEMICAL ENGINEERING LABORATORY I
Undergraduate
Laboratory work in the unit operations of chemical engineering, fluid flow, heat transfer, and other selected topics. (Taught at Illinois Institute of Technology as CHE 317) ICE 301 recommended.

ICE 320
TRANSPORTATION PHENOMENA
Undergraduate
The equations of change in different coordinate systems (mass, momentum, and energy transport). Velocity distribution in laminar and turbulent flow. Formulation and analytical solutions to the problems of viscous flow, molecular diffusion, heat condition and convection. (Taught at Illinois Institute of Technology as CHE 406) ICE 301, ICE 302 & ICE 252 recommended.

ICE 322
CHEMICAL ENGINEERING LABORATORY II
Undergraduate
Laboratory work in distillation, humidification, drying, gas absorption, filtration, and other areas. (Taught at Illinois Institute of Technology as CHE 418)

ICE 324
CHEMICAL REACTION ENGINEERING
Undergraduate
Introduction to the fundamentals of chemical kinetics. The design, comparison, and economic evaluation of chemical reactors. Emphasis on homogeneous systems. Taught at Illinois Institute of Technology as CHE 423. ICE 302, ICE 351 and ICE 326 recommended.

ICE 326
PROCESS MODELING AND SYSTEM THEORY
Undergraduate
ICE 328  
**PROCESS CONTROL**  
*Undergraduate*  
Dynamic process models, stability assessment, feedback and feedforward control strategies, design and tuning of closed-loop controllers, time domain and frequency domain design and performance assessment methods. Multivariable systems, interaction, multi-loop control. Software for process simulation and controller design. (Taught at Illinois Institute of Technology as CHE 435) ICE 302 and ICE 326 recommended.

ICE 330  
**NUMERICAL AND DATA ANALYSIS**  
*Undergraduate*  
Utilization of numerical methods to find solutions to a variety of chemical engineering problems. Emphasis placed on problem formulation, development of computer code, and interpretation of results. Techniques covered include: systems of algebraic equations, linear regression, and statistics. Numerical differentiation and integration, solution of ordinary and partial differential equations. (Taught at Illinois Institute of Technology as CHE 439)

ICE 332  
**CHEMICAL PROCESS THERMODYNAMICS**  
*Undergraduate*  
Second law analysis of cooling, separation, combustion, and other chemical processes. Chemical reaction equilibrium and processing applications. ICE 351 recommended.

ICE 334  
**CHEMICAL PROCESS DESIGN**  
*Undergraduate*  
Introduction to design techniques and economic aspects of chemical processes. The technical and economic aspects of equipment selection and design, alternative methods of operation. (Taught at Illinois Institute of Technology as CHE 494) ICE 302, ICE 351 and ICE 326 recommended.

ICE 351  
**CHEMICAL ENGINEERING THERMODYNAMICS**  
*Undergraduate*  
Laws of thermodynamics and their application to chemical engineering operations. (Taught at IIT as CHE 351) ICE 343 recommended.

ICE 383  
**ELECTRIC AND ELECTRONIC CIRCUITS**  
*Undergraduate*  

ICE 397  
**INTERPROFESSIONAL PROJECT**  
*Undergraduate*  
Interprofessional projects allow students to learn teamwork, leadership and project management skills, while working in multidisciplinary teams on projects involving technical, ethical, environmental, economic, public policy and legal issues. IPRO project teams are typically comprised of 6-10 students from sophomore through graduate level from all disciplines that can broadly contribute to a project effort. While every effort will be made to accommodate students' first choices, it may be necessary to balance students across all projects that will be scheduled for the semester or to consolidate students into fewer projects to meet minimum team requirements. Specific rules about selection of IPRO projects may apply in certain degree programs. Some projects may carry Humanities or Social Sciences credit. Students must consult the lead faculty member for the project and their faculty advisor before registering for a project. (Taught at Illinois Institute of Technology as IPRO 397)
ICS 200
INTRODUCTION TO BUSINESS
Undergraduate
This course is designed for non-Commerce majors who want a minor in business. The course will help the student develop an understanding of the role of the major functional areas of business, as well as ethical considerations, the globalization of business and the role of entrepreneurship. Considerations will be given to the possible career opportunities in each of the functional areas studied.

Undergraduate Business students (COMM, UNCOM, GPCOM) are restricted from registering for this class.

ICS 201
PERSONAL FINANCIAL DECISION MAKING
Undergraduate
Students will be exposed to a wide variety of money-related topics, with an aim to familiarize the participants with everyday financial issues.

ICS 350
INTERNATIONAL BUSINESS SEMINAR
Undergraduate
This foreign study course is meant to introduce the student to the world of international life and business as it is today. The course provides students the opportunity to visit and study foreign commercial enterprises on-site. Additional emphasis is placed on understanding overseas cultures, self-reference criteria, and the fact that people around the world can maintain/develop hopes and dreams within their own lifestyle even though it may differ from others'. Most courses in this group will count for liberal studies credit as an experiential learning course. See the Director of the Driehaus Center for International Business or the College of Commerce undergraduate office for additional information. Registration with the Driehaus Center is required. International Business Seminars may not be taken Pass/Fail.

ICS 392
SENIOR SEMINAR
Undergraduate
A variety of senior capstone seminars are offered every term. These seminars focus on specific content areas reflecting a wide range of non-business issues that are relevant to business in contemporary society. The learning experience enables students to see the world differently through reflections and interactions, encourages them to develop a broader perspective on how and where business fits in society, and prepares them to communicate and express that perspective orally and in writing.

Senior standing is a prerequisite for this class.

ICS 394
ENTREPRENEURSHIP STRATEGY
Undergraduate
This course is an overview of strategic management applied to entrepreneurial enterprises. General business management problems integrating marketing, accounting, finance and management functions are analyzed from the perspective of the CEO or entrepreneur concerned with start-up and planning of a new venture. The case method is used in this course and real "live" cases may be analyzed. The entrepreneurial process is investigated, including entrepreneurial characteristics, trends in the small business sector of the global economy, start-up and growth strategies and nurturing creativity in organizations. Focus is placed on either a consulting project with a small business or community organization, which may require time outside of class for the project, or on case studies.

(FIN 290 or FIN 310), MGT 300, MKT 310 and senior standing are a prerequisite for this class.

ICS 395
MANAGEMENT STRATEGY
Undergraduate
Management strategy is a course which synthesizes the functional business activities into a general management perspective of the business enterprise. This course presents a conceptual framework for understanding the operation of the firm within the global business environment. Corporate strategy is examined from the perspective of: strategic choice, the link between strategy and organization, and the management of strategic change. Examples will be drawn from service, manufacturing, and not-for-profit organizations. The course emphasizes the use of group decision-making, self-directed work teams, and formal group reports and presentations.

MGT 300, MKT 310 and FIN 310 are a prerequisite for this class.
Hospitality strategy is a capstone course designed to expose students to a strategic perspective on issues that concern the firm as a whole. This viewpoint is integrative in that it draws on concepts from the functional disciplines (i.e. Marketing, Finance, Accounting, Operations) in the diagnosis, analysis and resolution of complex business situations. Students will read, discuss and apply a body of theory and techniques from the field of strategic management. The course emphasizes the development of practical problem solving skills. Corporate strategy is examined from the perspective of: strategic choice, the link between strategy and organization, and the management of strategic change. Examples will be drawn from various hospitality operations around the world. The course emphasizes the use of group decision-making, self-directed work teams, and formal group reports and presentations.

FIN 310, MGT 300, MKT 310 and Senior standing are a prerequisite for this class.

Special Topics. Content and format of this course is variable. Subject matter will be listed in the university class schedule. These courses will be used for a variety of course content and delivery methods including the Foreign Study Seminar Series.

Available to students of demonstrated capability for intensive work in interdisciplinary studies. Junior standing with at least 88 cumulative units is a prerequisite for this class.

Independent study in an area that does not lead directly into the thesis or capstone. Students may also register for this course on a topic indirectly related to their thesis or capstone if they will subsequently take IDS 498, in which the student directly prepares to write the Integrating Project/Thesis. The MALS and IDS Program requires that students taking independent studies follow a specified format of meeting frequency, activities, and scholarly production. This format is available on the program web site or from the MALS and IDS office. Registration is by permission of the Director of the MALS and IDS Program and the instructor of the independent study.

Independent study undertaken as preparation for thesis or practicum capstone options. This course is optional preparation for IDS 499, Capstone. The MALS and IDS Program requires that students taking this course follow a specified format of meeting frequency, that they produce a review of literature related to their thesis or practicum, an annotated bibliography, and the required Formal Proposal for the thesis or practicum. Registration is by permission of the Director of the MALS and IDS Program and the permission of the instructor who serves as the thesis or practicum director.

Capstone for students doing a thesis, practicum or enhanced portfolio essay. Students may register for this course after the Formal Proposal for the thesis or practicum, or the Enhanced Portfolio Essay Proposal, has been approved. Students are normally expected to complete their capstone projects within the quarter in which they take this course. This course carries four hours of credit. Registration is by permission of the Director of the MALS and IDS Program and the permission of the instructor who serves as the student's capstone director.

Students register for this course during periods when they are not registered for courses but wish to have access to university facilities. Ordinarily students will not use this course once they have been admitted to candidacy during the thesis or capstone.
IDS 502
CANDIDACY CONTINUATION
Graduate
Students who have completed ISP 499 Thesis/Capstone may register for this course in order to have continued access to university facilities. Students may register for this course no more than three times.

IIT 105
INTRODUCTION TO COMPUTER PROGRAMMING I
Undergraduate
Introduces the use of high-level programming language (C/C++) as a problem-solving tool including basic data structures and algorithms, structured programming techniques, and software documentation. Designed for students who have had little or no prior experience with computer programming. (Taught at Illinois Institute of Technology as CS 105.)

IIT 115
ENGINEERING GRAPHICS AND DESIGN
Undergraduate
Basic traditional and computer-based techniques and applications, multiview sketching, orthographic projection, isometric and oblique pictorials, sectioning, auxiliary views, principles of descriptive geometry, dimensioning, detail drawings, introduction to design and computer-aided drafting and design (CAD). (Taught at Illinois Institute of Technology as EG 105.)

IIT 200
INTRODUCTION TO C++ PROGRAMMING
Undergraduate
Problem-solving and program design using C++. Introduces a variety of programming techniques, algorithms, and basic data structures-including an introduction to object-oriented programming. (Taught at Illinois Institute of Technology as CS 200).

IIT 201
MECHANICS OF SOLIDS I
Undergraduate
Free body diagrams. Equilibrium of a particle, a system of particles, and a rigid body. Distributed forces, centroids, centers of gravity, and moments of inertia. Analysis of structures. Friction. Internal loads in bars, shafts and beams. Stress and strain in axially loaded members. (Taught at Illinois Institute of Technology as MMAE 201.)

IIT 202
MECHANICS OF SOLIDS II
Undergraduate
Stress and strain relations, mechanical properties. Axially loaded members. Torsion of circular shafts. Plane stress and strain, Mohr's circle, stress transformation. Elementary bending theory, normal and shear stresses in beams, beam deflection. Combined loading. (Taught at Illinois Institute of Technology as MMAE 202.)

IIT 203
INTRODUCTION TO MECHANICS
Undergraduate

IIT 210
CIRCUIT ANALYSIS I
Undergraduate
Ohm's Law, Kirchhoff's Laws, and network element voltage-current relations. Application of mesh and nodal analysis to circuits. Dependent sources, operational amplifier circuits, superposition, Thévenin's and Norton's Theorems, maximum power transfer theorem. Transient circuit analysis for RC, RL, and RLC circuits. Introduction to Laplace Transforms. Concurrent registration in ECE 212 and ECE 218 is strongly encouraged. (Taught at Illinois Institute of Technology as ECE 211)
IIT 211
MATERIALS SCIENCE
Undergraduate
The scientific principles determining the structure of metallic, polymeric, ceramic semiconductor and composite materials; electronic structure, atomic bonding, atomic structure, microstructure and macrostructure. The basic principles of structure-property relationships in the context of chemical, mechanical, and physical properties of materials. (Taught at Illinois Institute of Technology as MS 201.)

IIT 212
ANALOG AND DIGITAL LABORATORY
Undergraduate
Basic experiments with analog and digital circuits; familiarization with test and measurement equipment; combinational digital circuits; familiarization with latches, flip-flops, and shift registers; operational amplifiers; and transient effects in first-order and second-order analog circuits; PSpice software applications. (Taught at Illinois Institute of Technology as ECE 212)

IIT 213
CIRCUIT ANALYSIS II
Undergraduate
Circuit Analysis II Sinusoidal excitation and phasors. AC steady-state circuit analysis using phasors. Complex frequency, network functions, pole-zero analysis, frequency response, and resonance. Two-port networks, transformers, mutual inductance, AC steady-state power, RMS values, introduction to three-phase systems and Fourier series. Concurrent registration in ECE 214 is strongly encouraged. (Taught at Illinois Institute of Technology as ECE 213)

IIT 214
ANALOG & DIGITAL LAB II
Undergraduate
Design-oriented experiments including counters, finite state machines, sequential logic design, impedances in AC steady-state, resonant circuits, two-port networks, and filters. A final project incorporating concepts from analog and digital circuit design will be required. (Taught at Illinois Institute of Technology as ECE 214)

IIT 218
DIGITAL SYSTEMS
Undergraduate
Number systems and conversions, binary codes, and Boolean algebra. Switching devices, discrete and integrated digital circuits, analysis and design of combinational logic circuits. Karnaugh maps and minimization techniques. Counters and registers. Analysis and design of synchronous sequential circuits. (Taught at IIT as ECE 218)

IIT 232
DESIGN FOR INNOVATION
Undergraduate
Product design and development including engineering design, good versus bad design, human-centered design, sketch models and prototyping, material selection, sustainable product development, product tear down, and product architecture. Global topics encompassing intellectual property, innovative thinking, global competitiveness, business economics, and managing product development (Taught at IIT as MMAE 232).

IIT 242
DIGITAL COMPUTERS & COMPUTING
Undergraduate
Basic concepts in computer architecture, organization, and programming, including: integer and floating point number representations, memory organization, computer processor operation (the fetch/execute cycle), and computer instruction sets. Programming in machine language and assembly language with an emphasis on practical problems. Brief survey of different computer architectures. (Taught at Illinois Institute of Technology as ECE 242)

IIT 252
INTRODUCTION TO DIFFERENTIAL EQUATIONS
Undergraduate
IIT 271
ENGINEERING MATERIALS AND DESIGN
Undergraduate
Mechanical behavior of metals, polymers, ceramics and composites, laboratory testing methods including tension, torsion, hardness, impact, toughness, fatigue and creep. Evaluation of structural performance in terms of material processing, service conditions and design. (Taught at Illinois Institute of Technology as MMAE 271.)

IIT 300
INSTRUMENTATION LAB
Undergraduate
Basic electronic skills for scientific research. Electrical measurements, basic circuit analysis, diode and transistor circuits. Transistor and integrated amplifiers, filters, and power circuits. Basics of digital circuits, including Boolean algebra and design of logic circuits. (Taught at Illinois Institute of Technology as PHYS 300)

IIT 301
COMMUNICATION ELECTRONICS
Undergraduate
Radio frequency AM, FM, and PM transmitter and receiver principles. Design of mixers, oscillators, impedance matching networks, filters, phase-locked loops, tuned amplifiers, power amplifiers, and crystal circuits. Nonlinear effects, intermodulation distortion, and noise. Transmitter and receiver design specification. Credit will be given for either ECE 401 or ECE 409, but not for both. (Taught at IIT as ECE 401)

IIT 302
ADVANCED MECHANICS OF SOLIDS
Undergraduate

IIT 304
MECHANICS OF AEROSTRUCTURES
Undergraduate
 Loads on aircraft, and flight envelope. Stress, strain and constitutive relations. Torsion of open, closed and multi-cell tubes. Energy methods. Castigliano's theorems. Structural instability. (Taught at Illinois Institute of Technology as MMAE 304)

IIT 305
DYNAMICS
Undergraduate

IIT 306
MECHANICS OF SOLIDS AND DESIGN
Undergraduate

IIT 307
ELECTRODYNAMICS
Undergraduate
IIT 308
SIGNALS AND SYSTEMS
Undergraduate
Time and frequency domain representation of continuous and discrete time signals. Introduction to sampling and sampling theorem. Time and frequency domain analysis of continuous and discrete linear systems. Fourier series convolution, transfer functions. Fourier transforms, Laplace transforms, and Z-transforms. (Taught at Illinois Institute of Technology as ECE 308)

IIT 310
FLUID MECHANICS WITH LABORATORY
Undergraduate
Basic properties of fluids in motion. Lagrangian and Eulerian viewpoints, material derivative, streamlines, etc. Continuity, energy and linear and angular momentum equations in integral and differential forms. Integration of equations for one-dimensional flows and application to problems. Incompressible viscous flow; Navier-Stokes equations, parallel flow, pipe flow, and the Moody diagram. Introduction to laminar and turbulent boundary layers and free surface flows. Lab Component: Introduction to measurements of fluid properties and basic features of fluid flows; flow through pipes and channels, flow-induced forces on bodies; First Law of Thermodynamics; six laboratory experiments in small groups supplemented by demonstrations and films. (Taught at Illinois Institute of Technology as MMAE 310.)

IIT 311
COMPRESSIBLE FLOW
Undergraduate

IIT 312
AERODYNAMICS OF AEROSPACE VEHICLES
Undergraduate
Analysis of aerodynamic lift and drag forces on bodies. Potential flow calculation of lift on two-dimensional bodies: numerical solutions; source and vortex panels. Boundary layers and drag calculations. Aerodynamic characteristics of airfoils; the finite wing. (Taught at Illinois Institute of Technology as MMAE 312)

IIT 313
ENGINEERING ELECTRONICS
Undergraduate
Physics of semiconductor devices. Diode operation and circuit applications. Regulated power supplies. Bipolar and field-effect transistor operating principles. Biasing techniques and stabilization. Linear equivalent circuit analysis of bipolar and field-effect transistor amplifiers. Laboratory experiments reinforce concepts. (Taught at Illinois Institute of Technology as ECE 311)

IIT 314
ELECTRONIC CIRCUITS
Undergraduate

IIT 315
FLUID MECHANICS
Undergraduate
Basic properties of fluids in motion. Lagrangian and Eulerian viewpoints, materials derivative, streamlines, etc. Continuity, energy, and linear and angular momentum equations in integral and differential forms. Integration of equations for one-dimensional forms and application to problems. Incompressible viscous flow; Navier-Stokes equations, parallel flow, pipe flow, and the Moody diagram. Introduction to laminar and turbulent boundary layers and free surface flows (Taught at IIT as MMAE 313).
Fundamentals of electric motor drives are studied. Applications of semiconductor switching circuits to adjustable speed drives, robotic, and traction are explored. Selection of motor drives, calculating the ratings, speed control, position control, starting, and braking are also covered. Simulation mini-projects and lab experiments are based on the lectures given. (Taught at Illinois Institute of Technology as ECE 412.)

Emphasis on the physical, data link, and medium access layers of the OSI architecture. Different general techniques for networking tasks, such as error control, flow control, multiplexing, switching, routing, signaling, congestion control, traffic control, scheduling will be covered along with their experimentation and implementation in a laboratory. (Taught at Illinois Institute of Technology as ECE 407)

Emphasis on the physical, data link and medium access layers of the OSI architecture. Different general techniques for networking tasks, such as error control, flow control, multiplexing, switching, routing, signaling, congestion control, traffic control, scheduling will be covered. (Taught at Illinois Institute of Technology as ECE 408.)

Principles of electromechanical energy conversion. Fundamentals of the operation of transformers, synchronous machines, induction machines, and fractional horsepower machines. Introduction to power network models and per-unit calculations. Gauss-Siedel load flow. Lossless economic dispatch. Symmetrical three-phase faults. Laboratory considers operation, analysis and performance of motors and generators. The laboratory experiments also involve use of PC-based interactive graphical software for load flow, economic dispatch, and fault analysis. (Taught at Illinois Institute of Technology as ECE 319)

Introduction to thermodynamics including properties of matter: First Law of Thermodynamics; and its use in analyzing open and closed systems; limitations of the Second Law of thermodynamics; entropy. (Taught at Illinois Institute of Technology as MMAE 320.)


Maxwell's equations, waves in free space, metallic and dielectric waveguides, microstrips, microwave cavity resonators and components, ultra-high frequency generation and amplification. Analysis and design of microwave circuits and systems. (Taught at IIT as ECE 423)
IIT 324
HEAT AND MASS TRANSFER
Undergraduate
Basic laws of transport phenomena, including: steady-state heat conduction; multi-dimensional and transient conduction; forced internal and external convection; natural convection; heat exchanger design and analysis; fundamental concepts of radiation; shape factors and network analysis; diffusive and convective mass transfer; phase change, condensation and boiling. (Taught at Illinois Institute of Technology as MMAE 323.)

IIT 325
ANALYSIS AND DESIGN OF INTEGRATED CIRCUITS
Undergraduate
Contemporary analog and digital integrated circuit analysis and design techniques. Bipolar, CMOS and BiCMOS IC fabrication technologies, IC Devices and Modeling, Analog ICs including multiple-transistor amplifiers, biasing circuits, active loads, reference circuits, output buffers; their frequency response, stability and feedback consideration. Digital ICs covering inverters, combinational logic gates, high-performance logic gates, sequential logics, memory and array structures. Team design projects. (Taught at IIT as ECE 425)

IIT 329
INTRODUCTION TO VLSI DESIGN
Undergraduate
Processing, fabrication, and design of Very Large Scale Integration (VLSI) circuits. MOS transistor theory, VLSI processing, circuit layout, layout design rules, layout analysis, and performance estimation. The use of computer-aided design (CAD) tools for layout design, system design in VLSI, and application-specific integrated circuits (ASICs). In the laboratory, students create, analyze, and simulate a number of circuit layouts as design projects, culminating in a term design project. (Taught at IIT as ECE 429)

IIT 330
ENGINEERING MEASUREMENTS
Undergraduate
Introduction to applications of measurement instrumentation and design of engineering experiments. Generalized characteristics of sensors and measurements systems. Signal conditioning and computer-based data acquisition and analysis. Measurement of motion, force, strain, torque, shaft power, pressure, sound, flow, temperature and heat flux. Design of experiments proposals. Team-based projects addressing application of engineering measurements to a variety of engineering problems. Effective communication of experimental results. (Taught at Illinois Institute of Technology as MMAE 430.)

IIT 332
DESIGN OF MECHANICAL SYSTEMS
Undergraduate
Small-group design projects drawn from industry. (Taught at Illinois Institute of Technology as MMAE 432)

IIT 333
DESIGN OF THERMAL SYSTEM
Undergraduate
Application of principles of fluid mechanics, heat transfer, and thermodynamics to design of components of engineering systems. Examples are drawn from power generation, enviromental control, air and ground transportation, and industrial processes, as well as other industries. Groups of students work on projects for integration of these components and design of thermal systems. (Taught at Illinois Institute of Technology as MMAE 433)

IIT 334
MATRIX ALGEBRA AND COMPLEX VARIABLES
Undergraduate
Vectors and matrices; matrix operations, transpose, rank, inverse; determinants; solution of linear systems; eigenvalues and eigenvectors. The complex plane; analytic functions; contour integrals; Laurent series expansions; singularities and residues. (Taught at Illinois Institute of Technology as MATH 333)
IIT 335
DESIGN OF MACHINE ELEMENTS
Undergraduate
Students will gain an understanding of the basic elements used in machine design. These include the characteristics of gears, bearings, shafts, keys, couplings, fasteners, springs, electric motors, brakes and clutches, and flexible elements. Students will also learn mechanism types, linkage analysis, and kinematic synthesis. (Taught at Illinois Institute of Technology as MMAE 332.)

IIT 336
DESIGN OF AEROSPACE VEHICLES I
Undergraduate
The focus of this course is on applications ranging from commercial to military and from manpowered to high-speed to long-duration aircraft. Students will examine aircraft design including aerodynamic, structural and powerplant characteristics to achieve performance goals. The quarter project is a collaborative effort in which small design groups complete the preliminary design cycle of an aircraft to achieve specific design requirements. (Taught at Illinois Institute of Technology as MMAE 436)

IIT 337
DIGITAL SIGNAL PROCESSING I
Undergraduate
Discrete-time system analysis, discrete convolution and correlation, Z transforms. Realization and frequency response of discrete-time systems, properties of analog filters, IIR filter design, FIR filter design. Discrete Fourier Transforms. Applications of digital signal processing. Credit will be given for either ECE 436 or ECE 437, but not for both. (Taught at IIT as ECE 437)

IIT 338
CONTROL SYSTEMS
Undergraduate
Signal-flow graphs and block diagrams. Types of feedback control. Steady-state tracking error. Stability and Routh Hurwitz criterion. Transient response and time domain design via root locus methods. Frequency domain analysis and design using Bode and Nyquist methods. Introduction to state-variable descriptions. Credit will be given for either ECE 438 or ECE 434, but not for both. (Taught at IIT as ECE 438)

IIT 339
DESIGN OF AEROSPACE VEHICLES II
Undergraduate
Spacecraft systems design including mission analysis and astrodynamics, launch vehicle requirements, attitude determination and control, propulsion, structural design, power systems thermal management, and telecommunications. Semester-long project is focused on the integration of multiple systems into a coherent spacecraft design to achieve specific mission requirements. (Taught at IIT as MMAE 437).

IIT 340
FUNDAMENTALS OF SEMICONDUCTOR DEVICES
Undergraduate
The goals of this course are to give the student an understanding of the physical and operational principles behind important electronic devices such as transistors and solar cells. Semiconductor electron and hole concentrations, carrier transport, and carrier generation and recombination are discussed. P-N junction operation and its application to diodes, solar cells, and LEDs are developed. The field-effect transistor (FET) and bipolar junction transistor (BJT) are then discussed and their terminal operation developed. Application of transistors to bipolar and CMOS analog and digital circuits is introduced. (Taught at Illinois Institute of Technology as ECE 430.)

IIT 341
SPACECRAFT AND AIRCRAFT DYNAMICS
Undergraduate
Kinematics and dynamics of particles, systems of particles, and rigid bodies; translating and rotating reference frames; Euler angles. Aircraft longitudinal and lateral static stability; aircraft equations of motion, Spacecraft orbital dynamics; two-body problem classical orbital elements; orbital maneuvers. (Taught at Illinois Institute of Technology as MMAE 441)


Design and implementation of complex digital systems under practical design constraints. Timing and electrical considerations in combinatorial and sequential logic design. Digital system design using Algorithmic State Machine (ASM) diagrams. Design with modern logic families and programmable logic. Design-oriented laboratory stressing the use of programmable logic devices (Taught at IIT as ECE 446).

Basic skills for engineering research are taught, which include: analog electronic circuit analysis; fundamentals of digital data acquisition; measurements of pressure, temperature, flow rate, heat transfer, and static forces and moments; and statistical data analysis. (Taught at Illinois Institute of Technology as MMAE 319.)

Analysis and performance of various jet and rocket propulsive devices. Foundations of propulsion theory. Design and analysis of inlets, compressors, combustion chambers, and other elements of propulsive devices. Emphasis is placed on mobile power plants for aerospace applications. (Taught at Illinois Institute of Technology as MMAE 452)
IIT 355
CARDIOVASCULAR FLUID MECHANICS
Undergraduate
Anatomy of the cardiovascular system. Scaling principles. Lumped parameter, one-dimensional linear and nonlinear wave propagation, and three-dimensional modeling techniques applied to simulate blood flow in the cardiovascular system. Steady and pulsatile flow in rigid and elastic tubes. Form and function of blood, blood vessels, and the heart from an engineering perspective. Sensing, feedback, and control of the circulation. Possible project using custom software to run blood flow simulations (Taught at IIT as MMAE 455).

IIT 359
OBJECT-ORIENTED PROGRAMMING AND COMPUTER SIMULATION
Undergraduate
The use of object-oriented programming to develop computer simulations of engineering problems. Programming with the C++ language in a UNIX environment. OOP concepts including classes, inheritance, and polymorphism. Programming with classes, inheritance, and polymorphism. Programming with class libraries. Event-driven simulation techniques in an object-oriented environment. Programming projects will include the development of a simulator for an engineering application. (Taught at Illinois Institute of Technology as ECE 449.)

IIT 362
SPACECRAFT DESIGN I
Undergraduate
Launch vehicle design including a system engineering, payload mission definition, propulsion and staging, structural design, trajectory analysis and guidance, launch window considerations, navigation and attitude determination, booster re-entry, range safety, and reliability. Semester-long project is focused on the integration of multiple systems into a coherent launch vehicle design to achieve specific mission requirements. (Taught at Illinois Institute of Technology as MMAE 412.)

IIT 363
SPACECRAFT DESIGN II
Undergraduate
Spacecraft systems design including real world mission analysis and orbit design, launch vehicle requirements, attitude determination and control, propulsion, structural design, power systems thermal management, and telecommunications. Semester-long project is focused on the integration of multiple systems into a coherent spacecraft design to achieve specific mission requirements. (Taught at Illinois Institute of Technology as MMAE 413.)

IIT 364
PROBABILITY AND STATISTICS FOR ELECTRICAL AND COMPUTER ENGINEERS
Undergraduate
This course focuses on the introductory treatment of probability theory including: axioms of probability, discrete and continuous random variables, random vectors, marginal, joint, conditional and cumulative probability distributions, moment generating functions, expectations, and correlations. Also covered are sums of random variables, central limit theorem, sample means, and parameter estimation. Furthermore, random processes and random signals are covered. Examples and applications are drawn from problems of importance to electrical and computer engineers. (Taught at Illinois Institute of Technology as MATH 374.)

IIT 365
AEROSPACE LABORATORY I
Undergraduate
Basic skills for engineering research are taught, which include: analog electronic circuit analysis, fundamentals of digital data acquisition, measurements of pressure, temperature, flow rate, heat transfer, and static forces and moments; statistical data analysis. (Taught at Illinois Institute of Technology as MMAE 315.)

IIT 366
AEROSPACE LABORATORY II
Undergraduate
Advanced skills for engineering research are taught, which include experiments with digital electronic circuit analysis, dynamic data acquisition techniques, fundamentals of fluid power system design, GPS and inertial guidance systems, air-breathing propulsion, and fly-by-wire control. (Taught at Illinois Institute of Technology as MMAE 415.)
IIT 371
EN GINE E RING M A TER I A LS AND D E SI G N
Undergraduate
Mechanical behavior of metals, polymers, ceramics and composites, laboratory testing methods including tension, torsion, hardness, impact, toughness, fatigue and creep. Evaluation of structural performance in terms of material processing, service conditions and design. (Taught at Illinois Institute of Technology as MMAE 371)

IIT 372
HEALTH PHYSICS
Undergraduate
This course covers topics in Radiation Physics, including general aspects of radioactivity, radioactive series decay, alpha particle energies, beta decays, electron capture, gamma ray emission, interaction of radiation with matter, two-particle collisions, elastic scattering, interaction of heavy charged particles with matter, Coulomb force interactions, radiative stopping power, collision stopping power for heavy charged particles, interaction of light charged particles with matter, and bremsstrahlung radiation (Taught at IIT as PHYS 571)

IIT 373
HEALTH PHYSICS II
Undergraduate
Continuation of the basic health physics sequence, including neutron production and interaction with matter; methods of radiation detection; radiation dosimetry; chemical and biological effects of radiation; radiation protection standards; shielding; dosimetric models; accelerator, reactor and medical health physics. (Taught at IIT as PHYS 572)

IIT 374
PROBABILITY AND STATISTICS
Undergraduate
Elementary probability theory including discrete and continuous distributions, sampling, estimation, confidence intervals, hypothesis testing, and linear regression. Credit not granted for both MATH 474 and MATH 475. (Taught at Illinois Institute of Technology as MATH 474)

IIT 375
AEROSPACE MATERIALS LAB
Undergraduate
Taught at IIT as MMAE 372.

IIT 380
AN AL Y TI CA L M ETH O DS IN P OWER SY ST EMS
Undergraduate
Fundamentals of power systems operation and planning. Economic operation of power systems with consideration of transmission losses. Design of reliable power systems, power systems security analysis, optimal scheduling of power generation, estimation of power system state. (Taught at Illinois Institute of Technology as ECE 420.)

IIT 385
MANUFACTURING PROCESSES
Undergraduate
Principles of material forming and removal processes and equipment. Force and power requirements, surface integrity, final properties and dimensional accuracy as influenced by material properties and process variables. Design for manufacturing. Factors influencing choice of manufacturing process. (Taught at Illinois Institute of Technology as MMAE 485.)

IIT 386
COMPUTER ORGANIZATION AND DESIGN
Undergraduate
This course covers basic concepts and state-of-the-art developments in computer architecture: computer technology, performance measures, instruction set design, computer arithmetic, controller and datapath design, memory systems, pipelining, array processing, parallel processing, multiprocessors, abstract analysis models, input-output systems, relationship between computer design and application requirements, and cost/performance tradeoffs. Students will complete a project implementing a version of multiple-cycle processor. Credit will be given for either ECE 485 or CS 470, but not both (Taught at IIT as ECE 485).
The student will participate in on-site or off-site activity (including, but not limited to, production or research activity). The student will be responsible for, e.g., designing, testing and deploying hardware or software, and may be involved in production level issues. Typically, this position will be a coop at some institution designated by IIT.

Interprofessional projects allow students to learn teamwork, leadership and project management skills while working in multidisciplinary teams on projects involving technical, ethical, environmental, economic, public policy and legal issues. IPRO project teams are typically comprised of six to ten students from sophomore through graduate level and from all disciplines, who can broadly contribute to a project effort. While every effort will be made to accommodate students’ first choices, it may be necessary to balance students across all projects scheduled for the semester or to consolidate students into fewer projects to meet minimum team requirements. Specific rules about selection of IPRP projects may apply in certain degree programs. Some projects may carry humanities or social sciences credit. Students must consult the lead faculty member for the project and their faculty adviser before registering for a project. (Taught at Illinois Institute of Technology as IPRO 497; formerly IPRO 397)

This course will focus on improving the basic skills needed for creating concept art and storyboards for animation and games. Areas of focus include practical perspective, technical rendering, observational drawing and color theory. These skills will be applied in basic prototyping projects. PREREQUISITE(S): GD 105 or ANI 105

This course will cover the history of the art form collectively known as "comics"—mechanically reproduced graphic storytelling—which includes comic strips, comic books, graphic novels, Japanese manga and online comics. Students will be introduced to the evolution of the art form from 18th century precursors, to late 19th century newspaper pages, to the 20th century comic book, through today's sophisticated graphic novels. The course will devote considerable time to comics of other cultures, with special emphasis on Japan and Europe. It will also examine the relationship of comics to culture at large, and the struggle of underground and alternative comic artists to explore adult subjects such as politics and gender.

Introduction to illustration development in image, line and photography, combining computer applications and hand-rendered approaches. PREREQUISITE(S): GD 105, ART 105, ANI 105 or GPH 211

Intermediate practice for illustration development in image, line and photography, combining computer applications and hand-rendered approaches, will be studied. PREREQUISITE(S): GD 105 or ANI 105 or ART 106
ILL 220
MAKING COMICS
Undergraduate
This course introduces students to the components of graphic narrative, including superhero and alternative comics, comic strips, manga, and graphic novels. Students will learn fundamental materials and techniques, including penciling and inking, digital painting and coloring, and publishing, and create their own graphic narratives. The course will also provide an overview of the history of comics and graphic storytelling, and their relation and importance to the art of animation. PREREQUISITE(S): ART 106

IM 208
VIRTUAL WORLDS AND ONLINE COMMUNITIES
Undergraduate
Environments such as social networking sites, multiplayer online games and other online communities are becoming an increasingly large part of how we work, play, and learn. This course introduces the fundamentals for the interdisciplinary study of cyberculture and online social behavior. By examining core scholarship in this area, together with analyzing an existing virtual world, game, or online community, students will learn to research and understand new technologically-enabled social forms as they are emerging. PREREQUISITE(S) WRD 104

IM 210
INTRODUCTION TO HUMAN-COMPUTER INTERACTION
Undergraduate
This course familiarizes students with the user interface development process, including user and task analysis, interaction design, prototyping and evaluation. Students study human perception, cognition and motor abilities as they relate to the design of interactive systems. In a series of projects, students design and revise prototypes as they apply a user-centered design process. Emphasized topics include user profiles, information architecture and usability testing. Students provide written analysis of their research and process. PREREQUISITE(S): None

IM 220
INTERACTIVE MEDIA I
Undergraduate
This course applies interactive media principles for a variety of contexts with a goal of exploring relative merits among common interaction paradigms. Based on assessed needs and intended functionality, students create working prototypes that demonstrate a range of design patterns, particularly those with a high level of interactivity such as rich internet applications, games, and visual simulations. Emphasis is given to visual design principles and aesthetics for creating interesting and engaging interactive experiences. PREREQUISITE(S): ANI 105

IM 222
INFORMATION VISUALIZATION
Undergraduate
This course discusses the basic problems and techniques of visualizing quantitative and qualitative data. Topics include: perception, types of information, representation of univariate and multivariate data and relational information, analysis of representations, presentation, and dynamic and interactive visualizations. Students will create visualizations using graphical software PREREQUISITES: LSP 120

IM 230
SCRIPTING FOR INTERACTIVE MEDIA
Undergraduate
This course is an introduction to Object-Oriented programming using Flash ActionScript. Subjects covered include variables, loops, conditionals, event handling, and classes, and how they are used to create real-world interactive web applications and animations. PREREQUISITE(S): None

IM 270
USER-CENTERED WEB DESIGN
Undergraduate
(Formerly HCI 270) Principles of interactive design for web pages and sites. Design patterns for information navigation. Use of HTML and CSS to produce standards- and accessibility-compliant web pages. Overview of technologies supporting dynamic and interactive content. Prerequisites: IT 130 or HCI 201
IM 315  
THEORY AND PERCEPTION OF COLOR  
Undergraduate  
(Formerly HCI 315) A problem-based course introducing additive and subtractive colors systems and their technology. It explores the perceptual phenomena of color relationships and their applications in digital environments. PREREQUISITE(S): IM 210 and (GPH 211 or GD 105)

IM 320  
INTERACTIVE MEDIA II  
Undergraduate  
This course will use complex interactive web projects to challenge students to solve real-world problems. Students will build upon the organizational and analytical strategies learned in IM I while expanding their knowledge of Flash subjects such as site integration, utilizing remote data and manipulating video. PREREQUISITE(S): IM 220 Interactive Media I

IM 330  
ADVANCED SCRIPTING FOR INTERACTIVE MEDIA  
Undergraduate  
This course builds on the Flash ActionScript programming skill learned in Scripting for Interactive Media. Students will focus on designing, coding and debugging complex applications. PREREQUISITE(S): IM 230 Scripting for Interactive Media

IM 332  
USER-CENTERED WEB DEVELOPMENT  
Undergraduate  
(Formerly HCI 332) Analysis, design, and development of interactive web sites. Advanced application of HTML and style sheets for user-centered design. Survey of client-side technologies for interactive Web use. PREREQUISITES: IT 130.

IM 336  
INTERACTIVE MEDIA SCRIPTING FOR PROGRAMMERS  
Undergraduate  
Object-oriented programming in ActionScript for students who already know how to program. Students will design, code and test interactive media using standard and custom designed classes. PREREQUISITE(S): Experience in at least one high-level programming language.

IM 360  
USER-CENTERED EVALUATION  
Undergraduate  
(Formerly HCI 360) Overview of user research and usability evaluation methods. User research includes interviews, profiles and scenarios. Usability evaluation methods include expert inspections and usability testing. PREREQUISITE(S): IM 210.

IM 394  
HUMAN-COMPUTER INTERACTION CAPSTONE COURSE  
Undergraduate  
(Formerly HCI 394) Provides an opportunity for students to apply all of the skills they have learned on one comprehensive project. Multi-disciplinary teams design, evaluate, and implement a user interface intensive project. Students prepare written documents describing their activities and present the final results to the class. (PREREQUISITE(S):Senior standing).

IN 110  
LIVING AND WORKING IN A GLOBAL ENVIRONMENT  
Undergraduate  
This course will address dilemmas and opportunities that individuals may encounter as they work or study in multicultural and global environments. The purpose of this course is to increase the effectiveness of individuals in identifying, understanding and managing cultural differences in the workplace as well as outside of it. A variety of learning methods will be used, including lectures, readings, case studies, videotapes, critical incidents, and small group research and presentation. Guest speakers will be invited to share their experiences with the class.
IN 117
ART IN CHICAGO
Undergraduate
This course centers on two distinctive but very different resources for art studies in Chicago: the Terra Museum of American Art and the Museum of Contemporary Art (MCA). The Terra Museum focuses mainly on 19th and 20th century American art, especially the luminous landscapes of American Impressionists. The MCA concentrates on the last 50 years in art, from surrealism through pop art, earth art, video art, and new developments reaching all the way up to today. Both museums are expanding, presenting students with opportunities to take part in museum tours, talks, publications, and lecture series.

LL 250 is a prerequisite for this class.

IN 200
GUIDED INDEPENDENT STUDY: ADVANCED
Undergraduate
Guided Independent Study: Advanced

LL 250 is a prerequisite for this class.

IN 203
WRITING AND EDITING THE SNL NEWSLETTER
Undergraduate
Working on a newsletter gives students the opportunity to learn and demonstrate communications competence that can have real value in the world of work. Students have the opportunity to plan, write, edit, and produce an issue of a newsletter on a subject of their choice. After registering, students should contact the instructor for an initial individual meeting.

LL 250 is a prerequisite for this class.

IN 205
CREATIVE WRITING: INTRODUCTION TO POETRY
Undergraduate
Poetry is one of the most ancient and common forms of verbal expression. In this course, you will read selections from the works of eight poets whose work has greatly influenced 20th century American poetry (six from the course text, two of your own choosing, with approval of instructor). You will then create, for each poet, a poem modeled upon his or her work. Most will be free verse; specific instructions on theme and approach will be given. You will also keep a journal exploring your poetic efforts. Course requires access to email.

IN 207
CREATIVE WRITING: FORMS OF POETRY
Undergraduate
Although much contemporary poetry is written in unrhymed free verse, there are many other options available to the aspiring poet. In this internet-based course, you will select six traditional poetic forms from more than ten possibilities; forms include the sonnet, villanelle, ballad, rhymed free verse, charm, haiku/tanka, pantoum and others. You will examine several excellent examples of the poetic form, then write your own poem in that form.

IN 221
STORYTELLING IN A DIGITAL WORLD
Undergraduate
Students analyze examples of digital storytelling on the web and discuss the role digital forms of storytelling and their technologies play in historical, social, political, educational, professional, and personal change and memory. Students explore storytelling first through oral discussion and writing and then through use of image, audio, and/or video. They will learn the creative and technical processes of digital storytelling, which involves planning, story development, audio/visual/textual design, editing, and presentation on the web. This course does not require prior knowledge of audio/visual/video/web editing software or html.

LL 250 is a prerequisite for this class.
IN 230
ANIMALS AND CONTEMPORARY LIFE
Undergraduate
This is a Service Learning, Externship. Students will pursue literature on the historical connections between animals and humans, and will review philosophies concerning treatment of animals. Students will also be exposed to current issues in animal welfare, including a volunteer experience in an animal shelter. In this course, faculty will provide a framework for assessing the roles and condition of animals, particularly domestic animals, in our culture. Assigned readings range from Peter Singer's noted work on animal experimentation Animal Liberation to excerpts from Black Elk Speaks, a Native American treatise on hierarchy and respect for life in American aboriginal culture. Students will pursue their own interests through further readings and commentary.

IN 231
EXPLORING CHICAGO POLITICS
Undergraduate
This Faculty Designed Independent Study (FDIS) will introduce SNL students to Chicago's political institutions: City Hall, the city's system of 50 wards, its current aldermen, its city council, its mayor, its elections, hot issues, and its raucous history of scandals and reform movements. Additionally, students will examine contemporary political/social issues which come before the current Mayor and City Council during the Quarter.

LL 250 is a prerequisite for this class.

IN 233
THE ETHNIC MUSEUMS OF CHICAGO: CULTURAL HistORIES
Undergraduate
This course offers students opportunities to explore, compare and utilize some of the fascinating ethnic museums of Chicago devoted to Polish, Irish, Jewish, Mexican and African-American culture. Students will visit the DuSable Museum of African American History, the Mexican Fine Arts Center, the Polish Museum of America and the Spertus Museum of Judaica and be encouraged to take advantage of their talks, classes, special exhibits, workshops, community events.

LL 250 is a prerequisite for this class.

IN 236
FICTIONAL WORLDS AND THEIR CREATORS: GEOGRAPHY AND FANTASY
Undergraduate
Some writers create fantasy worlds which feel so real and are such complete places that they can be mapped. Writers like Conan Doyle, J.R.R. Tolkien, Edgar Rice Burroughs and C.S. Lewis create imaginary geographies that compel reader belief. In this course, students will choose a fictional world and its creator for study. Study will involve analysis of literature and evaluation of the relationship between imagination and literary art that can also relate to basic cartographic concepts. An initial in-person meeting with the instructor is required.

LL 250 is a prerequisite for this class.

IN 238
THE JUVENILE COURT SYSTEM
Undergraduate
The text in this course provides background and content needed to understand and engage in discussion regarding the Juvenile Court in Illinois. It provides us with an opportunity to examine the strengths and weaknesses of this special court. Topics included in the study are 1) the history of the court, 2) how race has shaped the workings of the court, 3) the part politics has played over the 100+ years of the court, 4) how the court's legal decisions determine the long term consequences on the lives of juveniles and society in general, 5) the difference between the juvenile court and the adult court, 6) how the court handles dependent children, 7) what is offered by the court for disabled children, and 8) the advantages and disadvantages of being tried in juvenile court rather than in the adult court.

LL 250 is a prerequisite for this class.

IN 239
SCIENCE/WRITING
Undergraduate
Observation is the beginning of science. It is also the beginning of the process of writing. This online course is designed to encourage you to observe the natural world and write clearly about it. Thus you will be simultaneously strengthening your observational skills and your expressive skills. You will observe a single natural setting over the course of a quarter, writing short prose pieces that follow specific guidelines. At least one of these pieces will be posted on the class website for those outside the class to read, thus providing you with an experience of online publication. Internet access and familiarity are required prior to the beginning of class.
IN 243
POST-TRAUMATIC SLAVE SYNDROME AND ITS AFFECTS
Undergraduate
This FDIS seeks to inform students about the nature of trauma, and the impact of post-traumatic slave syndrome (PTSS) on African-American life and culture. In the context of this course, both of these phenomena are associated with 250 years of U.S. chattel slavery, followed by decades of de jure and de facto racial discrimination. It is a subject that has historical, psychological and sociological implications and thus is a must for students pursuing undergraduate and/or graduate work in these areas. With this primary goal in mind, students will be asked to review one of two texts on the subject, Joy DeGruy-Leary's Post Traumatic Slave Syndrome: America's Legacy of Enduring Inquiry and Healing or Thom Burrell's Brainwashed: Challenging the Myth of Black Inferiority, along with selected readings where appropriate.

LL 250 is a prerequisite for this class.

IN 249
NEW YORK: AN HISTORICAL OVERVIEW
Undergraduate
This Faculty Designed Independent Study (FDIS) encourages students to study the history of one of our nation's oldest and most vibrant cities: New York City, including its five boroughs: Manhattan, the Bronx, Brooklyn, Staten Island, and Queens. The readings associated with the course provide a skeletal history of the city's nearly four hundred years. Students are then asked to read a series of articles that elaborate on key historical events and/or eras, i.e. the city's role in the American Revolution, the Great Depression, the impact of deindustrialization and suburbanization, and development of art and culture across different epochs, among other areas. Students are finally asked to supplement readings and a major homework assignment with a five-page paper that mirrors the spirit of their competence. The collection of readings and video presentations offer a fascinating, insightful, and fun look at one of the most interesting and intriguing American metropolises.

IN 250
YOU, YOUR WORK AND THE WORLD
Undergraduate
This course is for students who wish to integrate work and learning. Students will learn career planning skills, explore the organizations in which they work, gain an understanding of how they contribute to their organizations, and discuss societal and world issues, as they affect their workplaces.

IN 251
VALUES-BASED LEADERSHIP: MAKING A DIFFERENCE WHILE MAKING A PROFIT
Undergraduate
The primary focus is to examine and apply the values, goals and operating methods of visionary leaders who have successfully pursued financial rewards for themselves and their organizations, while also achieving, through their actions, broader social goals. The results of the examination will be applied at the students' internship sites, where students will demonstrate a range of leadership skills, including an analysis of basic management issues and recommendations for improvements. In addition to working at least 100 hours at an internship site, the course will consist of four class meetings and ongoing Blackboard discussions.

IN 252
CREATIVITY AS A CHANGE AGENT IN THE WORKPLACE
Undergraduate
The class will examine the process of creativity as it might work to revolutionize an industry or force it into failure. Students will examine creative innovations related to the following: invention, leadership, advertising and marketing, teaming concepts and collaboration, and the drive behind entrepreneurship. This experiential learning course is designed to focus the student's attention on the creative process as it relates to the observable workplace, reflective practice, and the application of theories and ideas.

IN 253
PUBLIC SERVICE CAREERS
Undergraduate
This course will provide an opportunity to students to familiarize themselves with career opportunities in the public service sector by focusing on (a) the types of problems that public service organizations attempt to address; (b) the different strategies used by different types of public service organizations; and (c) the range of available public service jobs. The course will promote the life-long process of integrating work and learning, enable students to view their internship within a broad perspective, assist career decision-making, promote individual success through on-the-job experience, and provide students with valuable networking opportunities - all with a focus on public service careers.
**IN 254**
**CORPORATE SOCIAL RESPONSIBILITY**
*Undergraduate*

Corporate Social Responsibility analyzes the mutually dependent relationship between businesses and society, focusing on how organizations can contribute their resources, expertise, and innovations to the benefit of our local, national, and global communities. By examining their own internship experiences, along with real world case studies, research, and commentary, students will examine the critical decision-making processes organizations address as they balance competitive advantages against the weight of social progress. Students are expected to wrestle with the variable issues confronting corporate social responsibility in relation to their own fields of interest. Throughout the course, students will analyze how their current workplaces determine a competitive edge while staying attentive to the social, public, and environmental consequences of their actions.

**IN 261**
**THE PARENT ROLE**
*Undergraduate*

What does society expect of parents? How have theorists and researchers defined who the parent is and what the parental role involves? How do these descriptions change as children grow? How do parents communicate and nurture their infants and young children? How do their communication skills change as children become older? What attitudes, information and skills do parents need to have to fulfill their role? Students draw from their readings, videos and exercises, to answer these questions. They follow the parent role as it evolves as children grow. Students learn alternative methods of relating to children and discuss the pros and cons of each. They work out ways of dealing with common childhood situations, using a process for dealing with any parenting issue. Students are encouraged to reflect on and discuss their own parenting experiences as a child and, if relevant, as a parent.

LL 300 is a prerequisite for this class.

**IN 264**
**VOICES AND VISIONS: A TELEVISION COURSE IN MODERN POETRY**
*Undergraduate*

Students will use the PBS series "Voices & Visions" as an introduction to the lives and writing of several American poets from Walt Whitman to Sylvia Plath. They will concentrate further on the writings of at least one poet and learn to appreciate and interpret that work, gaining insight into the poet's vision, techniques, and message.

LL 250 is a prerequisite for this class.

**IN 265**
**ENVIRONMENTAL DISRUPTION AND INFECTIOUS DISEASE**
*Undergraduate*

Infectious diseases are the leading cause of death worldwide with more people dying of these diseases than from cancer and heart disease combined. Not surprisingly, it is the developing countries that are most affected. What may be surprising is even in the U.S. contagious diseases rank third as a leading cause of death. And what is even more surprising is that even as we continue to develop new vaccines and antibiotics, deaths from infectious diseases are actually increasing in this country (by 58% between 1980 and 1992). Why? Microbes, such as viruses and bacteria, can replicate in a matter of days (or even minutes) and can change genetically much faster than human cells. With their rapid reproduction and their mutability, microbes have the ability to adapt to almost any type of external conditions. This affords them an evolutionary advantage during periods of massive environmental fluctuations (such as the present). Because environmental disruptions tip the balance in favor of microbes, current radical physical and social changes (such as population growth, urbanization, deforestation, reduction of biological diversity, climactic changes, etc.) contribute to the increase in infectious diseases. Students will examine connections between environmental disruptions (particularly those induced by human activities) and the emergence and reemergence of infectious diseases.

*Prerequisite: either a course in environmental science or in microbiology.

LL 102 and status as a BA-SNLDG99 student are a prerequisite for this class.

**IN 266**
**WOMEN'S ISSUES**
*Undergraduate*

This advanced level independent research experience provides individual students the opportunity to explore issues of interest concerning women in greater depth. Completion of Research Seminar is required. Students may design any kind of research project suitable for an advanced-level competence; such projects may include library research, surveys, interviews, or on the job projects related to women's issues. Upon registration, students should submit a brief description of the proposed research area to the instructor. Students may select a topic from the list provided in the syllabus or propose their own topic. The instructor will then contact them for an initial conversation and initiate development of a learning contract. Interaction during the quarter may be in person, email, and/or phone. This FDIS may be taken for one or two competencies.

LL 300 is a prerequisite for this class.
**IN 270**  
WRITERS IN 1920'S AMERICA  
Undergraduate  
The 1920's was a marvelous decade of social change and artistic growth. H.L. Mencken and George Jean Nathan were significant literary critics. Sinclair Lewis, Willa Cather, F. Scott Fitzgerald, Ernest Hemmingway were major novelists. The New Yorker, and the Algonquin Circle (sometimes known as the "Vicious Circle"), with Dorothy Parker and the humorist Robert Benchley, enlivened the literary scene. This class will explore the American literary experience of the 1920's, and share skills of literary and historical interpretation.

LL 250 is a prerequisite for this class.

**IN 271**  
STYLES AND MEANING IN JAZZ HISTORY  
Undergraduate  
Jazz is a unique American art form which draws on a variety of influences, the skill and creativity of the individual artist, and, in many instances, the collective imagination of a group of performers. This course will explore both the individual styles within jazz as well as the role this art has played in the transmission of culture and the expression of values. Through directed listening, reading, and consultation with the instructor, students will develop the ability to recognize forms and distinctions among both various styles and performers in the jazz idiom.

LL 250 is a prerequisite for this class.

**IN 273**  
NATURE/NURTURE: FROM GENES TO PHENOTYPE  
Undergraduate  
One of the themes of contemporary investigation in biology, medicine, psychology, and other inquiries into “human nature” has been the attempts to answer the question “is it nature or nurture” that guides our destiny. Students will develop a basic understanding of hereditary mechanisms and work to gain an appreciation / facility with the various ways in which genes and environment interact.

**IN 276**  
MARKETING APPLICATIONS IN CONTEMPORARY SOCIETIES  
Undergraduate  
Marketing has applications to profit as well as non-profit organizations and to services, ideas and individuals, not just products. Through this independent study, students will gain an understanding of the marketing process and the key marketing strategies of product planning, promotion, pricing, and distribution.

LL 102 and status as a BA-SNLDG99 student are a prerequisite for this class.

**IN 279**  
THE POWER OF GREAT WRITING  
Undergraduate  
A simple lawsuit in Montgomery, Alabama in 1960, raised America's awareness of the importance of a free and responsible press in a democracy. In Make No Law, Pulitzer prize winning journalist, Anthony Lewis, presents the complex story of how a great newspaper-The New York Times-almost lost its capacity to cover the civil rights movement effectively and forever sacrificed the power of independent criticism of government. He also raises the question of how an undisciplined press can trample the rights of individual citizens.

**IN 280**  
CIVIL RIGHTS AND THE FIRST AMENDMENT  
Undergraduate  
What is the relationship between a free press and a free society? And what role do the courts play, particularly the Supreme Court, in balancing society's interest in criticizing its government against other interests, such as an individual's right to protect herself from slander or libel? How does a case make its way through the courts in the first place? And what is the proper constitutional relationship between the states and the federal government? Using Anthony Lewis' Make No Law as a starting point, this Court will attempt to explore these questions as they arose in the context of the Civil Rights movement and the groundbreaking case of New York Times v. Sullivan.
IN 281
GENDER IMPLICATIONS OF LEISURE
Undergraduate

Play, leisure, fun, sport, game, hobby, relaxation, and free time all conjure up activities for most people. Yet many people today complain that they have no time or energy for play. One factor that influences leisure is gender. Socialization patterns, biological aspects, and culture often determine activities that males and females select as leisure pursuits. This course will explore these issues and related ones as well as assist the learner in discovering her/his own desires and patterns in the arena of leisure.

IN 299
BLUES AND CHICAGO
Undergraduate

The blues are a feeling, a form, and a rich history that has influenced music from jazz to pop to the Rolling Stones. This course studies the blues with particular attention to Chicago's role in the music. Muddy Waters, Willie Dixon, and Buddy Guy are among the figures included along with readings, CDs, tapes, and visits to both a blues museum and a live blues performance.

LL 250 is a prerequisite for this class.

IN 300
INNOVATIVE STRATEGIES FOR FACILITATING ADULT LEARNING
Undergraduate

This FDIS includes a highly interactive two-day Adult Learning Innovation Institute in which participants will learn strategies to engage and motivate adult learners in their educational and training settings. Session facilitators will demonstrate learner-centered instruction and teach participants how to keep adults focused and attentive even through multiple hours of a training or course using a variety of innovative strategies. Day One sets the context by engaging participants in an interactive discussion about adult learners. Participants will then experience how instruction designed for multiple intelligences enhances the ability to learn. Finally, using a provided planning tool, participants develop a 20-minute presentation that includes techniques to keep an audience engaged. Day Two presents how instructor expectations can influence academic performance. Participants also explore how a learner's self-images influence behavior and how both the learning environment and messages from peers and instructors can reinforce positive images and transform negative ones. Finally, using a provided planning tool, participants develop a structured conversation designed to help learners develop critical thinking skills through reflection and decision. Regardless of experience level, each participant will increase his/her repertoire of strategies for facilitating learning for use in his/her practice. The facilitators will provide follow-up feedback in the Follow up Session and also offer a 30 minute coaching to support continued competence development in innovative facilitation strategies in the participants' work with adult learners.

IN 307
ADVANCED ELECTIVE SEMINAR
Undergraduate

Advanced Elective Seminar is designed to permit students to explore a topic as a group integrating various methods of inquiry and satisfy the Advanced Elective competencies: E1, E2. A specific topic, assessment and evaluation criteria as well as learning activities will be articulated by the instructor for a particular section of the course. Prerequisite: Successful completion of Research Seminar is required to register.

LL 300 is a prerequisite for this class.

IN 330
THE MEN THEY WILL BECOME: RAISING BOYS TO BE MEN OF CHARACTER
Undergraduate

This course focuses on the development of young men from infancy through adulthood. Much research has been done to study how we rear little boys and young men. Whether it is to determine why boys have more trouble at school than girls, why they have more problems with anger than girls or more problems with the criminal justice system, we want to understand why. We know young boys and men are capable of nurturing, empathy, but we also know they are not reinforced by society to develop these skills. If parents want to nurture these skills they are not supported by society.

LL 102 and status as a BA-SNLDG99 student are a prerequisite for this class.
IN 345
EXTERNSHIP: ANIMALS AND CONTEMPORARY LIFE
Undergraduate
Students will pursue literature on the historical connections between animals and humans, and will review philosophies concerning treatment of animals. Students will also be exposed to current issues in animal welfare, including a volunteer experience in an animal shelter. Faculty will provide a framework for assessing the roles and condition of animals, particularly domestic animals, in our culture. Assigned readings range from Peter Singer's noted work on animal experimentation Animal Liberation to excerpts from Black Elk Speaks, a Native American treatise on hierarchy and respect for life in American aboriginal culture. Students will pursue their own interests through further readings and commentary.

LL 250 is a prerequisite for this class.

IN 346
NATURE - NURTURE: IT'S ABOUT THE HYPHEN!
Undergraduate
One of the themes of contemporary investigations in biology, medicine, psychology, and other inquiries into "human nature" has been the attempts to answer the question "is it nature or nurture" that guides our destiny. This question has both stimulated and restricted our understanding of ourselves and the living world around us. The question has also been reformulated in important ways to provide more helpful though often more complex "answers" and avenues to approach the pursuit of understanding ourselves. Learning Experience: The development of the E-1 and E-2 competences through this independent study is based first on learning to assess the role of environment on health using a framework that puts environmental factors in relation to non-environmental factors (e.g., biology) and secondly, on taking the perspectives of this competence into ways that the question 'what is human nature?' may be explored. Overall, hopefully this study will provide a means of analysis that is generalizable to many areas of interest and concern. There will be several steps - activities - of the study designed to progressively develop your facility with these ideas. You will develop this facility through research activities in pursuit of various questions that will require the use of library and internet database searches, your own observations, and assigned readings. You will develop a basic understanding of hereditary mechanisms and work with several examples to gain an appreciation for and facility with the various ways in which we are coming to understand how genes and environment interact. Most of what there is to be understood about these interactions lies ahead of us and so this study will offer a basis for both future understanding and the application of the competence to lives today. Because of the extent that you will be tracking down sources and gathering information, completion of Research Seminar is a prerequisite.

LL 300 is a prerequisite for this class.

IN 350
NAVIGATING THE CHANGING WORKPLACE
Undergraduate
Students will be given opportunities to study workplace change, as well as diversity, ethics and leadership issues. Students will also develop networking skills and become aware of career opportunities in the Chicago community. The course is designed to equip students to navigate the changing workplace successfully and make informed career and work life decisions. Students are required to work at least 100 hours, while enrolled in the course.

IN 351
ONE BOOK/ONE CHICAGO
Undergraduate
Every fall and spring the city of Chicago announces its One Book-One Chicago reading selection. In this FDIS, you'll be able to join in the fun of exploration of the book and its many topics, which may be approached from a variety of disciplinary stances (literary, historical, sociological, religious, political, medical, scientific, etc.). You'll be able to explore thematic issues raised by the selected book and you will attend at least two Chicago events associated with the book-readings, panel discussions, library round tables, lectures, and the like. You'll have the opportunity to sharpen your research skills by reading critical articles related to the particular lenses you apply to the thematic issues in the book.

IN 352
EYES ON THE PRIZE: A TELEVISION HISTORY OF THE AMERICAN CIVIL RIGHTS MOVEMENT
Undergraduate
The American Civil Rights Movement was one of the most profound social movements in U.S. history. It significantly altered the nation's social structure and self-understanding and liberated a people from disenfranchisement. This course looks at the high points along the road to social justice for African-Americans and the associated changes that resulted in the legal, social, economic, and political systems of the land. Students will trace key developments from the 1954 Supreme Court ruling that integrated schools to our current racial situation by watching the award-winning PBS series and reading a significant book on the topic.

LL 250 is a prerequisite for this class.
ENCOUNTERING THE NEW AGE
Undergraduate
We are living in a time when many of our most fundamental principles about ourselves and the world around us are being broadly challenged. The goal of this independent study is to explore this shift in outlook, or paradigm, the "new age." The specific focus of study will be shaped by the competence being developed and the interests of the student. Readings, a paper focusing on one area in which the emerging paradigm is having significant effect, and structured journal-keeping will be assigned. Three meetings are required with the instructor; if desired, more can be scheduled.

CHICAGO ART AND LITERATURE
Undergraduate
Chicago's creative experiences in public art, architecture, and literature have introduced original and significant forms and design theories. Students will explore the factors and forms which have influenced the individuals, events, and movements of Chicago's major artistic expressions. Students will gain an overall appreciation of Chicago's visual, functional, and literary contributions, while exploring in detail a particular artistic expression and forces influencing its design, presentation and reception.

LL 250 is a prerequisite for this class.

PLANNING DESIGN AND DEVELOPMENT
Undergraduate
Chicago and some of its older communities have benefited from enlightened planning, layout, and design. Following a review of planning examples, principles and design theory, students will select a current planning activity or design development strategy and will detail plan goals, objectives and anticipated results. Students will identify opportunities for public involvement in the planning process to gain greater insight into public decision-making and the power of individual initiative.

LL 250 is a prerequisite for this class.

LEISURE: A MATTER OF LIFE AND DEPTH
Undergraduate
Play, leisure, fun, sport, game, hobby, relaxation, and free time all conjure up activities for most people. Yet many people today complain that they have no time or energy for play. One factor that influences leisure is gender. Socialization patterns, biological aspects, and culture often determine activities that males and females select as leisure pursuits. This course will explore these issues and related ones as well as assist the learner in discovering her/his own desires and patterns in the arena of leisure.

CO-OP REFLECTION: ENSURE YOUR CAREER SUCCESS
Undergraduate
Students will put learning into practice by reflecting on their Co-op or long-term internship. Students will acquire access to and knowledge of the organizations, problems and conditions in which they are working; observe how societal and world issues surrounding leadership, social responsibility and spirituality affect their workplaces, all while preparing for a career in your field of interest. The course will be taught using a variety of guest speakers, group discussion, new media, and other interactive resources.

PSYCHOLOGY OF SEX AND GENDER
Undergraduate
The text in this course provides the background and context needed to engage in informed discussions on male/female differences and similarities. It provides information on the theories of sex differences and current research examining those theories. Topics explored include: 1) gender differences in social behavior and experience, 2) biology and environment-the process of becoming a male or female, 3) cognitive abilities, 4) sexual orientations, 5) hormonal and reproductive connections, 6) mental and physical health issues including stress change and adaptation, 7) sex and gender role development in childhood, 8) attachment intimacy and power, 9) economics, politics and power, 10) issues in the workplace, and 11) justice, equity and social change. Depending on the chosen competency students will decide on their area of special focus and design an individualized learning project. Such projects might include gender issues in fetal development, gender issues in the workplace, in personal relationships or in how children are treated in school.

LL 102 and status as a BA-SNLDG99 student are a prerequisite for this class.
IN 368
LEARNING HISTORY AT THE MUSEUM
Undergraduate
This course encourages students to examine and think critically about how historical knowledge is constructed and presented. Museums, the subject of this course, are an excellent place to conduct such investigations. The political nature of museums beckons us to think and study even more about how information is transmitted in what, as we learn, is a very significant educative arena. Our journey begins with some quotes regarding museums, which are culled from one of the required readings by art historian Brian Wallis.

LL 102 and status as a BA-SNLDG99 student are a prerequisite for this class.

IN 369
SPIRITUALITIES OF WORK
Undergraduate
For some people, “work” refers to one’s job, the means of one’s livelihood. Others use the word to describe volunteer work, housework, or other productive activities. Some people associate “work” with drudgery and compulsion, while others think of the word in terms of productivity and stimulation. And, for some people, “spirituality” is what they do when they no longer practice religion. Others remain committed to a religious tradition, but consider spirituality to be their particular expression of that tradition. Although there are various definitions of spirituality, most include an understanding of how individuals and groups try to find meaning and integrity in their lives. Spiritualities usually involve certain beliefs and assumptions, as well as practices intended to accomplish specific goals. In this independent study, you will consider some approaches to spirituality and will then apply them to your own experience of work. In your reflection on and writing about work, you will pay particular attention to characteristics of modern life such as the emphasis on efficiency and scientific reason, technological advances, workplace specialization, and the pursuit of health and well-being. Competences A-3-B, H-3-F, F-X. Faculty: Kevin Buckley

IN 370
COMPARATIVE THEOLOGY
Undergraduate
To give a meaning to meaninglessness is the endless quest of religion. Students will study two religions, neither their own belief system, according to a structured paradigm. This paradigm will include vision, explanation, laws, beliefs, and rituals. The diverse activities of the study will include, primarily, research and reflection with opportunities for site visits, interviews, and other information gathering activities. Students will study Islam and Hinduism or Christian Science and The Church of Jesus Christ of the Latter Day Saints (Mormons).

IN 372
DISRUPTING THE LIFE CYCLE: READING THE EMERGING STORY OF CANCER
Undergraduate
In 1851, Rudolf Virchow published a book called Cellular Pathology that changed the course of biology and medicine -- he theorized that the cell is the fundamental unit of life and that each cell comes from another cell, through a process of division. Disease and good health, he said, both originate with the cell. His ideas pointed the way for an increasingly detailed picture of how this fundamental unit of life works -- a picture that is taking us deeper into the inner workings of the cell’s biology. At the center of this picture lies a portion of nature’s universe for maintaining the continuity of life... and controlling the process of cell division -- DNA and the world of genetics. And more recently, Virchow’s insight has been borne out again. The drive to overcome cancer has led to the remarkable understanding that cancer is a disruption of the normal and orderly cycle of the cell's replication and division... a cycle that is controlled by genes. The essential idea of this study is to help you develop an understanding of genetics as a biological system through the lens of how cancer and genetics intersect. From an appreciation for and facility with “thinking genetically” to assess factors --- both biological and environmental -- that contribute to health and the development of cancer, you should be able to better “read” and understand advances in understanding and treating cancer that are emerging almost daily.

IN 376
GENDERED RELATIONSHIPS AT WORK
Undergraduate
This course will pay special attention to sex and gender issues in relationships at work. It will be studied in context so interactions between other factors (e.g. age, ethnicity, etc.) will be considered. Today in the name of equality we are inclined to deny that gender influences interactions between men and women. Researchers find that gender still has an impact on how men and women relate and suggest not talking about this can result in suspicion, mistrust, false assumptions, misunderstandings and frustration. In this class we will look at theories of gendered communication patterns and assess whether they are at play in our own places of employment. Some of the areas of study are: The double standard of expression, sports talk/family talk, sexist remarks, self-promotion, inclusion in decision-making and the use of humor. Students will read about all areas and then decide to focus their study activities either on researching one in more depth, observing behavior at their own setting in light of all areas, interviewing colleagues about the topics, etc. All students will then submit a paper integrating what they have learned through investigation, experience and reflection on this important issue. They will also make recommendations for creating more equitable environments in their own work settings.

LL 102 and status as a BA-SNLDG99 student are a prerequisite for this class.
IN 377
EINSTEIN’S WAYS OF KNOWING
Undergraduate
While reading Walter Isaacson's 2007 biography, Einstein: His Life and Universe, students will: Explore how Albert Einstein learned and compare those methods to their own; Explain the external and internal factors affecting Einstein's work and, again, compare them to similar factors in their lives; and, Examine the concept of moral and immoral knowledge in both Einstein's life and their own. Students will participate in cumulative chapter discussions (via Blackboard) that result in a final project addressing each of the described issues. The default project is an essay/short paper, but students are encouraged to consider other options (e.g. concept map, PowerPoint presentation) and discuss with the instructor.

INT 150
GLOBAL CONNECTIONS
Undergraduate
This course is intended for non-majors who are looking to add an international perspectives course to their study. It looks at the relationships between people living across the globe. Formerly INT 300.

INT 201
THE EVOLUTION OF THE MODERN NATION STATE
Undergraduate
This course focuses on the complex relationship between race, gender, ethnicity and nationality and explores how this relationship shapes the evolution of the modern state. The historical consolidation of the nation state and the development of national institutions are analyzed, using examples from both 19th- and 20th-century Europe and the contemporary Third World. This course is the first in the required three-course sequence. For that reason, it is open to declared majors and minors only. Other students may take the course on a space-available basis, with the permission of the director.

INT 201 and status as an International Studies major or minor is a prerequisite for this class.

INT 202
INTERNATIONAL CONFLICT AND COOPERATION
Undergraduate
This course analyzes the nature of power in the international arena, conflicts that emerge among nations, and processes through which conflict may be resolved. It includes a critical perspective on realism and the other mainstream theories of international relations.

INT 201 and status as an International Studies major or minor is a prerequisite for this class.

INT 203
INTERNATIONAL MOVEMENTS IN THE 20TH AND 21ST CENTURIES
Undergraduate
This course evaluates the major social movements that have shaped international developments in the 20th and 21st centuries. Includes discussions of the varieties of socialism, race, colonization and decolonization of the Third World.

INT 201, INT 202 and status as an International Studies major or minor is a prerequisite for this class.

INT 204
CULTURAL ANALYSIS
Undergraduate
This course asks students to examine economic and cultural practices together so as to see the complicated ways in which such practices intersect and/or give rise to one another. Drawing on a variety of materialist perspectives, students study the economic and cultural instrumentality that different family structures and constructions of sexuality, gender, and race have held across time and place and how and why such structures have changed. Students also analyze the cultural logic of disposability in capitalism, both in terms of garbage-generation and the generation of surplus populations.

INT 205
INTERNATIONAL POLITICAL ECONOMY
Undergraduate
Topics discussed include the theory of comparative advantage, trade, immigration, alternatives to neoclassical trade theory, the third world debt crisis of the 1980s and 1990s, global financial institutions, and recurrent financial crises.

ECO 105 and  ECO 106 are prerequisites for this class.
INT 206
IDENTITIES AND BOUNDARIES
Undergraduate
This course explores how identity formation is shaped by cultural, historical, and political construction of barriers, borders, and boundaries, and how such formations are intertwined with ethnicity, race, nationality, gender and class.

INT 301
SENIOR SEMINAR
Undergraduate
This course combines formal class work and independent research. Students conduct and present competent original academic research on a relevant and novel question of their choosing. Seminar topics vary, but projects typically require comparative research conducted in the student's target language.

Senior standing and declared International Studies major or minor are prerequisites for this course.

INT 302
CRITICAL SOCIAL THEORY
Undergraduate
All systems of knowledge are constituted through and in turn help constitute relations of power. This course introduces students to social theory as a reflexive practice that is aware of the power-infused conditions of its own production. Students who take this course should be able to examine the society around them with critical awareness, interrogate the naturalization of social knowledge, and become aware of the conditions through which knowledge, expertise, and transformative social practices are reflexively produced. Cross-listed with INT 401.

Admission to International Studies BA/MA program or permission of instructor is a prerequisite for this class.

INT 303
INTERNATIONAL LAW
Undergraduate
This course offers students the opportunity to engage in an examination of recent developments in international treaties, legal process and international organization. Topics may include refugees, trade law, criminal law and the establishment of the international criminal court, international labor law, environmental law, theories of international law, human rights and the relationship between international law and local economic development. Cross-listed with INT 410.

INT 304
MIGRATION AND FORCED MIGRATION
Undergraduate
This course examines the integral role that different processes of mobility play in shaping today's world: emigration, immigration, displacement, refugee and internally displaced persons flows. Students study the causes and effects of population movements including push-pull factors, demographic, economic, and political variables. Students also look at the role of state and non-state actors and organizations. Cross-listed with INT 404.

INT 305
CULTURE AND INEQUALITY
Undergraduate
This course interrogates the concept of culture by showing the dynamic ways in which inequalities define and shape it. Students examine theories of culture and different approaches to studying culture to understand the relationship between the construction of cultural difference and social inequalities. Cross-listed with INT 405.

INT 306
GLOBAL EMPIRES
Undergraduate
In this course, students gain an acquaintance with theories of imperialism and post-colonial theory through historically situated studies. 'Power' serves as the generative concept for this course, to be understood as emergent at multi-scalar levels. Cross-listed with INT 406.
INT 307
RACE, SEX, AND DIFFERENCE
Undergraduate
Power circulates through systems of social hierarchies. Such hierarchies are the material basis through which difference is defined. This course examines theories of class, race, and sex to show how difference operates. Cross-listed with INT 407.

INT 308
NATURE, SOCIETY AND POWER
Undergraduate
This course is an interdisciplinary exploration of environmental issues pertinent to international studies. The reproduction of human societies occurs in a symbiotic relationship with the natural world, yet in the modern era nature has come to be increasingly conceptualized as a resource. This course explores the repercussions of this instrumental separation of nature from culture and society. Our conceptions of nature range from the physical environment to the human body; and the course explores a range of related political, economic, ecological, and socio-cultural issues from theoretical, comparative, and practical perspectives. Issues explored include those of environmental justice and social and political equity, and questions such as who defines what constitutes environmental issues, who is included or excluded from environmental concerns, and who benefits or is harmed by environmental changes occurring as a result of social interventions. Cross-listed with INT 408.

INT 309
CRITICAL DEVELOPMENT THEORY
Undergraduate
The uneven integration of the world economy has been shaped by a succession of policies and theories of development, modernization, and globalization. This course investigates how these theories and policies have contributed to centrally organizing concepts such as poverty, inequality, growth, and progress, which have been instrumental in ordering contemporary societies. Cross-listed with INT 409.

INT 310
TOPICS IN AFRICAN STUDIES
Undergraduate
Topics in the social, political, and economic institutions, and the cultural history of selected regions within the African continent. (See schedule for current offerings).

INT 312
THE ISRAELI-PALESTINIAN CONFLICT: PROSPECTS FOR PEACE
Undergraduate
Lasting peace between Israelis and Palestinians can only be constructed with a clear, open, and critical understanding of the conflict's historical grounding. After a brief review of the connection of Jews and Arabs to the land of Israel/Palestine prior to the late 19th century, the course will study the rise of modern Jewish nationalism (Zionism) and its conflict with Palestinian nationalism covering the end of the Ottoman Empire, World War I promises to Jews and Arabs, the British Mandate of Palestine, the 1947 UN Partition Vote and subsequent 1948 War and the development of a wider Arab-Israeli conflict that has increasingly played out on the world stage with the Israeli-Palestinian Conflict at its center. The interaction or lack thereof between Jews and Arabs in Israel/Palestine over the past century as well as wider issues involving the Arab and Islamic world and the Diaspora Jewish community will be explored for their impact on this conflict. Efforts at conflict resolution will be examined through exposure to diverse points of view. The course seeks to synthesize an examination of religion, nationalism, and ethnic identity in order to gain some insight into the many dimensions of this conflict as well as the possibility of a peaceful resolution.

INT 313
TERRORISM, THEIRS AND OURS
Undergraduate
Today, the 'War on Terror' referred to US wars in Afghanistan, Iraq, and other locations across the world but before 1969, 'terror' referred primarily to violence at home? bombings, hijackings, assassinations, etc. Many nationalist leaders and freedom fighters even referred to themselves as terrorists. From the appearance of 'terror' as a political term during the French Revolution, this course traces "terror" in the context the forms of political violence deployed by states. After a decade and half of fighting, is "terrorism" defeated? Osama Bin Laden is dead but U.S. forces are still deployed all over the globe, the Guantanamo Bay prison still open, and "enhanced interrogation" continues. Post-Ba'athist Iraq has collapsed into a Shia rump state, a Kurdish de-facto state, and Sunni terror state. How did we arrive at this nightmare scenario? How did terrorism become a common tactic of the most disempowered people in the world? Why do states turn to torture, assassination and other forms of political violence? What do these forms of political violence tell us about the relationship between the state and violence? What does this mean for the future of direction of social change and dynamics of global conflict? This course provides perspective on these questions through an in-depth study of French and Russian Revolutions, the Cold War, and current War on Terror.
Did you use a cell phone, ATM, or computer today? Did you update your Facebook status? Send off a text or tweet? If you did, someone was watching. Every day in our mundane activities we leave trails of information that are gathered up by private data brokers, advertisers, police officers and intelligence professionals. This data has increasingly come to reshape our lives, the way we sustain ourselves (i.e. work) and the way we enjoy our "off-time." The course locates our digitally mediated lives in a larger global division of digital labor that extends from the mining conflict minerals to sweatshop conditions in Chinese factories to the seemingly glamorous world of Google's software engineers. It considers the historic evolution of the advertising industry and the way information technology has reshaped housework. The course closes with a critical assessment of global labor and various proposals to ensure decent life for the workers of the world. In all, we explore the lives of our digital dopplegangers, asses the struggles of digital workers, and try to find needed perspective on surveillance in the contemporary world.

Surveillance is a longstanding feature of political life. Historically and today, surveillance is one of the central means of governing. After all, institutionalized political authority? the state?cannot govern without systematized, orderly knowledge. The census, taxation, licenses, passports, and the endless forms and reporting requirements of state bureaucracies are all forms of administrative surveillance. They stand alongside the work operations of military, police, and intelligence agencies as integral legibility practices that make governing possible. In this class, we try to understanding the role of surveillance in political life. We ask the following questions: What is surveillance? Can we trace the cultural and historical roots of surveillance which today underlies the foundation of the modern state? What form does surveillance take in different situations and contexts? How does the emerging imperative of security shape the use of surveillance? How is the practice of surveillance related to scientific and technological developments? How is it changing our social life, our notions of private and public, our conceptions of public spaces, and our very understanding of the self? How can social theory inform our understanding of these developments?

Since the industrial revolution hydrocarbons have reshaped every aspect of human, social, and planetary life. This course is a critical and interdisciplinary examination of the wide-ranging impact of petroleum and its derivatives on the contemporary social relations of power, as well as on nature-society/human-environment interactions.

This course is a close reading of volume 1 of Karl Marx's major work, Capital, a key text in contemporary social and political economic thought. Capital is a highly challenging, but ultimately rewarding text. Students are required to engage the text rigorously, and to work individually and in groups. The class format is a combination of lectures, seminar discussions, and oral presentations by students.

This course will examine the formations of the historical and contemporary social relations of power in the Middle East by questioning the prevalent stereotypes of the region. The main focus will be on the critical investigation of relations of gender, the complexities of state formations, and the dynamics of the contemporary social counter-movements. The latter range from cosmopolitan popular uprisings (Green Movement in Iran, the Arab Spring), to ideological Islamist formations (ISIS, Muslim Brotherhood, etc.).

Topics in the social, political, and economic institutions, and the cultural history of selected regions within the Middle East. (See schedule for current offerings).

Topics in the social, political, and economic institutions, and the cultural history of selected regions within South Asia. (See schedule for current offerings).
INT 322
THE EUROPEAN FINANCIAL CRISIS
Undergraduate
This course deals with the international political economy analysis of the origin, the development, and the future of the European Union. It includes papers and chapters of books of renowned economists like Paul Krugman, Roger Bootle, and Martin Wolf. Besides including general economic, political and social issues, it also comprehends case studies of individual countries.

INT 205 or ECO 106 is a prerequisite for this class.

INT 323
PUBLIC INTERNATIONAL LAW: PEACE, CONFLICT AND HUMAN RIGHTS
Undergraduate
This course is an introduction to public international law, with an emphasis on the law of conflict and human rights. Students learn about the sources and functions of public international law—the law between and among nation states—and how this kind horizontal system of legal regulation deals with enforcement. The course presents the idea of transnational legal processes and authority that operate across levels, scales and institutions to constrain or shape state action and identity. We look at how the United States and other countries incorporate international law into their domestic legal systems. Contemporary topics covered may include, for example, cases from international criminal law, cyber war, torture or drones. The course then turns to human rights and humanitarian law, areas of law that seem potentially most in conflict with concepts of state sovereignty. We study the history and theory of human rights and the doctrine of responsibility to protect (a form of international executive authority) as well as recent cases in which human rights and humanitarian law have played large or determinative roles.

INT 324
INTERNATIONAL ECONOMIC LAW FROM COLONIALISM TO GLOBALIZATION
Undergraduate
This course is an introduction to international economic law. Students study the international legal framework regulating states, international financial institutions and firms in their market, development, investment, trade and public sector economic interactions and functions. We look at global economic structuring as a longer term project with roots in colonialism and Euro-American modernity. We examine attempts by formerly colonized countries to rewrite the rules of international economic law in the 1970s and how, more recently, human rights have served as a means by which to challenge entrenched power and wealth in the international system. Cases studied in the course may include, for example, litigation over transnational corporate responsibility for environmental destruction, contests over intellectual property rights in medicines versus human rights to health and access to such medicines, and an ethnographic account of the difficult process by which human rights have been translated into the culture of an organization such as the World Bank.

INT 325
LAW OF INTERNATIONAL ORGANIZATIONS, NGOS AND GLOBAL GOVERNANCE
Undergraduate
This course is an introduction to the law and function of intergovernmental and non-governmental organizations. We seek to understand global governance as a system by which power and authority may flow through international organizations that exist either above (intergovernmental) or below (nongovernmental) the level of states. Students will study the law and function of international courts and tribunals, including both global and regional bodies, as well as the ways civil society organizations (e.g., human rights NGOs) shape global justice outcomes. We examine how governance occurs through various rule of law and democracy promotion projects and how humanitarianism itself may become a form of governance. Students confront the paradox of institutionalizing (and professionalizing) global social justice demands through close study of recent cases involving NGO advocacy and/or by participating in the work of an internationally oriented service or social justice NGO.

INT 326
GENDER AND INTERNATIONAL STUDIES
Undergraduate
This course traces shifts in a feminist imaginary from its second wave to its contemporary complex iteration that encompasses ideas that students bring to class with them. Students will develop a literacy in the critique and evaluation of older sets of feminist questions and in a highly current engagement with similar questions.

INT 327
POSTCOLONIALISM AND INTERNATIONAL STUDIES
Undergraduate
This course introduces students to studies of colonialism and postcolonialism that exist within International Relations (IR). The course materials will take a critical approach to concepts often taken for granted in studying international politics. This course introduces students to the main threads of this scholarly challenge and its attendant concepts -- Other, alterity, subalternity, subjectivity, knowledge, discourse, and power.
INT 328
CULTURE AND POWER
Undergraduate
This course focuses on questions of culture and inequality and the contemporary application of social theory. Through close readings of empirically rich texts, students will evaluate the relationship between culture and various forms of inequality.

INT 329
GEOGRAPHY, FOOD AND JUSTICE
Undergraduate
While the need for food is universal, geographies of food production, distribution and consumption are anything but even. This leads to multiple issues of food injustice at a variety of scales. This course critically examines the contemporary global food system with the goal of providing students with skills and knowledge to engage in food justice activism. Students study the development of food systems and how inequalities have emerged in production, distribution and consumption. The course then explores food justice movements including the emergence of alternative food networks in the U.S and internationally. Assignments may engage students in local food projects and or/advocacy campaigns.

INT 330
TOPICS IN EAST ASIAN STUDIES
Undergraduate
Topics in the social, political, and economic institutions, and the cultural history of selected regions within East Asia. (See schedule for current offerings).

INT 333
THE PSYCHE AND GEOPOLITICAL ECONOMY
Undergraduate
This course adds another layer of analytical complexity to our understanding of the world, namely, the "psychical unconscious" or psyche--the terrain of subjective irrationality. Using analytical tools that plumb the psyche, this course examines how identity formations of gender, sexuality, race, and person, are tied to unconscious anxieties which are also mediated by external demands and conditions. In so doing, we complicate international studies, allowing us to see how our own identity formation is tied to the vicissitudes of the world and how we are called into it.

INT 336
TOPICS IN AUSTRALASIAN STUDIES
Undergraduate
Topics in the social, political, and economic institutions, and the cultural history of selected regions within Australia, New Zealand, New Guinea, and the neighboring islands of the Pacific Ocean. (See schedule for current offerings).

INT 340
TOPICS IN EUROPEAN STUDIES
Undergraduate
Topics in the social, political, and economic institutions, and the cultural history of selected regions within Europe. (See schedule for current offerings).

INT 341
EUROPEAN AREA STUDIES II
Undergraduate
A continuation of the survey of institutions and cultural history described in 340.

INT 350
TOPICS IN LATIN AMERICAN AND CARIBBEAN STUDIES
Undergraduate
Topics in the social, political, and economic institutions, and the cultural history of selected regions within Latin America and the Caribbean. (See schedule for current offerings).
INT 360
TOPICS IN DEVELOPMENT STUDIES
Undergraduate
Topics in the problem of endemic poverty in the Third World and the various forms of public action designed to alleviate poverty. (See schedule for current offerings).

INT 362
LANGUAGE AND THE POLITICS OF TERROR
Undergraduate
Politics is, among other things, the arena in which human bodies are broken. This course will concern itself with the breaking of human bodies through torture, genocide, war and poverty. Throughout, a focus will be maintained on the interface between bodies and language, on how bodies placed under extremes of pain and degradation lose their capacity for speech, and how language reaches its intrinsic limits in trying to represent bodies in pain.

INT 364
TOPICS IN INTERNATIONAL POLITICAL ECONOMY
Undergraduate
Topics in international trade, international finance, and international macroeconomics with attention to political context. (See schedule for current offerings).

INT 365
TOPICS IN WAR AND PEACE
Undergraduate
Topics in war, internal and ethnic conflict, terrorism, peace, and the construction of security. (See schedule for current offerings).

INT 366
TOPICS IN INTERNATIONAL LAW
Undergraduate
Topics in international law, human rights, and other legal topics. (See schedule for current offerings).

INT 368
TOPICS IN GLOBAL CULTURE
Undergraduate
Topics in global cultural studies. (See schedule for current offerings).

INT 371
INTERNATIONAL ENVIRONMENTAL POLITICS
Undergraduate
This course examines the international processes by which scientific knowledge concerning environmental change and degradation is translated into action on the parts of individuals, groups, states, and global institutions. We look at the political, legal, economic and cultural structures that reproduce the global propensity to disrupt or degrade the environment and that likewise prevent amelioration.

INT 374
TOPICS IN INTERNATIONAL ORGANIZATIONS
Undergraduate
Topics in organizations such as the United Nations, the Organization of American States, the World Trade Organization, the European Union, and similar organizations or trading blocs and their associated policy issues. (See schedule for current offerings).

INT 382
INTERNSHIP RESIDENCY
Undergraduate
Used to register credit hours for both Chicago-based and off-campus residencies to complete internship agreements and approved independent research proposals. 2-8 credit hours.
INT 388  
SPECIAL TOPICS IN INTERNATIONAL STUDIES  
Undergraduate  
Courses on topics in international studies not otherwise classifiable. (See schedule for current offerings).

INT 389  
INTERNATIONAL SOCIAL ENGAGEMENT  
Undergraduate  
The course provides 20-25 hours of service learning opportunities for students in organizations that are pursuing local activities based on international missions or globally-informed policies. The course meetings focus on student experiences and a discussion of state, sub-state, and non-state organizational structures in the international context.

INT 390  
GUEST SEMINAR  
Undergraduate  
Examination of a topic in international studies under the direction of a visiting professor.

INT 391  
TOPICS IN SOUTHEAST ASIAN STUDIES  
Undergraduate  
Topics in the social, political, and economic institutions, and the cultural history of selected regions within Southeast Asia. (See schedule for current offerings).

INT 392  
TOPICS IN CENTRAL ASIAN STUDIES  
Undergraduate  
Topics in the social, political, and economic institutions, and the cultural history of selected regions within Central Asia. (See schedule for current offerings).

INT 394  
TOPICS IN MARITIME STUDIES  
Undergraduate  
Topics in the social, political, and economic institutions, and the cultural history of regions defined by maritime areas rather than land masses. (See schedule for current offerings).

INT 395  
TOPICS IN GENDER, SEXUALITY, AND REPRODUCTION  
Undergraduate  
Topics in gender, sexuality, and reproduction taken in its broadest sense. (See schedule for current offerings).

INT 396  
TOPICS IN GLOBAL URBANISM  
Undergraduate  
Topics in cities and urban life in global, international, or comparative perspectives. (See schedule for current offerings).

INT 397  
TOPICS IN ARCTIC AND ANTARCTIC STUDIES  
Undergraduate  
Topics in the social, political, and economic institutions, and the cultural history of the polar regions. (See schedule for current offerings).

INT 398  
TOPICS IN NORTH AMERICAN STUDIES  
Undergraduate  
Topics in the social, political, and economic institutions, and the cultural history of selected regions within North America. (See schedule for current offerings).
**INT 399**
**INDEPENDENT STUDY**  
*Undergraduate*  
Student-designed course incorporating reading and research conducted under faculty supervision. Variable credit hours.

**INT 401**  
**CRITICAL SOCIAL THEORY**  
*Graduate*  
All systems of knowledge are constituted through and in turn help constitute relations of power. This course introduces students to social theory as a reflexive practice that is aware of the power-infused conditions of its own production. Students who take this course should be able to examine the society around them with critical awareness, interrogate the naturalization of social knowledge, and become aware of the conditions through which knowledge, expertise, and transformative social practices are reflexively produced.

Status as a Graduate International Studies student is a prerequisite for this course.

**INT 402**  
**INTERNATIONAL POLITICAL ECONOMY**  
*Graduate*  
This course examines the historical development of the contemporary international political economy. The principle channels of interaction between states, economies, and international organizations are examined: trade and investment, diffusion of technology, institutional borrowing and adaptation, the workings of the international financial system, articulations of notions of equality and mobility. In the process, students also become familiar with a range of theoretical perspectives of IPE.

**INT 403**  
**ADVANCED TOPICS IN INTERNATIONAL POLITICAL ECONOMY**  
*Graduate*  
This advanced course builds on INT 402 by applying contemporary theories of political economy to topics that reflect current concerns.

INT 401 is a prerequisite for this course.

**INT 404**  
**MIGRATION AND FORCED MIGRATION**  
*Graduate*  
This course examines the integral role that different processes of mobility play in shaping today's world: emigration, immigration, displacement, refugee and internally displaced persons flows. Students study the causes and effects of population movements including push-pull factors, demographic, economic, and political variables. Students also look at the role of state and non-state actors and organizations.

**INT 405**  
**CULTURE AND INEQUALITY**  
*Graduate*  
This course interrogates the concept of culture by showing the dynamic ways in which inequalities define and shape it. Students examine theories of culture and different approaches to studying culture to understand the relationship between the construction of cultural difference and social inequalities.

INT 401 is a prerequisite for this course.

**INT 406**  
**GLOBAL EMPIRES**  
*Graduate*  
In this course, students gain an acquaintance with theories of imperialism and post-colonial theory through historically situated studies. 'Power' serves as the generative concept for this course, to be understood as emergent at multi-scalar levels.

INT 401 is a prerequisite for this course.
INT 407
RACE, SEX AND DIFFERENCE
Graduate
Power circulates through systems of social hierarchies. Such hierarchies are the material basis through which difference is defined. This course examines theories of class, race, and sex to show how difference operates.

INT 408
NATURE, SOCIETY, AND POWER
Graduate
This course is an interdisciplinary exploration of environmental issues pertinent to international studies. The reproduction of human societies occurs in a symbiotic relationship with the natural world, yet in the modern era nature has come to be increasingly conceptualized as a resource. This course explores the repercussions of this instrumental separation of nature from culture and society. Our conceptions of nature range from the physical environment to the human body; and the course explores a range of related political, economic, ecological, and socio-cultural issues from theoretical, comparative, and practical perspectives. Issues explored include those of environmental justice and social and political equity, and questions such as who defines what constitutes environmental issues, who is included or excluded from environmental concerns, and who benefits or is harmed by environmental changes occurring as a result of social interventions.

INT 409
CRITICAL DEVELOPMENT THEORY
Graduate
The uneven integration of the world economy has been shaped by a succession of policies and theories of development, modernization, and globalization. This course investigates how these theories and policies have contributed to centrally organizing concepts such as poverty, inequality, growth, and progress, which have been instrumental in ordering contemporary societies.

INT 410
INTERNATIONAL LAW
Graduate
This course offers students the opportunity to engage in an examination of recent developments in international treaties, legal process and international organization. Topics may include refugees, trade law, criminal law and the establishment of the international criminal court, international labor law, environmental law, theories of international law, human rights and the relationship between international law and local economic development.

INT 490
SPECIAL TOPICS IN INTERNATIONAL STUDIES
Graduate
Special courses will be offered as students and faculty identify selected topics of common interest. This number is also used for students taking 300-level courses in the undergraduate International Studies program. In this case, students must have the approval of their thesis advisor and the director of the International Studies program before registering for the course.

INT 500
TOPICS IN GLOBAL CULTURAL ANALYSIS
Graduate
Provides students writing theses in the area of global culture with opportunities to read contemporary works in the field, including the fragmentation of identity, postcolonial historiography, and transnationalism. Students develop analytical skills that can be applied to their projects. The seminar is offered in the Spring of the first year; the course focuses on different topics under different instructors.

INT 502
TOPICS IN INTERNATIONAL POLITICAL ECONOMY
Graduate
Provides students writing theses in the area of international political economy with opportunities to read contemporary works in the field, including growth theories, capital and labor flows, and transformation of regimes. Students develop analytical skills that can be applied to their projects. The seminar is offered in the Spring of the first year; the course focuses on different topics under different instructors.
INT 504
TOPICS IN INTERNATIONAL LAW
Graduate
Course offers students the opportunity to engage in an examination of recent developments in international treaties, legal process and international organization. Topics have included refugees, trade law, criminal law and the establishment of the international criminal court, international labor law, environmental law, theories of international law, human rights and the relationship between international law and local economic development. Students work on the international law and institutional aspects of their theses.

INT 512
THE ISRAELI-PALESTINIAN CONFLICT: PROSPECTS FOR PEACE
Graduate
This course will examine the interactions between Jews and Arabs in Israel/Palestine over the past century as well as wider issues involving the Arab and Islamic world. Students will synthesize an examination of religion, nationalism, and ethnic identity in order to gain some insight into the many dimensions of this conflict as well as the possibility of a peaceful resolution.

INT 513
TERRORISM, THEIRS AND OURS
Graduate
This course traces the concept of ‘terror’ as it is applied to different forms of political violence deployed by states, individuals, and oppressed peoples in both historical and contemporary situations. Students will investigate the relationship between the state and violence and the future of dynamics of global conflict.

INT 514
SURVEILLANCE AND DIGITAL LABOR
Graduate
Did you use a cell phone, ATM, or computer today? Did you update your Facebook status? Send off a text or tweet? If you did, someone was watching. Every day in our mundane activities we leave trails of information that are gathered up by private data brokers, advertisers, police officers and intelligence professionals. This data has increasingly come to reshape our lives, the way we sustain ourselves (i.e. work) and the way we enjoy our “off-time.” The course locates our digitally mediated lives in a larger global division of digital labor that extends from the mining conflict minerals to sweatshop conditions in Chinese factories to the seemingly glamorous world of Google’s software engineers. It considers the historic evolution of the advertising industry and the way information technology has reshaped housework. The course closes with a critical assessment of global labor and various proposals to ensure decent life for the workers of the world. In all, we explore the lives of our digital dopplegangers, asses the struggles of digital workers, and try to find needed perspective on surveillance in the contemporary world.

INT 515
SURVEILLANCE AND THE STATE
Graduate
This course examines the role of surveillance in social and political life. Historically and today, surveillance is one of the central means of governing. Students will examine the cultural and historical roots of surveillance, the relationship between surveillance and security, and how different forms of surveillance are practiced in specific political and cultural contexts.

INT 516
THE SOCIAL AND POLITICAL LIFE OF OIL
Graduate
Since the industrial revolution hydrocarbons have reshaped every aspect of human, social, and planetary life. This course is a critical and interdisciplinary examination of the wide-ranging impact of petroleum and its derivatives on the contemporary social relations of power, as well as on nature-society/human-environment interactions.

INT 517
READING MARX’S CAPITAL
Graduate
This course is a close reading of volume 1 of Karl Marx’s major work, Capital, a key text in contemporary social and political economic thought. Capital is a highly challenging, but ultimately rewarding text. Students are required to engage the text rigorously, and to work individually and in groups. The class format is a combination of lectures, seminar discussions, and oral presentations by students.
INT 518
SOCIETY, POLITICS AND CULTURE IN THE MIDDLE EAST
Graduate
This course will examine the formations of the historical and contemporary social relations of power in the Middle East. The main focus will be on the critical investigation of relations of gender, the complexities of state formations, and the dynamics of the contemporary social counter-movements.

INT 522
THE EUROPEAN FINANCIAL CRISIS
Graduate
This course deals with the international political economy analysis of the origin, the development, and the future of the European Union. It includes papers and chapters of books of renowned economists like Paul Krugman, Roger Botle, and Martin Wolf. Besides including general economic, political and social issues, it also comprehends case studies of individual countries.
INT 205 or INT 402 or INT 403 or ECO 106 is a prerequisite for this class.

INT 523
PUBLIC INTERNATIONAL LAW: PEACE, CONFLICT AND HUMAN RIGHTS
Graduate
This course is an introduction to public international law, with an emphasis on the law of conflict and human rights. Students learn about the sources and functions of public international law—the law between and among nation states—and how this kind horizontal system of legal regulation deals with enforcement. The course presents the idea of transnational legal processes and authority that operate across levels, scales and institutions to constrain or shape state action and identity.

INT 524
INTERNATIONAL ECONOMIC LAW FROM COLONIALISM TO GLOBALIZATION
Graduate
This course is an introduction to international economic law. Students study the international legal framework regulating states, international financial institutions and firms in their market, development, investment, trade and public sector economic interactions and functions. This course pays particular attention to the roots of global economic structuring in colonialism and how that history shapes the ways in which formerly colonized countries engage with international economic law.

INT 525
LAW OF INTERNATIONAL ORGANIZATIONS, NGOS AND GLOBAL GOVERNANCE
Graduate
This course is an introduction to the law and function of intergovernmental and non-governmental organizations. We seek to understand global governance as a system by which power and authority may flow through international organizations that exist either above (intergovernmental) or below (nongovernmental) the level of states. Students will study the law and function of international courts and tribunals, including both global and regional bodies, as well as the ways civil society organizations shape global justice outcomes.

INT 526
GENDER AND INTERNATIONAL STUDIES
Graduate
This course traces shifts in a feminist imaginary from its second wave to its contemporary complex iteration that encompasses ideas that students bring to class with them. Students will develop a literacy in the critique and evaluation of older sets of feminist questions and in a highly current engagement with similar questions.

INT 527
POSTCOLONIALISM AND INTERNATIONAL STUDIES
Graduate
This course introduces students to studies of colonialism and postcolonialism that exist within International Relations (IR). The course materials will take a critical approach to concepts often taken for granted in studying international politics. This course introduces students to the main threads of this scholarly challenge and its attendant concepts -- Other, alterity, subalternity, subjectivity, knowledge, discourse, and power.
INT 528
CULTURE AND POWER
Graduate
This course focuses on questions of culture and inequality by closely reading an empirically rich piece of work that examines the relationship between the two. Students will read Pierre Bourdieu's Distinction alongside David Swartz's 'handbook' as well as their own selection of supplemental readings (from Appendix 1). This seminar course evaluates questions of the relation between culture and various forms of inequality and aims to assess the ways in which Bourdieu's thinking is contemporarily applicable. As Bourdieu offers a starting point for a reflexive method, students will have the opportunity to learn a form of 'method' (or approach) to critical social analysis. The readings will expand students' command of the complex theoretical language that can be indispensable in developing complex interdisciplinary analyses of international politics. By the end of the course, students will have a solid grasp of Bourdieu's contribution to Social Theory, and arguments regarding the intersection between culture and inequality.

INT 529
GEOGRAPHY, FOOD AND JUSTICE
Graduate
While the need for food is universal, geographies of food production, distribution and consumption are anything but even. This leads to multiple issues of food injustice at a variety of scales. This course critically examines the contemporary global food system with the goal of providing students with skills and knowledge to engage in food justice activism. Students study the development of food systems and how inequalities have emerged in production, distribution and consumption. The course then explores food justice movements including the emergence of alternative food networks in the U.S and internationally. Assignments may engage students in local food projects and/or advocacy campaigns.

INT 533
THE PSYCHE AND GEOPOLITICAL ECONOMY
Graduate
This course adds another layer of analytical complexity to our understanding of the world, namely, the "psychical unconscious" or psyche--the terrain of subjective irrationality. Using analytical tools that plumb the psyche, this course examines how identity formations of gender, sexuality, race, and person, are tied to unconscious anxieties which are also mediated by external demands and conditions. In so doing, we complicate international studies, allowing us to see how our own identity formation is tied to the vicissitudes of the world and how we are called into it. Cross-listed with INT 333.

INT 562
LANGUAGE AND THE POLITICS OF TERROR
Graduate
Politics is, among other things, the arena in which human bodies are broken. This course will concern itself with the breaking of human bodies through torture, genocide, war and poverty. Throughout, a focus will be maintained on the interface between bodies and language, on how bodies placed under extremes of pain and degradation lose their capacity for speech, and how language reaches its intrinsic limits in trying to represent bodies in pain.

INT 570
FIELD RESEARCH IN INTERNATIONAL STUDIES
Graduate
Supervised independent research aimed at acquiring primary data for the thesis.

INT 571
INTERNATIONAL ENVIRONMENTAL POLITICS
Graduate
This course examines the international processes by which scientific knowledge concerning environmental change and degradation is translated into action on the parts of individuals, groups, states, and global institutions. We look at the political, legal, economic and cultural structures that reproduce the global propensity to disrupt or degrade the environment and that likewise prevent amelioration.

INT 589
INTERNATIONAL SOCIAL ENGAGEMENT
Graduate
The course provides 20-25 hours of service learning opportunities for students in organizations that are pursuing local activities based on international missions or globally-informed policies. The course meetings focus on student experiences and a discussion of state, sub-state, and non-state organizational structures in the international context.
INT 590
RESEARCH METHODS: EXTENDED CASE STUDY
Graduate
This course gives students a foundation in the techniques and theories involved in the extended case study research method.

INT 401 is a prerequisite for this course.

INT 591
THESIS RESEARCH I
Graduate
Students will take this course as an independent study with a thesis advisor, during which they will write and defend their thesis proposal.

INT 592
THESIS RESEARCH II: THESIS WRITING
Graduate
Students will take this course as an independent study with a thesis advisor, during which they will write and defend their thesis.

INT 401 is a prerequisite for this course.

INT 599
INDEPENDENT STUDY
Graduate
Student-designed course incorporating reading and research conducted under faculty supervision. Variable credit hours.

INT 601
CANDIDACY CONTINUATION
Graduate
Students who must take extra time to complete the requirements for the first or second year must enroll in candidacy continuation or must apply for readmission to the program.

INT 699
CANDIDACY MAINTENANCE
Graduate
Placeholder course for students NOT actively working on their thesis. This course is meant only to maintain university student status, it will not give the student full- or part-time student status and will not permit deferment of student loans.

INTC 205
COMMUNICATION, CULTURE AND COMMUNITY
Undergraduate
Examines the relationships among culture, communication, institutions, and public and private life. Students explore the possibilities and problems of contemporary forms of community through service in community organizations. The course also fulfills the junior year experiential learning requirement through community based service learning. (Formerly CMNS 205)

INTC 206
COMMUNICATING MULTICULTURAL IDENTITIES
Undergraduate
This course examines identity from a critical/poststructuralist position, approaching the notion of identity as a performative and discursive production within complex systems of power, privilege, and oppression. Together, the class will examine the ways in which discourse influences our performances of personal identity as well as the ways that it constructs our ideas about other identities (gender, race, sexuality, etc.). Through reading, discussion, and reflection, we will interrogate how individual and group identities are theorized, constructed, negotiated, and transformed; how identity is shaped by rhetorical discursive and non-discursive practices; and how identity construction is situated in historical/social/political/ideological contexts. (Formerly CMNS 206)
INTC 230
PERFORMANCE: COMMUNICATION, CREATIVITY, AND THE BODY
Undergraduate
Introduction to performance studies, examining the persuasive, cultural, and artistic dimensions of embodied communication. Through "on our feet" engagement, students will study the role of identity, aesthetics, space, genre, and literary form in their experience with cultural texts, including poetry, prose, and narratives. Involves critical and creative analyses of texts in preparation and reflection of live performance. The course explores how the body, voice, and movement are central to artistry and meaning.

INTC 290
COMMUNICATION WORKSHOP (VARIABLE TOPICS)
Undergraduate
This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise.

INTC 301
CULTURE AND LANGUAGE THROUGH MUSIC
Undergraduate
Music and lyrics provide a distinctive window into the values, beliefs, interests, and emotions of the cultures that create and consume them. We will engage in case studies of different types of music and students will select a genre to analyze, as well. Sociological, political, and historical studies will situate the music within their social and economic realities. The course will focus on critical, analytical skills, investigating the culture, the lyrics, and the language used in these genres.

INTC 304
MULTICULTURAL COMMUNICATION IN THE U.S.A.
Undergraduate
An examination of communication within and between linguistic communities in the United States. Focus will be on the relations between language use and social institutions such as the family, the community, the media, and the educational system. (Formerly CMN 304)

INTC 307
TOPICS IN POLITICAL AND SOCIAL COMMUNICATION
Undergraduate
Examines intensively one or more issues in the Culture and Communication Track. The topics differ each term focusing on a particular area of discourse such as environmental communication, political communication, and sexuality and communication. (Formerly CMNS 307)

INTC 308
TOPICS IN INTERCULTURAL COMMUNICATION
Undergraduate
Examination of the application of linguistic and rhetorical theories to various specializations in cultural discourse. The course focuses each term on one particular area such as semiotics, language acquisition, or language and power. (Formerly CMNS 308)

INTC 309
INTERNATIONAL/GLOBAL COMMUNICATION
Undergraduate
Focuses on the world of international/global news flow and media systems in a comparative manner. Emphasizes changes that have followed the modernization of the media, the impact of globalization on individual countries, attempts to preserve the cultural character of domestic media content in the face of increased amounts of imported products, and the effects of new communication technologies, particularly the Internet. (Formerly CMNS 309)

INTC 310
DISCOURSE ANALYSIS
Undergraduate
An analytical examination of the ways in which people locate meaning, cooperate, coordinate, and find coherency in conversations and in other forms of discourse, both spoken and written. The class will analyze and disclose meanings hidden in public discourse. (Formerly CMNS 310)
INTC 321
CULTURAL AND SYMBOLIC CRITICISM
Undergraduate
Introduction to the critical methodologies of rhetorical analysis. Students are instructed in ways to become more reflective consumers of discourse by examining how rhetoric instructs reality, shapes the social and political agenda and engages questions of ethics, power and persuasion. The course promotes a critical awareness of the role symbols play in influencing human perception, attitude, and action in a diverse culture. (Formerly CMNS 321)

INTC 323
SOCIAL MOVEMENTS
Undergraduate
This course examines the rhetoric of social movements throughout American History. As a rhetoric class, the focus is primarily on the symbolic creation of movements in order to provide background of the political and social events that gave rise to the movement. Using readings from a variety of sources, we will investigate the discursive construction of power as it relates to society and politics. The class will take a case-study approach to examining social movement rhetoric, exploring the discourse that has served to resist oppressive, or perceptively oppressive, systems. (Formerly CMN 323)

INTC 324
CULTURE OF CONSUMPTION
Undergraduate
Introduces students to the critique of our consumer culture. Teaches students how to be critical consumers and understand how we consume lifestyles, images, aesthetics, and desire through our shopping patterns. Provides theoretical, observational, and critical tools that allow students to critique patterns of consumption, the production of culture through consumption, and how consumption is a means of communication. (Formerly CMNS 324)

INTC 325
PROMOTING SUSTAINABLE PRACTICES
Undergraduate
Provides a foundation in the communication skills necessary for achieving conservation goals. Introduces communication approaches such as social marketing, citizen participation, public campaigns, and environmental interpretation that have proven effective in the work of conservation professionals. (Formerly CMNS 325 - ENVIRONMENTAL COMMUNICATION WORKSHOP)

INTC 326
ENVIRONMENTAL POLITICS AND RHETORIC
Undergraduate
Rhetorical perspective on environmental public discourse. Course also explores the relationship between rhetorically constituted ideas about nature and the development of political and social ideas, institutions, and practices that inform our understanding of the human place in the environment. (Formerly CMNS 326)

INTC 328
HISTORY OF RHETORIC AND COMMUNICATION
Undergraduate
Offers an overview of historical foundations of the communication field. Examines how the formulations of rhetoric by various thinkers derived from cultural, religious, and political contexts shape human consciousness and communication patterns. Students read primary and secondary materials on classical rhetoric and rhetoric of diverse cultures. The course promotes an understanding and appreciation of antiquity and development of ideas over time in relation to current cultural and communicative patterns. (Formerly CMNS 328)

INTC 329
PERFORMANCE OF GENDER & SEXUALITY
Undergraduate
This course is designed to give students an opportunity to experiment, explore, and reflect upon the performative dimensions of gender and sexuality. Using aesthetic performance as a point of entry, students will view, analyze, and generate performance work that interrogates the communicative, political, and transformative potentials of embodied actions. With an emphasis on the intersections of gender and sexuality, the course will move through three units of reading, discussion, viewing, and performance creation.
INTC 330
TOPICS IN PERFORMANCE
Undergraduate
Advanced study in performance focusing on a specific genre each quarter such as: Poetry, Fiction, Nonfiction, Drama or Chamber Theater. Other possibilities include: performing autobiography; life performances; ritual, ceremony, and storytelling; and radio and television performances. (Formerly CMNS 330)

INTC 331
COMMUNICATION FIELDWORK
Undergraduate
Provides students with experience conducting qualitative research, including data collection techniques, data coding and analysis, as well as interpretation of data and writing ethnographic reports. In addition to providing practical hands-on training in ethnographic research, this course serves to explore the theory, ethics, and politics behind various research methodologies. (Formerly CMNS 331)

INTC 332
TOPICS IN INTERCULTURAL COMMUNICATION METHODOLOGY
Undergraduate
Courses explore a range of qualitative and quantitative research strategies. Topics may include more specialized modes of gathering and assessing data, using new data technologies and software programs, and conducting communication studies.

INTC 333
CULTURAL WAYS OF SPEAKING
Undergraduate
Explores how speakers reveal culture through their everyday interactions. This course focuses on speaking as an activity through which individuals identify themselves with communities of discourse, within the United States as well as across cultural groups. It provides students with experience in discovering diverse “ways of speaking” and “codes” concerning what it means to be a person, how people relate to each other, and how they view the world. (Formerly CMNS 333)

INTC 334
URBAN COMMUNICATION
Undergraduate
Examines relationships between material features of the city and symbolic representations of urban life (e.g., photography, film, songs, public discourse) with the goal of understanding the city as a site of communication. Special attention is paid to expressions of hope for and fear of the city. (Formerly CMNS 334)

INTC 335
LATINO COMMUNICATION, CULTURE, & COMMUNITY
Undergraduate
Examines the relationships among Latino cultures, communication, institutions, and public and private life. Students explore the possibilities and problems of contemporary forms of community through service in Latino community organizations. The course also fulfills the junior year experiential learning requirement through community based service learning. (Formerly CMNS 335)

INTC 337
ASIAN-AMERICAN MEDIA REPRESENTATIONS
Undergraduate
The course takes an interdisciplinary approach in the analysis of the media images and explores issues of power, identity, race, gender, class, sexual orientation and the interaction of these factors in the representation of Asian Americans. (Formerly CMNS 337)

INTC 338
ASIAN CULTURE AND COMMUNICATION
Undergraduate
Reviews major Asian philosophical and religious traditions such as Hinduism, Confucianism, Taoism, and Buddhism and examines how these traditions influence and affect Asian cultures and communication behaviors, particularly communication among Indians, Chinese, Japanese, Koreans, and Asian Americans in various contexts. (Formerly CMNS 338)
INTC 340
LEGISLATING LANGUAGE
Undergraduate
This course examines language legislation and rules globally at national and institutional levels. We explore the ideologies and motivations that underlie such policies.

INTC 361
GENDER AND COMMUNICATION
Undergraduate
A review of the differences in communication patterns between women and men. Topics covered include language and language usage differences, interaction patterns, gender social movements, and perceptions of the sexes generated through language and communication. (Formerly CMNS 361)

INTC 367
PERFORMANCE FOR SOCIAL CHANGE
Undergraduate
This is an experiential field experience that examines the role of performance in social activism. Student projects will identify a social issue of critical concern and devise a performative response. (Formerly CMNS 367)

INTC 392
INDEPENDENT STUDY
Undergraduate
Independent Study.

INTC 393
INTERCULTURAL COMMUNICATION PRACTICUM
Undergraduate
Structured and supervised student participation in collegiate debating, radio production or group presentations for various audiences. Includes practical experience in research, rehearsal and performance. Students may take a maximum of 2 credit hours in one quarter, 4 credit hours in the major, and 8 total credit hours. Written permission of supervising faculty member and of the departmental chair is necessary before registration.

INTC 395
DEBATE PRACTICUM
Undergraduate
This practicum centers on developing students' skills in debate and public discourse. Participation in forensic activities outside of the class (tournaments, public debates, etc.) is an expectation.

INTC 398
STUDY ABROAD
Undergraduate

IPD 346
DATA SCIENCE FOR BUSINESS PROGRAM
Undergraduate
A ten-week certificate program covering data science and Big Data principles and techniques to support business decision-making. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 347
BIG DATA USING HADOOP PROGRAM
Undergraduate
An 11-week certificate program covering the Apache Hadoop framework and how it fits with Big Data. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.
IPD 350
IOS DEVELOPER PROGRAM
Undergraduate
A ten week intensive certificate program covering the core issues of developing mobile applications for the iOS operating system with a focus on business applications. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPaul.EDU for information on how to enroll.

IPD 351
BIG DATA AND NOSQL PROGRAM
Undergraduate
An 11-week certificate program covering popular NoSQL databases and how they fit with Big Data. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPaul.EDU for information on how to enroll.

IPD 352
IPV6 PROGRAM
Undergraduate
A ten-week online certificate program providing comprehensive coverage of IPv6 technologies and strategies for transitioning enterprise networks to IPv6. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPaul.EDU for information on how to enroll.

IPD 353
CLOUD COMPUTING WITH AMAZON WEB SERVICES PROGRAM
Undergraduate
A 5-week program in cloud computing using the Amazon Web Services platform

IPD 354
CLOUD COMPUTING INFRASTRUCTURE AND OPERATIONS PROGRAM
Undergraduate
A 6-week program in the architectures, infrastructure, and operations of Cloud Computing

IPD 355
CLOUD COMPUTING TECHNOLOGIES PROGRAM
Undergraduate
An 11-week certificate program in the principles, methods, and technologies of Cloud Computing. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPaul.EDU for information on how to enroll.

IPD 356
WEB DEVELOPMENT WITH JAVASCRIPT AND HTML5 PROGRAM
Undergraduate
An eight-week in-depth certificate program focused on user-centered Web development. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPaul.EDU for information on how to enroll.

IPD 357
WIRELESS LAN SECURITY PROGRAM
Undergraduate
An 8-week program covering the lastest solutions to wireless LAN security issues.

IPD 358
SHAREPOINT DEVELOPER PROGRAM
Undergraduate
A 10-week program covering Microsoft SharePoint development.
IPD 359
WEB DEVELOPMENT WITH PYTHON PROGRAM
Undergraduate
A five-week certificate program covering Web development with the Python programming language. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 360
SQL SERVER BUSINESS INTELLIGENCE PROGRAM
Undergraduate
An 11-week in-depth certificate program covering database administration using Microsoft SQL Server. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 363
SQL SERVER DATABASE ADMINISTRATION PROGRAM
Undergraduate
An 11-week in-depth certificate program covering database administration using Microsoft SQL Server. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 364
JAVA WEB DEVELOPMENT PROGRAM
Undergraduate
A eight-week comprehensive certificate program covering open-source, lightweight Java enterprise Web development using POJOs (Plain Old Java Objects). This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 365
RUBY ON RAILS PROGRAM
Undergraduate
A eight-week in-depth certificate program covering Web development using Ruby on Rails. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 366
JAVA WEB SERVICES PROGRAM
Undergraduate
A seven-week certificate program covering service-oriented architecture and the development of Web services using Java. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 370
ADVANCED SQL PROGRAM
Undergraduate
A two-week certificate program covering advanced SQL. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 380
IT PROJECT MANAGEMENT PROGRAM
Undergraduate
A 10-week comprehensive program covering best practices in IT project management

IPD 382
JAVA DEVELOPER PROGRAM
Undergraduate
A ten-week comprehensive certificate program covering object-oriented applications development using Java for programmers. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.
IPD 389
.NET WEB DEVELOPER PROGRAM
Undergraduate
A ten-week comprehensive certificate program covering .NET technologies. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 447
BIG DATA USING HADOOP PROGRAM
Graduate
A 11-week certificate program covering the Apache Hadoop framework and how it fits with Big Data. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 451
BIG DATA AND NOSQL PROGRAM
Graduate
A 11-week certificate program covering popular NoSQL databases and how they fit with Big Data. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 452
IPV6 PROGRAM
Graduate
A ten-week online certificate program providing comprehensive coverage of IPv6 technologies and strategies for transitioning enterprise networks to IPv6. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 460
SQL SERVER BUSINESS INTELLIGENCE PROGRAM
Graduate
An 11-week in-depth certificate program covering Microsoft SQL Server analysis services, integration services, and reporting services. This program requires a separate application for admission and $40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 463
SQL SERVER DATABASE ADMINISTRATION PROGRAM
Graduate
An 11-week certificate program covering database administration using Microsoft SQL Server. This program requires a separate application for admission and a $40 application fee. Please visit IPD.CDM.DEPAUL.EDU for information on how to enroll.

IPD 500
TASTE OF COMPUTING PROFESSIONAL DEVELOPMENT
Graduate
The goals of this course are to: work collaboratively with peers to implement an inquiry-based curriculum in computer science; prepare to teach culturally-relevant foundational computing knowledge with concrete instructional strategies; and, develop a community of practice in the classroom with an interdisciplinary approach to problem-solving.

IRE 100
INTRODUCTION TO IRISH STUDIES
Undergraduate
This course introduces students to the interdisciplinary field of Irish Studies and helps prepare them for further study and/or participation in study abroad programs in Ireland. This course will explore a diverse range of topics including: the history, culture and politics of Ireland; the role of religion, historically and in the present day; Irish mythology and literature; the Irish Diaspora; and Ireland's role in the global political economy.
IRE 101
IRELAND, 1450 - 1800, CONQUEST, COLONIZATION & REBELLION
Undergraduate
This course offers a survey of Irish history from the end of the middle ages to the union of Ireland and Great Britain in 1800. It traces the ways in which Ireland was brought under great English (later British) control through processes of agreement, conquest and colonization; and the ways in which various groups within Ireland sought to resist such developments. Cross-listed as HST 266 & CTH 288.

IRE 102
HISTORY OF IRELAND FROM 1800 TO THE PRESENT
Undergraduate
Survey of Irish history from 1800 to 2000. Examines the course of Irish history from the Act of Union (creating the United Kingdom), through the struggles and reforms of the 19th century (Catholic Emancipation, the Famine and Irish diaspora, Fenianism, Land Reform and Home Rule), to the creation of the modern nation-state of the 20th century (the Easter Rising, partition and civil war, the role of Eamon deValera, the Republic, and the Troubles). Topics include the contributions of Irish culture and its influence in Europe and the world. Cross-listed as HST 268.

IRE 103
IRELAND: RELIGION AND THE CONTEMPORARY “TROUBLES”
Undergraduate
An examination of the role of two Christian denominations (Protestant and Roman Catholic) in the more recent “Troubles” in the north of Ireland. Attempts to discover the contributions of religious differences in fueling and resolving the animosities between the Unionist and Nationalist sides; studies the social-historical dimension of the troubles and the Protestant and Catholic religious activities and official responses to them. Cross-listed as CTH 274.

IRE 104
THE EARTH’S CULTURAL LANDSCAPE
Undergraduate
A survey of the global patterns and processes which create our world's cultures. Several cultural realms such as language, religion, folk and popular culture, ethnicity, and the built environment serve as foci for a deepened understanding of the world and its people. Cross-listed as GEO 170.

IRE 105
GEOPOLITICS
Undergraduate
A survey of theories of international relations and geopolitics, the course explores the security dilemmas and types of collective action that mold international affairs in the Post-Cold War era. Cases from Western Europe, the Balkans, the Middle East and the Trans-Caucasus region provide opportunities to assess theoretical approaches and profile the United States' security landscape for the new millennium. Cross-listed as GEO 201.

IRE 106
THE EUROPEAN UNION
Undergraduate
An interdisciplinary study of European integration following WWII, with special emphases on the political philosophy, the geopolitical basis for the block's formation, the institutional structure, the evolution of policies, and the future development of the European Union. The course nurtures research and presentation skills through simulations of the European Commission and Council. Cross-listed as GEO 316.

IRE 107
RELIGIOUS GEOGRAPHY
Undergraduate
Religion and geography are fundamentally intertwined. From the establishment of theocratic states that control territory, to the sprawl of US suburbia that has led to megachurches, the role of religion in shaping the earth's cultural landscape is undeniable. Religious beliefs shape geographies - there are places that, through faith, become sacred; elsewhere religious individuals and groups struggle to claim places in the name of their beliefs. This course will examine case studies from around the world to explore the intersection of geography and religion. Cross-listed as GEO 204.
IRE 201
TOPICS IN IRISH STUDIES
Undergraduate
See schedule for current offerings  Cross-listed as ENG 357.

A literature course is a prerequisite for this course.

IRE 202
MODERN IRISH LITERATURE
Undergraduate
This course provides an introduction to Irish literature, including some poems in the Irish language with English translations on facing pages, written from the Literary Revival to the late twentieth century. It emphasizes the transitions from a colonized to a postcolonial society and the slow validation of the voices of Irish women writers. Cross-listed as ENG 355.

IRE 203
CONTEMPORARY IRISH LITERATURE
Undergraduate
This course is an introduction to the vibrancy of contemporary Irish literature. It explores the ways in which literature addresses issues such as new patterns of living, communal tension, and women's experience.

IRE 249
GENDER AND POLITICS IN IRELAND
Undergraduate
This course examines the often paradoxical impact of political change and social relations on women in Ireland. Political change has at times afforded women leadership opportunities; social relations have been, especially during periods of colonial rule and the ascendency of the Church, intensely patriarchal. The course pays particular attention to the way in which, historically and today, categories of gender have been constructed and intersect with or otherwise affect politics and social relations in the Republic of Ireland or the six counties that remain part of the United Kingdom. Cross-listed with WGS 249.

IRE 301
NINETEENTH CENTURY IRISH LITERATURE
Undergraduate
This course focuses on some of the important works of nineteenth-century Irish literature. It sees them as engaging with the often traumatic political and social changes of their time. Cross-listed as ENG 346.

A literature course is a prerequisite for this course.

IRE 302
THE IRISH REVIVAL
Undergraduate
The course invites a study of the cultural ferment of the decades from the 1890's to the 1920's in Ireland. Particular attention will be given to an introduction to the work of canonical writers such as Yeats and Joyce who emerged from it. Cross-listed as ENG 354.

A literature course is a prerequisite for this course.

IRE 303
REVOLUTION AND NATIONALISM IN IRELAND
Undergraduate
From the eighteenth to the twenty-first century Irish history has been defined by the emergence of national consciousness. This emerging consciousness has been expressed through violent rebellion against British rule and participation in British politics. This course traces the course of revolution and nationalism in Ireland from 1798 to 1923. This course traces the evolution of Irish nationalism and examines the historical literature of this subject. Key themes include: agrarian unrest, parliamentary politics, ideological revolution and the interaction of these forces to achieve independence.
IRE 379  
**INDEPENDENT STUDY**  
*Undergraduate*

Intensive study of a topic of special interest which is relevant to Irish Studies, normally in one of the curricular areas in which Irish Studies is taught in the minor, and usually with a faculty member who teaches in the Irish Studies program. An independent study typically involves private conferences with an instructor and supervised reading, research and writing. Written permission of the supervising faculty member and of the program director is necessary before registration.

IRE 398  
**INTERNSHIP**  
*Undergraduate*

The course combines academic study with practical experience obtained through work in an extramural internship setting or on campus that relates to Ireland or Irish-America. The internship course requires academic output in the form of a research journal, paper, or other project.

IS 201  
**INTRODUCTION TO INFORMATION SYSTEMS**  
*Undergraduate*

This course demonstrates how information is used by organizations to conduct business and solve problems. This course presents information systems principles and demonstrates how they form an integral part of modern organizations. Topics include systems concepts; organizational processes; technological aspects of information systems; the Internet; IT security and ethical issues; database management; and systems development life cycle. In addition, students familiarize themselves with the DePaul computing environment and demonstrate competency at navigating that environment. **PREREQUISITE(S): none**

IS 208  
**INFORMATION TECHNOLOGY, ECONOMY AND SOCIETY**  
*Undergraduate*

Introduction to emerging information technologies and their impact on modern society. This course discusses the latest technologies used in the evolving IT environment and how these technologies are changing the modern world. Emphasis is placed on investigating issues using a variety of sources, case studies, and writing. **PREREQUISITE(S): None**

IS 215  
**ANALYSIS AND DESIGN TECHNIQUES**  
*Undergraduate*

This course presents a structured approach to analysis and design of an information system for a business. The systems development life cycle will be defined and described. Process descriptions, user and task analysis for interface development, prototyping, data flow and entity relationship diagramming will be presented. Case studies that promote critical-thinking skills provide the context for these techniques. Formerly IT 215. **PREREQUISITE(S): none**

IS 280  
**COMMUNICATION FOR THE GLOBAL IT PROFESSIONAL**  
*Undergraduate*

Development of professional communication and collaboration skills for the global IT workplace. Students cultivate proficiency with traditional in-person and electronic communications, modeling the conflict resolution, personal initiative, and personal presentation behaviors necessary for career advancement. Students become comfortable users of virtual communication and collaboration toolsets such as VoIP, collaborative editors, web presentation software, virtual team portals, and virtual scheduling tools. **PREREQUISITE(S): WRD 104.** For students required to take LSP 120, it is also a prerequisite.

IS 324  
**ENTERPRISE ARCHITECTURE**  
*Undergraduate*

This course explores the characteristics, selection, implementation and management of enterprise architecture frameworks, focusing primarily on the evaluation and planning of information systems from a top-down perspective. Major topics include enterprise architecture, Web 2.0, Enterprise 2.0, social media and networking, software as a service, content management systems, cloud computing, and portals; each is studied in terms of its characteristics and potential applications within an organization. **PREREQUISITE(S): IS 215**
IS 331
FUNDAMENTALS OF DIGITAL PRODUCT MANAGEMENT
Undergraduate
This course focuses on the creation and management of intangible technology products and services throughout the entire product management lifecycle. The benefits of the product management process along with the role of the Product Manager throughout the digital product lifecycle, main tasks, key reports and relationships, and the relationship between product management and product marketing will be examined. PREREQUISITE(S): None

IS 344
IT AUDITING
Undergraduate
Management and boards continue to recognize the importance of effectively managing information technology (IT) assets - to meet business objectives and to thoughtfully manage IT related business risks. This course examines the key principles related to auditing information technology processes and related controls and is designed to meet the ever increasing needs of IT audit and IT governance professionals. In addition, this course aids in the preparation for the Certified Information Systems Auditor (CISA) exam. PREREQUISITE(S): None

IS 356
BUSINESS INTELLIGENCE SYSTEMS
Undergraduate
Survey of emerging technologies used for decision support, collaborative decision support, knowledge management, and virtual team support in modern organizations. The course will critically examine how organizations may leverage these technologies toward competitive advantage. Students will gain hands on experience with SaaS collaboration and decision making tools. PREREQUISITE(S): IS 201 and IT 240

IS 360
SYSTEMS FOR CLOUD COMPUTING AND BIG DATA
Undergraduate
This course surveys the basic system characteristics of cloud-based business applications and large-scale, non-traditional data management technologies such as Hadoop and NoSQL. Key concepts, benefits and challenges, domains of managerial applications are discussed. Students understand firsthand the features of cloud and big data technologies through lab sessions. Students will work within a project team following the principles of project management to analyze the needs of a firm, to propose the functionality of a cloud-based data management application, and to present a detailed implementation plan for the system with its cost-benefit analysis. PREREQUISITE(S): IT 240

IS 370
IT APPLICATIONS IN BUSINESS
Undergraduate
An exploration of applications of Information Technology within business and non-profit organizations, with emphasis upon the following topics: ways managers, work groups, and organizations acquire and use information; typical business applications and their deployment in organizations; and information flows within common business systems. Additional topics include the role and structure of supply chains, IT support for Web-enabled enterprises, and global considerations for information system design. Coverage also includes standards for software acquisition, including evaluation of commercial software products. An introduction to the major principles of decision support and expert systems, business intelligence, and knowledge management, as well as risk, security, and disaster recovery within an organizational setting are also covered. PREREQUISITE(S): IS 215 or IS 201

IS 371
INTRODUCTION TO IT SYSTEM MANAGEMENT
Undergraduate
This course focuses on implementation and post-implementation support for information systems. Topics include testing, deployment, user training, help desk, software upgrades, and staffing for support teams. Case studies and team projects. PREREQUISITE(S): IT215.

IS 372
SOFTWARE PROJECT MANAGEMENT
Undergraduate
(Cross-listed with ECT 372) An introduction to the concept and techniques of project management for a broad range of systems, including Web-based application development. Topics include resource management, organizational factors, project manager responsibilities, team building, and risk management. Tools and techniques for project estimating and scheduling will be presented. Case study and group projects. PREREQUISITE(S): IS 215
IS 373
INTRODUCTION TO ENTERPRISE SYSTEMS
Undergraduate
A course on technical and management aspects of enterprise systems. It incorporates hands-on experience on enterprise resource planning (ERP) systems. Topics include: characteristics and selection of ERP systems, ERP implementation, customer relationship management (CRM), supply chain management (SCM), ERP systems administration, cloud computing and ERP, and enterprise integration with EPR. PREREQUISITE(S): IS 215

IS 375
OBJECT-ORIENTED ANALYSIS AND DESIGN
Undergraduate
This course focuses on object-oriented modeling techniques for analysis and design. Emphasis will be on the creation of well-designed, robust and maintainable software systems. UML (Unified Modeling Language) will be examined for modeling the system. Case studies will promote critical-thinking skills as well as provide the foundation for a student project that incorporates the skills attained throughout the quarter. PREREQUISITE(S): IS 215 and IS 371.

IS 376
INFORMATION SYSTEMS PROJECT
Undergraduate
This senior project course requires students to apply prior learning in project management and systems development lifecycle by developing a complete system from business case, analysis, and design, through implementation strategies. Team project, documentation, presentation, the use of development as well as project management tools will be emphasized. PREREQUISITE(S): IS 372

IS 379
VIRTUAL SOFTWARE TEAMS
Undergraduate
Fundamentals of software development in a virtual environment (if possible with students from different countries). Using an open source development environment; working across time, language, and culture; effective use of collaborative tools. PREREQUISITE(S): IS 215 or program development experience

IS 380
ESSENTIALS OF TECHNOLOGY ENTREPRENEURSHIP
Undergraduate
Introduction to the entrepreneurial process within technology intensive ventures. Roles of entrepreneurs and their start-up teams. Suitable business models and strategies. Legal issues and intellectual property. Financial issues and venture resources. Role of the customer and entrepreneurial marketing. Course will include group case studies of technology entrepreneurial ventures. Students will work in teams to develop a marketing plan and a business plan for a technology-intensive entrepreneurial venture of their choice. Course requires a prior foundational understanding of IT as is typically developed by the start of junior year.

IS 396
TOPICS IN INFORMATION SYSTEMS
Undergraduate
Advanced study focusing on a specific area of information systems each quarter. May be repeated for credit. PREREQUISITE(S): See syllabus

IS 398
INTRODUCTION TO IS MANAGEMENT SEMINAR
Undergraduate
This one-credit seminar examines the concepts of information and technology management and career options in this field. Students will assess their own interests and skill requirements for various careers. They will also analyze the impacts of IS trends and emerging technologies on their career choices. All new IS master's students are required to take this seminar as the first course. PREREQUISITE(S): None
Status as a Graduate student in the Information Systems Prerequisite Phase is a prerequisite for this class.

IS 399
INDEPENDENT STUDY
Undergraduate
Independent study form and consent of instructor required. PREREQUISITE(S): Consent of dean.
IS 400  
INTRODUCTION TO IS MANAGEMENT SEMINAR  
Graduate  
This one-credit seminar examines the concepts of information and technology management and career options in this field. Students will assess their own interests and skill requirements for various careers. They will also analyze the impacts of IS trends and emerging technologies on their career choices. All new IS master's students are required to take this seminar as the first course. PREREQUISITE(S): None

IS 421  
SYSTEMS ANALYSIS  
Graduate  
Course focus is on both traditional and object oriented systems analysis, with an emphasis upon developing competency in a wide range of modeling techniques. Specific topics include: overview of the software development environment and project management; project selection, initiation, and planning; determining requirements; process modeling, including DFDs and use cases; logic modeling, including decision tables, sequence diagrams, and activity diagrams; introduction to Entity-Relationship Diagrams. PREREQUISITE(S): None

IS 422  
SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE  
Graduate  
Course focus is on both traditional and object oriented systems design. Specific topics include: database design, including logical and physical design; Entity-Relationship diagrams, class diagrams, form and report design; interface and dialogue design; design specifications, including structure charts and prototypes; designing for LANs and distributed systems, as well as the Internet; system implementation, including parallel and phased implementation, testing, documentation, and user training; system maintenance, including types of maintenance, controlling and coordinating maintenance requests, and configuration management. Course ends with a multi-week case study applying the principles from both this course and IS 421, Systems Analysis. PREREQUISITE(S): IS 421 and CSC 451

IS 430  
FUNDAMENTALS OF IT PROJECT MANAGEMENT  
Graduate  
This course concentrates on monitoring, managing and controlling assets and resources on a single IT project. Topics covered are risk management; procurement and contract management; time and cost estimating; controlling and tracking techniques; quality assurance; testing and audit. Students will use common project management software for resource allocation and balancing. PREREQUISITE(S): None

IS 431  
DIGITAL PRODUCT MANAGEMENT  
Graduate  
This course focuses on the central role of the Product Manager in creating and sustaining compelling products and services throughout the product lifecycle. Special emphasis is placed on the creation and management of intangible technology products and services throughout the entire product management lifecycle. Product managers act as the focal point for value creation within their organizations leading cross functional product activities from the conception of an idea to the ultimate product retirement. PREREQUISITE(S): None

IS 433  
INFORMATION SECURITY MANAGEMENT  
Graduate  
Managing information assets and the security function. Emphasis on managing security-related risk, as well as the process of developing, implementing, and maintaining organizational policies, standards, procedures, and guidelines as they relate to security. Role of the CISO. Identifying and evaluating information assets, threats, and vulnerabilities. Quantitative and qualitative risk analysis, risk mitigation, residual risk, and risk resolution, as they relate to information security. Incident response. Consideration of the role and implementation of security controls during the process of analysis, design, and development. The application of policy development principles to security risk management. Introduction to compliance, as well as the CISSP domains. PREREQUISITE(S): None
IS 435
ORGANIZATIONAL MODELING
Graduate
The course explores contemporary approaches to analyzing and modeling organizational problems, processes, workflow, users and data. The emphasis is on the initial stages of analysis where the root cause of problems are identified, formulated and modeled. Students will acquire an array of modeling skills and be able to prescribe the proper modeling approach based on a variety of organizational and contextual factors. Business process modeling, management and metrics will be covered. Object-oriented and user-centered approaches will be introduced. PREREQUISITE(S): IS 421 or SE 430

IS 440
COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS
Graduate
Study of the process of virtual teaming with emphasis on facilitation of different time project activities and facilitation of same time meetings. Students will learn how small group psychology and group communication theories inform specific behaviors in the design and leadership of meetings. Several meeting types including information briefing, focus group, document writing, decision making, requirements gathering, and teaching/training will be explored. In addition, the course surveys current collaboration technologies and discusses how to select among those technologies usability and fit to purpose of a meeting agenda. DL students may be required to schedule same time sessions with the instructor and other DL students; see current quarter syllabus for more information on this point. PREREQUISITE(S): None

IS 444
IT AUDITING
Graduate
Management and boards continue to recognize the importance of effectively managing information technology (IT) assets - to meet business objectives and to thoughtfully manage IT related business risks. This course examines the key principles related to auditing information technology processes and related controls and is designed to meet the ever increasing needs of IT audit and IT governance professionals. In addition, this course aids in the preparation for the Certified Information Systems Auditor (CISA) exam. PREREQUISITE(S): None

IS 452
BIG DATA & THE INTERNET OF THINGS (IoT)
Graduate
This course surveys system design concepts, techniques, and algorithms in Machine to Machine (M2M), Internet of Things (IoT), and Internet of Everything (IoE). Topics covered include system architecture for big data, sensors and embedded technologies, IoT architecture, consumer vs. industrial IoT, wearable and mobile systems, tracking systems, IoT and big data analytics, market dynamics and entrepreneurial opportunities. Special emphasis is placed on identifying best practices in using big data and IoT through case studies and hands-on exercises. PREREQUISITE(S): None

IS 455
ELECTRONIC BUSINESS
Graduate
An introduction to electronic business. The topics include business models, technologies, business and social impact of e-business. It explores the tools, skills, business and social implications of emerging electronic business. In addition to acquiring basic skills for identifying electronic business opportunities and creating a presence in the online marketplace, the student reexamines fundamental processes of business as they are performed in cyberspace in contrast to the marketplace. This helps them understand changes as the cyberspace grows increasingly important in the global economy. PREREQUISITE(S): None. For Kellstadt students or students pursuing the MS in Business Information Technology only.

Status as a MS-Business Information Technology student or Kellstadt student is a prerequisite for this class.

IS 456
KNOWLEDGE MANAGEMENT SYSTEMS
Graduate
Survey of emerging technologies supporting organizational knowledge processes including capture, codification, structure, storage, dissemination and reuse. The course will critically examine how organizations may leverage these technologies toward competitive advantage. Students will experiment with contemporary knowledge management (KM) tools. Some theoretical perspectives on knowledge management (KM) and organizational learning (OL) will be introduced. PREREQUISITE(S): None
IS 482
LEGAL ASPECTS OF INFORMATION TECHNOLOGY
Graduate
A practical survey of computer and information technology law arising in a high tech environment. Topics covered include: employment contracts, civil and criminal law, fraud and abuse, contracts, e-commerce, intellectual property, privacy, security, harmful communications, constitutional and First Amendment issues, and internal law and trade. PREREQUISITE(S): NONE.

IS 483
INFORMATION SERVICES AND OPERATIONS
Graduate
This course focuses on the operational aspects of information systems in organizations by examining the concepts, tools and techniques available to IS professionals responsible for the delivery of IT services. Topics include the organization of the IT services; the procurement of hardware, software and vendor services; operation of data centers, help desks and user training, the development and use of RFPs (Request for Proposals) and SLAs (Service Level Agreements), the integration of services and operations with application development project needs, and the role of capital and operating budgets. PREREQUISITE(S): Completion of five or more SoC MS level courses is required.

IS 485
REQUIREMENTS ELICITATION, ANALYSIS, AND SPECIFICATION
Graduate
This course focuses on the concepts and skills needed to elicit, analyze, specify, and manage requirements for a software or systems level project. Students will learn to identify and work with stakeholders through conducting a variety of requirements gathering techniques including interviewing, surveying, ethnography, and Joint Application Design (JAD) sessions, to identify and analyze requirements conflicts and negotiate solutions, to model requirements and specify them in unambiguous ways, and to manage requirements throughout the software lifecycle using changecontrols, traceability, and impact analysis techniques. The requirements process will be examined in both traditional and agile environments. Current topics such as requirements for product lines or distributed development teams will also be explored as time permits. PREREQUISITE(S): IS 422 or IS 430 or PM 430. A student may not take both SE 482 and IS 485 for credit toward a degree.

IS 500
INFORMATION TECHNOLOGY LEADERSHIP
Graduate
Managing people ethically and effectively by applying a broad range of creative approaches to individual and team leadership within an Information Technology context. Leadership methods studied include trait-based, skills-based, situational, contingency theory, path-goal theory, leader-member exchange theory, transformational, psychodynamic, and authentic leadership, as well as team leadership and the international, cultural, and ethical dimensions of leadership. Students assess their leadership styles and design individualized development plans to strengthen existing skills and expand IT leadership capabilities by incorporating additional leadership dimensions. PREREQUISITE(S): IS 430, PM 430, OR SE 477

IS 505
BUSINESS CONTINUITY/ DISASTER RECOVERY THEORIES AND STRATEGIES
Graduate
This course focuses on the knowledge necessary for an organization to prepare for a variety of major disruptions (floods, earthquakes, terrorist attacks, etc.). The goal is survival of the organization and its daily workflow despite major disruption. Students learn to analyze and prioritize risks and determine criticality ratings that are used to determine survival strategies. Students also learn how to organize employees to respond to a major disruption and how to document recovery plans. Course content includes coverage of current industry trends, as well as planning for the survival of Information Technology functions within an organization.

IS 506
BUSINESS CONTINUITY/ DISASTER RECOVERY MANAGEMENT AND TACTICS
Graduate
The course prepares students to lead an organization's business continuity and disaster recovery plans. Students learn the methodology needed to organize this function within an organization, evaluate an organization's business continuity and disaster recovery program according to established industry standards, and conduct a variety of quick-recovery drills. Students also focus upon industry-related human resources issues, crisis communications, and policies and procedures for setting up a command center. Course content includes coverage of current industry trends, as well as managing the survival of Information Technology functions within an organization. PREREQUISITE(S): IS 505
IS 511  
SOCIAL ISSUES OF COMPUTING  
Graduate  
This course aims to provide a broad survey of the individual, organizational, and cultural impacts of computers and to stimulate reflection upon the social and ethical issues provoked by current and projected uses of computers. Some topics include an in-depth look at computers as they relate to workplaces, communities, public policy, legal issues, education, privacy, and moral values. PREREQUISITE(S): NONE.

IS 533  
ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE  
Graduate  
Design, implementation, support and management of control methods in enterprise environments. Focus is on how these controls can help organizations achieve regulatory compliance. Review of Sarbanes-Oxley and its impact on IT systems. Detailed study of how risk assessment methods, information security program management and ERP systems can be used to fulfill regulatory and legal requirements. Control Objectives for Information and related Technology (COBIT) guidelines and best practices for SOX compliance. Security management standards (ISO 17799, BS 7799 and ISO 27001). PREREQUISITE(S): IS 433

IS 535  
INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS  
Graduate  
This course focuses on the application of financial analysis and decision-making approaches to aid information technology investment decisions at the operational, project, tactical and strategic levels. Students will learn how to apply a variety of financial methods -- breakeven analysis, present value analysis, profitability index, and return on investment to various IT investment decisions. The course will also address cost benefit analysis, outsourcing, balanced scorecard, and multi-factor scoring, benchmarking, and IT investment portfolio methods. These techniques will prepare students to manage capital budgets, acquisition of system and application software, hardware, personnel, and professional services at project and system levels as well as enterprise investment portfolio. PREREQUISITE(S): SE 477 or IS 565 or ACCT 500 or IS 430 or PM 430 or ECT 455

IS 536  
ENTERPRISE CLOUD COMPUTING  
Graduate  
Cloud concepts, architecture, and service management, with particular emphasis upon identifying and analyzing potential business applications of cloud computing. Students will conduct feasibility studies, detailing the advantages and disadvantages of implementing a cloud computing platform for specific applications, with particular emphasis upon financial considerations, business benefits, and security risks. Students will develop the ability to evaluate alternatives and effectively argue in favor of their choices within the cloud computing knowledge domain. They will be able to define, apply, and defend the need for standards and best practices. Students will work within a project team following the principles of project management to design, build, and implement cloud applications.

IS 540  
GLOBAL INFORMATION TECHNOLOGY  
Graduate  
A study of the hardware, software, and techniques for using virtual information technologies to support teams working in a distributed, virtual, or global environments. Topics include software survey and evaluation, software deployment within organizational and trans-organizational contexts, trans-national vendor relationships, trans-border data flow, geographically dispersed software development, and integration of diverse technologies. PREREQUISITE(S): Completion of five or more SoC MS level courses is required.

IS 549  
DATA WAREHOUSING AND DATA MINING  
Graduate  
Introduction to data warehousing and the foundations of understanding the issues involved in building a successful data warehouse. Data warehouse development methodology and issues surrounding the planning of the data warehouse. Data quality and metadata in the data warehouse. Analysis, transformation and loading of data into a data warehouse. Development of the data architecture and physical design. Implementation and administration of the data warehouse. Introduction to data mining. (PREREQUISITE(S): CSC 451 or CSC 453
IS 553
ADVANCED TOPICS FOR SYSTEMS DEVELOPMENT
Graduate
Planning and implementation of enterprise systems in the context of enterprise transformation and new market dynamics. Networked enterprise and virtual organizations. Internet and intranet applications for electronic commerce, mass customization and information empowerment. Enterprise-wide systems, business process reengineering. Interorganizational systems, sourcing options, and transformational information technologies. Value-chain analysis and competitive strategies. Case studies examine various planning and implementation approaches and impacts. PREREQUISITE(S): IS 422 or ECT 555 or SE 430.

IS 556
ENTERPRISE PROJECT MANAGEMENT
Graduate
This course covers how an enterprise coordinates and effectively manages all its IT projects and programs through program management and the IT program management office. Students will learn the role of the IT program management office in establishing and maintaining the project and program infrastructure and in assisting project managers, program managers, and the executive steering committee. Students will analyze the role of program management in coordinating the delivery of expected program benefits, in managing stakeholder expectations, and in establishing program governance. PREREQUISITE(S): IS 430 or PM 430

IS 560
ENTERPRISE SYSTEMS
Graduate
An introduction to enterprise systems for data and process integration, including ERP systems. Topics include the requirements of enterprise systems, application architecture, tools, and functionality of leading enterprise systems, life cycle and methodologies for systems integration, selection, and implementation strategies. Also addressed are emerging trends for enterprise systems and relationship among component systems. PREREQUISITE(S): Advanced Standing

IS 565
IT OUTSOURCING
Graduate
The course focuses on how organizations can use leverage of scale as a source for cost reduction; leverage of expertise for improved superior IT performance; leverage of access (e.g. location) to develop new strategies. Other topics covered include different types of sourcing strategies, sourcing maturity levels and best practices. PREREQUISITE(S): Completion of five or more SoC MS level courses is required

IS 467
KNOWLEDGE DISCOVERY TECHNOLOGIES
Graduate
An introduction to the Knowledge Discovery Technologies covering all stages of a data mining process: domain understanding, data collection and selection, data cleaning and transformation, dimensionality reduction, pattern discovery, evaluation, and knowledge extraction. The course provides a comprehensive overview of data mining techniques used to realize these stages, including traditional statistical analysis and machine learning techniques. Students will analyze large datasets and develop modeling solutions to support decision making in various domains such as healthcare, finance, security, marketing, customer relationship management (CRM), and multimedia. PREREQUISITE(S): IT 403

IS 570
ENTERPRISE SYSTEM IMPLEMENTATION
Graduate
Formerly IS 450. This course is targeted towards information systems professionals who are involved in the planning and implementation of large scale, cross-functional enterprise systems. Students will examine the characteristics of technology efforts that change and transform the way people perform their tasks and how the new technology structures the flows of information and decision making using workflow modeling methods. Through case studies and exercises students gain insights into the elements of successful implementations leading to the preparation of a change management plan. Emphasis is placed on developing mechanisms for communicating and training all affected agents. PREREQUISITE(S): IS 430 or PM 430 or completion of five or more other SoC MS level courses should contact the course instructor or an advisor.
IS 574  
BUSINESS INTELLIGENCE  
Graduate  
Introduction to the concepts of business intelligence (BI) as components and functionality of information systems. How business problems can be solved effectively by using operational data to create data warehouses, and then applying data mining tools and analytics to gain new insights into organizational operations. Detailed discussion of the analysis, design and implementation of systems for BI, including: data management systems, decision support systems, group support systems, knowledge engineering, expert systems, and Web 2.0 tools. Case studies of application software, web tools, success and limitation as well as technical and social issues. (PREREQUISITE(S): (SE 430 or IS 435 or PM 430 or MIS 674) and CS C451)

IS 577  
INFORMATION SYSTEMS POLICIES AND STRATEGIES  
Graduate  
This capstone course emphasizes the planning and management of information technologies and related resources at the corporate level. Topics covered include assessment of information technologies, tracking emerging technologies and trends, managing portfolio resources and matching them to business needs, technology transfer, end-user computing, outsourcing, theoretical models, strategic applications and strategic IT planning. Students are encouraged to take this course toward the end of their study. PREREQUISITE(S): Completion of ten or more SoC MS level courses is required.

IS 578  
INFORMATION TECHNOLOGY CONSULTING  
Graduate  
This course is for the IT professional. The emphasis is on examining the models, techniques, and skill development for providing effective IT consulting services. The course examines the structure of IT consulting markets; leading IT consulting practices; models and approaches for providing internal IT consulting services; sourcing strategies, evaluation of RFPs and response process contract formulation, client relations and project management; knowledge management and collaboration and IT strategies. PREREQUISITE(S): Completion of foundation or core phase.

IS 579  
VIRTUAL SOFTWARE TEAMS MANAGEMENT  
Graduate  
Application of project management principles, tools, and techniques to a virtual software development project; management of virtual software teams; planning, executing the plan, monitoring and controlling the development process. Work with project office (PMO) to set templates for reporting and common processes and standards; set milestones and their deliverables; establish communication medium for the virtual team. PREREQUISITE(S): PM 430 or IS 430

IS 580  
TECHNOLOGY ENTREPRENEURSHIP  
Graduate  
In-depth examination of the entrepreneurial process within technology intensive ventures. Roles of entrepreneurs and their start-up teams. Suitable business models and strategies. Legal issues and intellectual property. Financial issues and venture resources. Role of the customer and entrepreneurial marketing. Students will analyze and present case studies of technology entrepreneurial ventures. Students will develop a marketing plan and a business plan for a technology-intensive entrepreneurial venture of their choice. PREREQUISITE(S): Completion of the foundation phase.

IS 590  
INFORMATION SYSTEMS RESEARCH METHODS  
Graduate  
Introduction of information systems (IS) research methods and theories. The course is taught as a seminar course. Both quantitative and qualitative methods are discussed. PREREQUISITES: CSC 424 or CSC 428

IS 596  
TOPICS IN INFORMATION SYSTEMS  
Graduate  
Advanced study focusing on a specific area of information systems each quarter. May be repeated for credit. PREREQUISITE(S): For specific prerequisites, see syllabus or consult course instructor.
IS 599
INDEPENDENT STUDY
Graduate
Independent study form and consent of instructor required.

IS 690
RESEARCH SEMINAR
Graduate
Readings and discussion on current research topics. Students may register for this course no more than twice. (PREREQUISITE(S): Consent of advisor).

IS 696
MASTER'S PROJECT
Graduate
Four credit hours. Students may register for this course only after their advisor has approved a written proposal for their project. Independent study form required. (PREREQUISITE(S): Consent of advisor).

IS 698
MASTER'S THESIS
Graduate
Two credit hours. Students may register for this course only after their advisor has approved a written proposal for their thesis. Students must continue to register for this course every quarter after their first registration in it until they complete their project or thesis to the satisfaction of their advisor. They earn two hours of credit for each such registration but only four hours of credit will apply for degree credit. Independent study form required. (PREREQUISITE(S): Consent of advisor).

ISM 101
FOUNDATIONS OF INTERACTIVE & SOCIAL MEDIA
Undergraduate
This course approaches the study of Interactive and Social Media through the analysis of interactive media artifacts (e.g. games, apps, websites, etc.) in order to develop a shared language for what are common components of all interactive artifacts. Students will also examine how delivery platforms (e.g. smart phone, tablet, interactive kiosk, desktop, phone) constrain and afford different interactivity. Students will conduct weekly product analysis along with a final project where they inventory and analyze all of the interactive artifacts they use in a 48 hour period. PREREQUISITE(S): none.

ISM 208
VIRTUAL WORLDS AND ONLINE COMMUNITIES
Undergraduate
Environments such as social networking sites, multiplayer online games and other online communities are becoming an increasingly large part of how we work, play, and learn. This course introduces the fundamentals for the interdisciplinary study of cyberculture and online social behavior. By examining core scholarship in this area, together with analyzing an existing virtual world, game, or online community, students will learn to research and understand new technologically-enabled social forms as they are emerging. PREREQUISITE(S) WRD 104

ISM 210
INTRODUCTION TO HUMAN-COMPUTER INTERACTION
Undergraduate
This course familiarizes students with the user interface development process, including user and task analysis, interaction design, prototyping and evaluation. Students study human perception, cognition and motor abilities as they relate to the design of interactive systems. In a series of projects, students design and revise prototypes as they apply a user-centered design process. Emphasized topics include user profiles, information architecture and usability testing. Students provide written analysis of their research and process. Formerly IM 210. PREREQUISITE(S): None
ISM 220
INTERACTIVE DESIGN & PROTOTYPING
Undergraduate
This course applies interactive media principles for a variety of contexts with a goal of exploring relative merits among common interaction paradigms. Based on assessed needs and intended functionality, students create working prototypes that demonstrate a range of design patterns, particularly those with a high level of interactivity such as rich internet applications, games, and visual simulations. Emphasis is given to visual design principles and aesthetics for creating interesting and engaging interactive experiences. Formerly IM 220. PREREQUISITE(S): ISM 210 or GD 200

ISM 222
INFORMATION VISUALIZATION
Undergraduate
This course discusses the basic problems and techniques of visualizing quantitative and qualitative data. Topics include: perception, types of information, representation of univariate and multivariate data and relational information, analysis of representations, presentation, and dynamic and interactive visualizations. Students will create visualizations using graphical software. PREREQUISITES: LSP 120

ISM 225
WEB 2.0 BUILDING BLOCKS
Undergraduate
This seminar course will provide students with a foundation in understanding the key computational infrastructures upon which today's social applications are built (e.g. social networks, cookies, cloud computing, media streaming, APIs, location-based awareness). Students will examine popular web 2.0 sites/apps and analyze for the inclusion of building blocks in order to understand how these building blocks facilitate the user experiences deemed essential for web 2.0 apps. Prerequisite(s): none

ISM 270
USER-CENTERED WEB DESIGN
Undergraduate
Principles of interactive design for web pages and sites. Design patterns for information navigation. Use of HTML and CSS to produce standards- and accessibility-compliant web pages. Overview of technologies supporting dynamic and interactive content. Formerly IM 270. Prerequisites: IT 130 or HCI 201

ISM 320
ADVANCED PRINCIPLES OF INTERACTIVITY
Undergraduate
This course will use complex interactive web projects to challenge students to solve real-world problems. Students will build upon the organizational and analytical strategies learned in ISM while expanding their knowledge of Flash subjects such as site integration, utilizing remote data and manipulating video. PREREQUISITE(S): ISM 220 or GD 215 or GD 216

ISM 336
INTERACTIVE MEDIA SCRIPTING FOR PROGRAMMERS
Undergraduate
Object-oriented programming in ActionScript for students who already know how to program. Students will design, code and test interactive media using standard and custom designed classes. PREREQUISITE(S): Experience in at least one high-level programming language.

ISM 360
USER-CENTERED EVALUATION
Undergraduate
Overview of user research and usability evaluation methods. User research includes interviews, profiles and scenarios. Usability evaluation methods include expert inspections and usability testing. PREREQUISITE(S): ISM 210.

ISM 390
TOPICS IN INTERACTIVE AND SOCIAL MEDIA
Undergraduate
Specific topics will be selected by the instructor and may vary with each quarter. PREREQUISITE(S): For specific prerequisites, see syllabus or consult with course instructor.
ISM 399
INDEPENDENT STUDY
Undergraduate
Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable Credit.
PREREQUISITE(S): None.

ISP 100
THE NATURE OF SCIENCE
Undergraduate
The Nature Of Science  (Cross-listed As PHY 100)

ISP 220
INTERACTIONS OF SCIENCE & TECHNOLOGY
Undergraduate
INTERACTIONS OF SCIENCE & TECHNOLOGY

ISP 245
LIFE IN THE UNIVERSE
Undergraduate
Life In The Universe

ISP 300
SELECTED SEMINAR TOPICS
Undergraduate
Offered each quarter, the topics of the junior seminar vary. Each offering, however, builds upon concepts introduced in a previous core course and involves a research project. Cross-listed as HON 300. Variable credit.

ISP 330
PEER EDUCATION SERVICE LEADERS I
Undergraduate
This course is designed to prepare service immersion trip leaders and to promote their development as socially responsible leaders. The focus is on foundational theory and developing transferable life skills related to reflective theory and practice, Vincentian concepts of service, and peer education. Students must speak with their advisor to learn how this course may be applied to help satisfy their JYEL requirement.

ISP 331
PEER EDUCATION SERVICE LEADERS II
Undergraduate
Students will apply the theories and practices learned in ISP 330 to their service immersion groups. Through experiential, interactive, academic and reflective activities students will continue reflection on Vincentian service and their leadership roles. Students must speak with their advisor to learn how this course may be applied to help satisfy their JYEL requirement.

ISP 390
SPECIAL TOPICS
Undergraduate
Variable credit.

ISP 392
INTERNSHIP
Undergraduate
Internship
ISP 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

IT 130
INTRODUCTORY COMPUTING FOR THE WEB
Undergraduate
An introduction to the Internet, the World Wide Web, and web development for students with a strong interest in technology. Students will create interactive web pages by writing HTML and CSS and by programming in JavaScript. Topics include the origins of the web, the roles and operations of web browsers and web servers, interacting with web applications through forms, and using style sheets to separate document structure and document formatting. PREREQUISITE(S): NONE.

IT 200
PUTTING YOUR MAJOR TO WORK
Undergraduate
This two credit course is designed to complement the student's major field of study. Students will explore connections between their academic course of study and internship and career opportunities. Students will refine their skills in networking, interviewing, developing a personal brand and utilization of social media tools.

IT 201
INTRODUCTION TO INFORMATION SYSTEMS
Undergraduate
(Formerly IS 201 Introduction to Information Systems) This course demonstrates how information is used by organizations to conduct business and solve problems. This course presents information systems principles and demonstrates how they form an integral part of modern organizations. Topics include systems concepts; organizational processes; technological aspects of information systems; the Internet; IT security and ethical issues; database management; and systems development life cycle. In addition, students familiarize themselves with the DePaul computing environment and demonstrate competency at navigating that environment. PREREQUISITE(S): none

IT 211
INTRODUCTION TO APPLIED PROGRAMMING
Undergraduate
Introduction to application development and problem solving. Basic programming constructs including control structures, I/O functions and object-based programming. Projects include small-scale applications using web-services, file processing, databases and application software. PREREQUISITE(S): IT 130

IT 212
APPLIED OO PROGRAMMING
Undergraduate
Introduction to Object-Oriented Programming. Students will use object-oriented programming to integrate systems and applications on multiple platforms, developing and understanding basic distributed applications and how they communicate. PREREQUISITE(S): IT 211

IT 215
ANALYSIS AND DESIGN TECHNIQUES
Undergraduate
(Formerly IS 315) This course presents a structured approach to analysis and design of an information system for a business. The systems development life cycle will be defined and described. Process descriptions, user and task analysis for interface development, prototyping, data flow and entity relationship diagramming will be presented. Case studies that promote critical-thinking skills provide the context for these techniques. PREREQUISITE(S): none

IT 223
DATA ANALYSIS
Undergraduate
(FORMERLY CSC 323) Application of statistical concepts and techniques to a variety of problems in IT areas and other disciplines, using a statistical package for simple data analysis. Course topics include descriptive statistics, elementary probability rules, sampling, distributions, confidence intervals, correlation, regression and hypothesis testing. PREREQUISITE(S): MAT 130 or placement

DePaul University Autumn 2015-2016 Page 1812 of 2506
IT 228
ETHICS IN COMPUTER GAMES AND CINEMA
Undergraduate
Societies function based on normative ethics utilizing common sense to distinguish between ethical and unethical behavior. Most of us are not aware of the underlying theories when arriving at ethical judgments about right and wrong. However, the fast pace of progress in information technologies and digital entertainment creates an environment in which ethical challenges are particularly complex. In the eyes of many, games and movies are violent, offensive and immoral. This course will concentrate on analyzing the impact of digital entertainment on an individual and society. Implications of certain values embedded in games and movies will be discussed. Elements of the ethical code of conduct for a game or movie creator will be formulated. The issue of balancing individual creativity vs. cultural impact particularly on children will be discussed.

IT 231
WEB DEVELOPMENT I
Undergraduate
Introduction to framework-based web development. Students create interactive, dynamic web sites using a common web architecture and object-based database access. Programming for web development includes control structures, objects, functions, and use of composite data types. Prerequisite: IT 130

IT 232
WEB DEVELOPMENT II
Undergraduate
Intermediate framework-based web development. Students design and develop web applications supporting social-networking, content-sharing and functionality for business and organizational needs. Web concepts include AJAX, server-side caching, security threats. Application of object-oriented concepts. PREREQUISITE(S): IT 231 and IT 211

IT 236
USER INTERFACE DEVELOPMENT
Undergraduate
The focus of the course is to build interfaces to simple programs. The course will cover interface controls, event handling, and the use of built-in and/or pre-written controls. The course will cover simple database access through a Database control and possibly access to WebServices such as Google. Good visual design principles will be emphasized throughout the course. PREREQUISITE(S): IT 130

IT 238
INTERACTIVE WEB SCRIPTING
Undergraduate
Advanced scripting with javascript and the Document-Object Model (DOM) for creating web pages. Object-oriented principles applied to user interfaces and event handling. Application of Ajax. Use of libraries such as jQuery. PREREQUISITE(S): IT 130

IT 240
INTRODUCTION TO DATABASES
Undergraduate
This course will introduce students to the design, implementation and use of desktop databases. Major topics include: modeling using ER diagrams, creating and maintaining a database using a PC-based application, composing and using queries in Structured Query Language, creating and customizing forms and reports, and integrating databases with other sources of data and applications. PREREQUISITE(S): NONE

IT 251
INTRODUCTION TO MOBILE APPS
Undergraduate
This class will introduce students to the world of mobile application design using an open source cross-platform programming language. HTML5-based web application frameworks, API, functional UI, CSS3, cloud services. PREREQUISITE(S): IT 130
IT 263
APPLIED NETWORKS AND SECURITY
Undergraduate
This course introduces the networking and security technologies required to build and maintain a home or small-office network. Networking topics will include client/server application software configuration, network connectivity (cabling, switch and router configuration), basic IP addressing, network address translation and options for public Internet access services. Security topics will include typical threats and responses, firewalls, host hardening, password management and virtual private network (VPNs). The course has a lab component where students apply wired and wireless technologies to design and administer a small network with various applications. PREREQUISITE(S): none

IT 278
COMMUNITY-BASED TECHNOLOGY PROJECTS
Undergraduate
Project development in cooperation with a community service organization. Students will assess urban community Web needs, develop and implement a Web solution. PREREQUISITE(S): ISM 220 or IS 215 or IT 232

IT 300
RESEARCH EXPERIENCE
Undergraduate
This course involves the exploration of a research topic under the supervision of a research advisor. PREREQUISITE(S): Consent of dean.

IT 313
ADVANCED APPLICATION DEVELOPMENT
Undergraduate
Development of complex applications through the use of APIs. Appropriate selection of common data structures (hash tables, trees, stacks, queues, networks) and design patterns for use in API development. PREREQUISITE(S): IT 212

IT 320
CONTENT MANAGEMENT SYSTEMS
Undergraduate
Design and use of Content Management Systems (CMSs) to manage unstructured digital media throughout the enterprise, simplify the publication of Web content, and locate and link content at any level of an organization. Discussion will focus on key users, their roles and responsibilities, collaborative workflow, and versioning. Students will become familiar with available CMSs, design a database-driven Website focusing on separation of the content's semantic layer from its layout, and implement a system using a variety of open-source software. Prerequisite(s): CSC 241 or IT 211 or IT 231 or IT 238 or CSC 243.

IT 330
USER INTERFACE DEVELOPMENT FOR INTERACTIVE SYSTEMS
Undergraduate
Graphical user interface development for web and desktop applications. Event-driven user controls. Development involves use of a visual integrated development environment (IDE). Prerequisite: IT 232

IT 338
WEB DEVELOPMENT FRAMEWORKS
Undergraduate
Survey of advanced web development frameworks with emphasis on MV* architectures and front-end frameworks that support responsive web interfaces. Students develop web applications using a variety of code libraries such as Backbone on the client side and node.js on the server side. Students also research additional frameworks and report on their relative advantages. PREREQUISITE(S): IT 238

IT 373
SYSTEM CONCEPTS
Undergraduate
Overview of concurrency, memory management and file system concepts for operating systems, and web servers. Application of concepts to system administration. Case studies of common operating systems. Web server operations. Virtualization. PREREQUISITE(S): IT 313 or CSC 383 or CSC 393
IT 390
TOPICS IN INFORMATION TECHNOLOGY
Undergraduate
Advanced study focusing on a specific area of information technology each quarter. May be repeated for credit. PREREQUISITE(S): Consent of the Instructor

IT 394
SOFTWARE PROJECTS FOR COMMUNITY CLIENTS I
Undergraduate
This is the first course in a two-quarter sequence (winter/spring) for CDM students that satisfies both the Senior Year Capstone requirement and the Junior Year Experiential Learning requirement. The second quarter will be IT 395. You will earn four quarter hours of credit for each quarter for a total of eight quarter hours of credit. You must complete both quarters to receive any credit. We work with a community service organization, chosen with help of the Steans Center for Community-based Service Learning. As a community-based service learning course, students will have the opportunity to assess urban community needs in technology, and use problem-solving methods and strategies to make a substantial difference in an inner-city community group, usually by developing an application or a web site.
Status as a CDM student is a prerequisite for this class.

IT 395
SOFTWARE PROJECTS FOR COMMUNITY CLIENTS II
Undergraduate
This is the continuation of IT 394. IT 394 and IT 395 must be taken as a sequence in two consecutive quarters. PREREQUISITE(S): IT 394

IT 398
TOPICS IN GLOBAL INFORMATION TECHNOLOGY
Undergraduate
This course focuses on current topics in the information and communications technologies that together support the "networked world." Sample topics are global software development and deployment, global data and information management, and cross-cultural project management for information systems. The course may be offered for variable credit hours (2, 4, 8, 16, and 32).

IT 403
STATISTICS AND DATA ANALYSIS
Graduate
Introduction to univariate data analysis methods. Descriptive statistics and data visualization methods. Overview of sampling techniques for data collection, and introduction to statistical inference methods for decision making including simple linear regression, estimation procedures using confidence intervals and hypothesis testing. PREREQUISITE(S): None

IT 411
SCRIPTING FOR INTERACTIVE SYSTEMS
Graduate
Introductory scripting for developing interactive web pages. Overview of HTML and CSS. Elementary programming concepts using JavaScript for learning control structures, functions, arrays, and object use. User interface development concepts include event handling and use of JavaScript libraries such as jQuery. Review of web clients, servers and architecture. PREREQUISITE(S): None

IT 432
WEB ARCHITECTURE
Graduate
Overview of Web application development for non-programmers. Hands-on exposure to the Model, View, Controller (MVC) framework using a common web framework. Topics include HTML/CSS, data modeling, authentication, AJAX and security issues. Students create and modify dynamic web sites. PREREQUISITE(S): IT 411

IT 590
TOPICS IN INFORMATION TECHNOLOGY
Graduate
Advanced study focusing on a specific area of information technology each quarter. May be repeated for credit. PREREQUISITE(S): Consent of the instructor
IT 599
TOPICS IN GLOBAL INFORMATION TECHNOLOGY
Graduate

Course Description: This course focuses on current topics in the information and communications technologies that together support the "networked world". Samples topics are global software development and deployment, global data and information management, and cross-cultural project management for information systems. The course may be offered for variable (1 to 4) credit hours. PREREQUISITE(S): None

IT 698
MASTER'S THESIS
Graduate

(2 credit hours) Students may register for this course only after their advisor has approved a written proposal for their thesis. Students must continue to register for this course every quarter after their first registration in it until they complete their project or thesis to the satisfaction of their advisor. They earn two hours of credit for each such registration but only four hours of credit will apply for degree credit. PREREQUISITE(S): Consent of advisor.

ITA 101
BASIC ITALIAN I
Undergraduate

This course is an introduction to the language and culture of Italy, the first in the three-quarter beginning Italian sequence. Focus is on the development of reading, writing, speaking, and listening skills and the study of Italian culture through language. Class activity will consist mainly of interactive oral exercises based on material in your textbook, online, and from other sources. The course aims to provide students with basic functional skills in Italian. Italian 101 focuses on introducing and talking about oneself (interests, occupation, leisure activities, likes, dislikes), ordering in a cafe and restaurant, addressing others formally or informally, and everyday life. By the end of the beginning Italian sequence, students should be able to engage in basic conversation on a variety of topics, write simple paragraphs, and read passages in contemporary Italian.

ITA 101S
BASIC ITALIAN I FOR SUMMER
Undergraduate

(Covers the equivalent of the ITL 101 and the first half of ITL 102.) The first half of beginning Italian. Further work on the basic elements of the Italian language, spoken as well as written, with due regard to the cultural context of Italian expression.

ITA 102
BASIC ITALIAN II
Undergraduate

This course is an introduction to the language and culture of Italy, the second in the three-quarter beginning Italian sequence. Focus is on the development of reading, writing, speaking, and listening skills and the study of Italian culture through language. Class activity will consist mainly of interactive oral exercises based on material in your textbook, online, and from other sources. The course aims to provide students with basic functional skills in Italian. Italian 102 focuses on talking about social network (e.g. family, friends, colleagues), food and dishes, lifestyle and daily routine, planning and managing a trip, communicating past events or activities. By the end of the beginning Italian sequence, students should be able to engage in basic conversation on a variety of topics, write simple paragraphs, and read passages in contemporary Italian.

ITA 103
BASIC ITALIAN III
Undergraduate

This course is an introduction to the language and culture of Italy, the third in the three-quarter beginning Italian sequence. Focus is on the development of reading, writing, speaking, and listening skills and the study of Italian culture through language. Class activity will consist mainly of interactive oral exercises based on material in the textbook, online, and from other sources. The course aims to provide students with basic functional skills in Italian. Italian 103 focuses on describing one's personality and appearance (for example one's physical traits and fashion style), carrying out a survey and talking and asking about future events, renting an apartment, talking about animals, understanding Italian social habits, traditions, diversity. By the end of the beginning Italian sequence, students should be able to engage in basic conversation on a variety of topics, write simple paragraphs, and read passages in contemporary Italian.

ITA 103S
BASIC ITALIAN II FOR SUMMER
Undergraduate

(Covers the equivalent of the second half of ITL 102 and all of ITL 103.) The second half of beginning Italian. Further work on the basic elements of the Italian language, spoken as well as written, with due regard to the cultural context of Italian expression.
ITA 104
INTERMEDIATE ITALIAN I
Undergraduate
This course is the first quarter of the second-year sequence in Italian language and culture. It gives students the opportunity to expand and improve the four basic language skills (speaking, understanding, reading, writing) while exploring Italian culture through study of the language. Class activity will consist mainly of interactive oral exercises based on material in the textbook, online, and other sources. By the end of the intermediate Italian sequence, students should be able to engage in conversation with native speakers on a variety of everyday topics, communicate in writing through social media, formal correspondence, and short compositions and understand a variety of authentic Italian texts. ITA 103 or equivalent, including placement test or permission of instructor, is recommended.

ITA 105
INTERMEDIATE ITALIAN II
Undergraduate
This second is the first quarter of the second-year sequence in Italian language and culture. It gives students the opportunity to expand and improve the four basic language skills (speaking, understanding, reading, writing) while exploring Italian culture through study of the language. Class activity will consist mainly of interactive oral exercises based on material in the textbook, online, and other sources. By the end of the intermediate Italian sequence, students should be able to engage in conversation with native speakers on a variety of everyday topics, communicate in writing through social media, formal correspondence, and short compositions and understand a variety of authentic Italian texts. ITA 104 or equivalent, including placement test or permission of instructor, is recommended.

ITA 106
INTERMEDIATE ITALIAN III
Undergraduate
This course is the third quarter of the second-year sequence in Italian language and culture. It gives students the opportunity to expand and improve the four basic language skills (speaking, understanding, reading, writing) while exploring Italian culture through study of the language. Class activity will consist mainly of interactive oral exercises based on material in the textbook, online, and other sources. By the end of the intermediate Italian sequence, students should be able to engage in conversation with native speakers on a variety of everyday topics, communicate in writing through social media, formal correspondence, and short compositions and understand a variety of authentic Italian texts. ITA 105 or equivalent, including placement test or permission of instructor, is recommended.

ITA 197
SPECIAL TOPICS IN ITALIAN
Undergraduate
See schedule for current offerings.

ITA 198
STUDY ABROAD
Undergraduate
Variable credit.

ITA 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

ITA 201
ADVANCED COMMUNICATION I
Undergraduate
This course is designed for students of Italian language and culture at the advanced level who wish to secure their knowledge of Italian structure, expand their vocabulary and cultural literacy, and work on their writing skills. The 200-level sequence creates opportunities for students who already have significant background in Italian to make progress in all four areas of language acquisition (reading, understanding, writing and speaking). This quarter will focus on Italian geography and regional culture. Students will gain a familiarity with the physical and political map of Italy, as well as selected topics in cultural geography, Italian history and current events. Students will also review Italian grammar as students work on their language skills through class discussion and targeted assignments. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.
ITA 202
ADVANCED COMMUNICATION II
Undergraduate
This course is designed for students of Italian language and culture at the advanced level who wish to secure their knowledge of Italian structure, expand their vocabulary and cultural literacy, and work on their writing skills. The 200-level sequence creates opportunities for students who already have significant background in Italian to make progress in all four areas of language acquisition (reading, understanding, writing and speaking). This quarter will focus on Italian culture and society through history. Students will also review Italian grammar as students work on their language skills through class discussion and targeted assignments. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 203
ADVANCED COMMUNICATION III
Undergraduate
This course is designed for students of Italian language and culture at the advanced level who wish to secure their knowledge of Italian structure, expand their vocabulary and cultural literacy, and work on their oral and writing skills. The 200-level sequence creates opportunities for students who already have significant background in Italian to make progress in all four areas of language acquisition (reading, understanding, writing and speaking). This quarter students will focus on topics in Italian history, literature, and culture from Fascism to the present. Students will also review Italian grammar as they work on their language skills through class discussion and targeted assignments. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 297
SPECIAL TOPICS IN ITALIAN
Undergraduate
See schedule for current offerings.

ITA 298
STUDY ABROAD
Undergraduate
Variable credit.

ITA 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

ITA 301
ORIGINS OF ITALIAN LITERATURE: THE MIDDLE AGES
Undergraduate
This course will introduce students to the major developments in Italian literature from its origins to Dante's Vita nuova. Topics will include: the origins of Italian poetry in the courtly tradition; medieval popular song and verse; the Sicilian school and the court of Frederick II; northern Italian didactic and spiritual literature; Tuscan lyric and the "dolce stil novo." As students familiarize themselves with the historical, philosophical and religious context of medieval writers, they will also learn about poetic verse forms and techniques of close literary analysis.

ITA 302
MASTERPIECES OF THE ITALIAN RENAISSANCE
Undergraduate
During the Renaissance the questions raised by human experience in the world came to the forefront of intellectual and artistic inquiry. Starting in the fifteenth and more prominently in the sixteenth centuries, Italian writers and artists developed new concepts of subjectivity and agency and looked at human identity as something made rather than found. This course explores how sixteenth century Italian intellectuals and artists experimented and reflected on fashioning their selves through speaking, writing, self-portraiture, clothing and other practices. Readings include selections of comedies, love and epic poems, letters, autobiographies, how-to manuals, political treatises and memoirs by Niccolo Machiavelli, Baldassarre Castiglione, Gaspara Stampa, Moderata Fonte, Lodovico Ariosto, Torquato Tasso, and others. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.
ITA 303
LITERATURE AND SCIENCE IN ITALY: 1600-1800
Undergraduate
Should literature primarily educate or entertain? Should it follow the model of ancient masters or explore experimentation and novelty? Should scientific prose be simple or adorned? What is the role of human reason, imagination, and divine Providence in shaping history? Does each language have a specific genius? Should an autobiography be simply accurate or imaginative? These are just a few of the compelling questions raised by Italian poets, writers, historians, politicians, philosophers, and scientists of the seventeenth and eighteen centuries. Readings from this course will include works from these disciplines, and selections from literary masterpieces such as Emanuele Tesauro’s treatise Il cannocchiale aristotelico, Galileo Galilei's Dialogo sopra i due massimi sistemi del mondo, Giovan Battista Marino's poem Adone, Giambattista Vico's Principi di scienza nuova, Carlo Goldoni’s comedy La locandiera, Giuseppe Parini’s poem Il giorno and Vittorio Alfieri’s autobiographical Vita.

ITA 304
ITALIAN CIVILIZATION I: THE MIDDLE AGES AND RENAISSANCE
Undergraduate
This course introduces students to medieval and Renaissance Italy, from about the year 1000 through 1600. Students will discover the social and political history and the art and literature of this critical period of Western civilization. They will follow the emergence of the vernacular; the development of the medieval court and city, the era of Dante and Giotto, the rise of Humanism and the Renaissance with towering figures such as Machiavelli, Leonardo, and Michelangelo, and study the figures of the courtier, historian, politician, artist, and letterato in the High Renaissance. By reading medieval and Renaissance texts in the original, students will expand their understanding of language as a process in constant change. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 305
TOWARDS UNIFICATION: ROMANTICS, REVOLUTIONARIES, AND REALISTS
Undergraduate
This course presents an overview of Nineteenth Century Italian prose and poetry. In Italian 305, students will explore themes and cultural realities in the literary works we read. Students will also hone our skills at interpreting works of literature and read some of the great masterpieces of Italian literature. In class, in-depth analysis of selected texts will be emphasized. By the end of the quarter, students should have a firm understanding of the different natures of poetry and prose as forms of expression, know the major writers of the nineteenth century, and be able to explain the texts read in class not only as works of literature but as cultural “artifacts” of a particular period of Italian history. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 306
FUTURISM AND BEYOND: TWENTIETH CENTURY WRITERS AND CULTURE
Undergraduate
This course presents an overview of Twentieth Century Italian prose and theater. In Italian 306, students will explore themes and cultural realities in the literary works we read. Students will also hone our skills at interpreting works of literature. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 307
DANTE’S INFERNO: THE WORLD OF THE CONDEMNED
Undergraduate
The primary goal of Italian 307 is to provide students with an understanding of and appreciation for Dante’s Inferno. Students will learn techniques of close literary analysis. They will learn about classical and medieval history, philosophy, theology and poetry. They will become acquainted with the extraordinary cultural and political reality of fourteenth-century Florence and Dante’s life. Above all, they will have ample time and space to consider Dante’s amazing poem. Advanced Italian students will have the opportunity to develop their written and spoken Italian while learning to read Dante’s beautiful verses in the original. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITA 308
DANTE’S PURGATORY AND PARADISO: THE REALM OF SALVATION
Undergraduate
This course is a continuation of Italian 307. Italian 308 provides students with an understanding of and appreciation for Dante’s Purgatorio and Paradiso. Students will learn techniques of close literary analysis. They will learn about classical and medieval history, philosophy, theology and poetry. They will become acquainted with the extraordinary cultural and political reality of fourteenth-century Florence and Dante’s life. Above all, they will have ample time and space to consider Dante’s amazing poem. Advanced Italian students will have the opportunity to develop their written and spoken Italian while learning to read Dante’s beautiful verses in the original. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.
ITALIAN NOVEL

This course approaches the tradition of the Italian novel. Topics may range from the long prose fiction of the late Middle Ages to the contemporary novel through a multidisciplinary perspective. The course may also analyze specific genres such as the historical novel, the coming-of-age novel, the detective story, the noir. The close reading and discussion of primary sources, a basic overview of the history of the Italian novel, several reading comprehension and creative writing assignments, will guide understanding and appreciation of the work of classics such as Boccaccio, Sacchetti, Bandello, Basile, Cellini, Alferi, Foscolo, Casanova, Manzoni, Nievo, Verga, Serao, Svevo, and Salgari as well as more recent masters such as Moravia, Deledda, Calvino, Gadda, Primo Levi, Ginzburg, Morante, and Eco, and the new voices of the late twentieth and twenty-first centuries. The course also address the linguistic, stylistic, social, and ideological issues raised by the writers. Ultimately this class will provide a deep understanding of Italian culture through the novel and offer ample time to use, expand, and refine Italian language skills.

PETRARCA AND BOCCACCIO

This course will introduce students to the life and works of two towering figures of fourteenth-century Italian literature, Francesco Petrarca and Giovanni Boccaccio. The class will focus on select close reading of these authors' major works, the Canzoniere and the Decameron. Students will place these works within the broader context of fourteenth-century social and economic history. Students will also learn techniques of poetic and narrative analysis. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITALIAN POETRY

This course approaches the tradition of Italian poetry. Topics vary from the Middle Ages to the present through a multidisciplinary perspective. The close reading and discussion of primary sources, a basic overview of the history of Italian poetry, several reading comprehension and creative writing assignments, and a poetry reading will guide your understanding and appreciation of the work of classics such as Dante, Petrarch, Sannazaro, Bembo, Stampa, Leopardi, D'Annunzio, Pascoli, as well as more recent masters such as Pasolini, Montale, Saba, Valduga, Zanzotto, and new voices of the late twentieth and twenty-first centuries. The course will also address the linguistic, stylistic, social, and ideological issues raised by the poets. Ultimately this class will provide a deep understanding of Italian culture through poetry and give a unique chance to use, expand, and refine Italian language skills. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITALIAN DRAMA

This course approaches the tradition of Italian drama. Topics may range from the Middle Ages to the present through a multidisciplinary perspective. The close reading and discussion of primary sources, a basic overview of the history of Italian drama, several reading comprehension and creative writing assignments, and a staged reading will guide understanding and appreciation of masterpieces such as Goldoni's La locandiera and Pirandello's Sei personaggi in cerca d'autore as well as less widely known but equally fascinating and powerful pieces such as Jacopone da Todi's medieval lauda Donna de Paradiso, cardinal Bibbiena's Renaissance comedy La calandria, and Raffaella Battaglini's postmodern play Conversazione per passare la notte. The course will also address the linguistic, stylistic, social, and ideological issues raised by the playwrights. Ultimately this class will provide a deep understanding of Italian culture through drama and give a unique chance to use, expand, and refine Italian language skills. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITALIAN WOMEN WRITERS

This course will explore the rich history of women writers in Italian from the Middle Ages to the present. As students follow the changing social, political, and ideological obstacles that women overcame in writing, they will discover the rich history of Italian women letter writers, poets, journalists, essayists, novelists, philosophers, scholars, translators, and literary critics. The course will introduce their diverse biographies and linguistic and stylistic talent in voicing their beliefs, concerns, and values through writing in a variety of genres and disciplines. Major figures include Caterina da Siena, Vittoria Colonna, Gaspara Stampa, Moderata Fonte, Sibilla Aleramo, Anna Banti, Liala, Alba De Cespedes, Antonia Pozzi, Amelia Rosselli, Natalia Ginzburg, Liliana Cavani, Adriana Cavarero, Dacia Maraini, and Elena Ferrante. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.
ITALIAN 318
CONTEMPORARY MULTICULTURAL WRITERS IN ITALIAN
Undergraduate
In this course students will explore the rich landscape of multicultural writers in Italian after 1990. The course will begin with a survey of the recent history of migration in Italy from a variety of countries in Africa, Asia, Eastern Europe, South America and the Middle East and place it in the context of global migration. Students will then delve into a linguistic, stylistic, and thematic analysis of the works of writers such as Papp Khoma, Tahar Lamri, Igiaba Scego, Laila Wadia, Gabriella Kuruvilla, Cristina Ali-Farah, Amara Lakhous, Ron Kubati, Anilda Ibrahimi, and Gabriella Ghermandi. Their novels and short stories will provide an opportunity to reflect on the construction of identity and otherness in a multicultural society, and experiences of exile, displacement, and racism. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITALIAN 319
CILS EXAMINATION PREPARATION COURSE
Undergraduate
The CILS Preparation is a rigorous and intensive preparatory course for the B2 Certification of Italian as a Foreign Language (CILS). The B2 level officially attests non-native speakers' high intermediate competency in Italian. Therefore, students should already be at the intermediate/advanced level when they enroll in the course. The CILS is awarded by the Universita per Stranieri in Siena and is recognized by the Italian Government. The course will be conducted as a workshop. Students will review all the grammar elements required for this level, perform listening and reading comprehension activities, and refine writing and oral skills. The CILS Exams are scheduled twice a year, at the beginning of June and December. The exam lasts about four hours and requires a separate registration and fee. DePaul University is an official testing site for the exam, and one of the few sites outside of Italy to offer CILS preparatory courses. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITALIAN 320
ITALIAN FOR BUSINESS
Undergraduate
Italian for business presupposes good knowledge of Italian grammatical structures upon which to build. The course focuses on acquiring business vocabulary, skills for dealing with Italian business partners, and comprehending specialized business journals and reports. An overview of Italy's role of the European Union and the Eurozone are integral to the course. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITALIAN 321
TRANSLATION
Undergraduate
The main objective of this course is to introduce students to some fundamental principles of translation and to allow them to acquire techniques for translating a variety of texts from Italian to English and, to a more limited extent, from English to Italian. Through intensive work in the two languages, students will improve their overall Italian language skills, learn about the challenges and rewards involved in translation, and begin to prepare themselves for advanced or professional translation work. Students will learn to take responsibility for their final work product on both individual and group projects. Students will also review Italian verb forms, study the history and theory of translation, and work with online and computer translation tools. There will be a wide variety of texts at different levels of difficulty and diverse content: academic and philosophical prose, journalism, advertising, commercial Italian, recipes and cooking shows, literary and poetic texts, opera libretti and pop music. This course will also provide students ample opportunity to practice their spoken Italian and conversation skills. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITALIAN 329
ITALIAN CINEMA
Undergraduate
This course presents an overview of Italian film, highlighting the most important directors and films. We shall not only examine the works as films, that is particular semiotic systems, but also as particular cultural products.

ITALIAN 332
ITALIAN CIVILIZATION II: EARLY MODERN ITALY
Undergraduate
This course presents an overview of Baroque, Enlightenment and Pre-Risorgimento civilization and culture. Students will explore literature, but also art, architecture, science, politics and other areas of civilization as they relate to the artistic world. Primary sources may include Tommaso Campanella's utopia The City of the Sun; the scientific treatises of Galilei, Torricelli, and Redi; the sculptures of Bernini and Canova; Metastasio's libretti; Cesare Beccaria's treatise On Crimes and Punishments, Goldoni and Alfieri's autobiographies. By the end of the quarter, students will have a firm understanding of this period, know the major figures of these centuries, and will be able to discuss the texts and images we analyze in class as cultural "artifacts" of a particular period of Italian history. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.
ITALIAN CIVILIZATION III: MODERN AND CONTEMPORARY ITALY
Undergraduate
This course presents an overview of the artistic, social, economic and political developments of Modern Italy from industrialization and unification through the fascist era to contemporary society. Students should gain an understanding of Italian culture during this exciting period. They will also improve their Italian language skills, particularly reading academic texts and writing shorter papers. This course will introduce students to Italy in the twentieth century. By the end of the quarter, students should understand how Italy developed as a nation in the late nineteenth and twentieth centuries, how it became an industrial power, how and why fascism became a force, and how Italy developed as a modern nation after World War II. Students shall study these developments in art, in society, in the business world, and through media. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

HISTORY OF THE ITALIAN LANGUAGE
Undergraduate
When was the origin of Italian language? Why did Dante, Machiavelli, and Galileo turn to the emergent vernacular when most writers, historians and philosophers still used Latin? Why did Goldoni and Alfieri write in French in the 18th century? How did the language of Italian cuisine, opera, sport, and fashion contribute to shape an Italian identity? Why are written and spoken Italian so different? Is there anything such as an Italian language or should one rather talk about Italian languages (italiani regionali, italiano popolare, italiano standard, dialetti)? In this course students will respond to these and other compelling questions on Italian language. After a general overview of the history of Italian language from the ninth to the twenty-first century, students will focus on its changes in some crucial areas of Italian culture and society. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITALIAN LANGUAGE IN THE SOCIETY OF COMMUNICATION
Undergraduate
This course addresses the changes in Italian language usage since the 1980s in a variety of contexts. Students will discuss the impact of the internet, mobile phones, videogames, and social media on Italian language and style in a variety of communicative contexts and become familiar with the linguistic usage in recent politics, commercials, comics, fiction, and TV shows. A variety of critical and theoretical readings will help us reflect on the relation between language, culture, and technology. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

ITALIAN PHONOLOGY AND PHONETICS
Undergraduate
This course is an introduction to Italian phonetics and phonology. After studying the basic principles of general linguistics students will learn the terminology of articulatory phonetics through a systematic analysis of Italian vowels and consonants. They will learn how Italian sounds are produced, described, and transcribed using the characters of the International Phonetic Alphabet (IPA). They will also develop an understanding of the distinction between phonemes and allophones as applied to contemporary spoken Italian, and learn about some regional variants of spoken Italian and the evolution of Italian from Latin. Along with the theoretical component of the course, students will also have ample opportunity in class and working online to practice their spoken Italian and improve their pronunciation by reducing or eliminating their accent. ITA 106 or equivalent, including placement test or permission of instructor, is recommended.

FOREIGN LANGUAGES ACROSS THE CURRICULUM
Undergraduate
The two credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in Italian. Students must have the equivalent of 106 or higher ability in Italian to take this two credit component. Please contact the Department of Modern Languages if you have questions about this course or about language placement.

SPECIAL TOPICS IN ITALIAN
Undergraduate
See schedule for current offerings.

STUDY ABROAD
Undergraduate
Variable credit.
ITA 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

ITA 401
ORIGINS OF ITALIAN LITERATURE
Graduate
This course will introduce students to the major developments in Italian literature from its origins to Dante's Vita nuova. Topics will include: the origins of Italian poetry in the courtly tradition; medieval popular song and verse; the Sicilian school and the court of Frederick II; northern Italian didactic and spiritual literature; Tuscan lyric and the "dolce stil novo." As students familiarize themselves with the historical, philosophical and religious context of medieval writers, they will also learn about poetic verse forms and techniques of close literary analysis.

ITA 402
WRITING THE SELF IN THE ITALIAN RENAISSANCE
Graduate
During the Renaissance the questions raised by human experience in the world came to the forefront of intellectual and artistic inquiry. Starting in the fifteenth and more prominently in the sixteenth centuries, Italian writers and artists developed new concepts of subjectivity and agency and looked at human identity as something made rather than found. This course explores how sixteenth century Italian intellectuals and artists experimented and reflected on fashioning their selves through speaking, writing, self-portraiture, clothing and other practices. Readings include selections of comedies, love and epic poems, letters, autobiographies, how-to manuals, political treatises and memoirs by Niccolo Machiavelli, Baldassarre Castiglione, Gaspara Stampa, Moderata Fonte, Lodovico Ariosto, Torquato Tasso, and others.

ITA 403
LITERATURE OF THE SEICENTO & SETTECENTO
Graduate
Should literature primarily educate or entertain? Should it follow the model of ancient masters or explore experimentation and novelty? Should scientific prose be simple or adorned? What is the role of human reason, imagination, and divine Providence in shaping history? Does each language have a specific genius? Should an autobiography be simply accurate or imaginative? These are just a few of the compelling questions raised by Italian poets, writers, historians, politicians, philosophers, and scientists of the seventeenth and eighteenth centuries. Readings from this course will include works from these disciplines, and selections from literary masterpieces such as Emanuele Tesauro's treatise Il cannocchiale aristotelico, Galileo Galilei's Dialogo sopra i due massimi sistemi del mondo, Giovan Battista Marino's poem Adone, Giambattista Vico's Principi di scienza nuova, Carlo Goldoni's comedy La locandiera, Giuseppe Parini's poem Il giorno and Vittorio Alfieri's autobiographical Vita.

ITA 404
ITALIAN CIVILIZATION I
Graduate
This course introduces students to medieval and Renaissance Italy, from about the year 1000 through 1600. Students will discover the social and political history and the art and literature of this critical period of Western civilization. They will follow the emergence of the vernacular; the development of the medieval court and city, the era of Dante and Giotto, the rise of Humanism and the Renaissance with towering figures such as Machiavelli, Leonardo, and Michelangelo, and study the figures of the courtier, historian, politician, artist, and letterato in the High Renaissance. By reading medieval and Renaissance texts in the original, students will expand their understanding of language as a process in constant change.

ITA 405
TOWARDS UNIFICATION: ROMANTICS, REVOLUTIONARIES AND REALISTS
Graduate
This course presents an overview of Nineteenth Century Italian prose and poetry. In Italian 405, students will explore themes and cultural realities in the literary works we read. Students will also hone our skills at interpreting works of literature and read some of the great masterpieces of Italian literature. In class, in-depth analysis testuali will be emphasized. By the end of the quarter, students should have a firm understanding of the different natures of poetry and prose as forms of expressions, know the major writers of the nineteenth century, and be able to explain the texts read in class not only as works of literature but as cultural "artifacts" of a particular period of Italian history.

ITA 406
FUTURISM AND BEYOND: LITERATURE OF THE NOVECENTO
Graduate
This course presents an overview of Twentieth Century Italian prose and theater. In Italian 406, students will explore themes and cultural realities in the literary works we read. Students will also hone our skills at interpreting works of literature.
ITA 407  
DANTE'S INFERNO: THE WORLD OF THE CONDEMNED  
Graduate  
The primary goal of Italian 407 is to provide students with an understanding of and appreciation for Dante's Inferno. Students will learn techniques of close literary analysis. They will learn about classical and medieval history, philosophy, theology and poetry. They will become acquainted with the extraordinary cultural and political reality of fourteenth-century Florence and Dante's life. Above all, they will have ample time and space to consider Dante's amazing poem. Advanced Italian students will have the opportunity to develop their written and spoken Italian while learning to read Dante's beautiful verses in the original.

ITA 408  
DANTE'S PURGATORY AND PARADISO: THE REALM OF SALVATION  
Graduate  
This course is a continuation of Italian 407. Italian 408 provides students with an understanding of and appreciation for Dante's Purgatorio and Paradiso. Students will learn techniques of close literary analysis. They will learn about classical and medieval history, philosophy, theology and poetry. They will become acquainted with the extraordinary cultural and political reality of fourteenth-century Florence and Dante's life. Above all, they will have ample time and space to consider Dante's amazing poem. Advanced Italian students will have the opportunity to develop their written and spoken Italian while learning to read Dante's beautiful verses in the original.

ITA 409  
THE ITALIAN NOVEL  
Graduate  
This course approaches the tradition of the Italian novel. Topics may range from the long prose fiction of the late Middle Ages to the contemporary novel through a multidisciplinary perspective. The course may also analyze specific genres such as the historical novel, the coming-of-age novel, the detective story, the noir. The close reading and discussion of primary sources, a basic overview of the history of the Italian novel, several reading comprehension and creative writing assignments, will guide understanding and appreciation of the work of classics such as Boccaccio, Sacchetti, Bandello, Basile, Cellini, Alfieri, Foscolo, Casanova, Manzoni, Nievo, Verga, Serao, Svevo, and Salgari as well as more recent masters such as Moravia, Deledda, Calvino, Gadda, Primo Levi, Ginzburg, Morante, and Eco, and the new voices of the late twentieth and twenty-first centuries. The course also address the linguistic, stylistic, social, and ideological issues raised by the writers. Ultimately this class will provide a deep understanding of Italian culture through the novel and offer ample time to use, expand, and refine Italian language skills.

ITA 410  
PETRARCA AND BOCCACCIO  
Graduate  
This course will introduce students to the life and works of two towering figures of fourteenth-century Italian literature, Francesco Petrarca and Giovanni Boccaccio. The class will focus on select close reading of these authors' major works, the Canzoniere and the Decameron. Students will place these works within the broader context of fourteenth-century social and economic history. Students will also learn techniques of poetic and narrative analysis.

ITA 411  
ITALIAN POETRY  
Graduate  
This course approaches the tradition of Italian poetry. Topics vary from the Middle Ages to the present through a multidisciplinary perspective. The close reading and discussion of primary sources, a basic overview of the history of Italian poetry, several reading comprehension and creative writing assignments, and a poetry reading will guide your understanding and appreciation of the work of classics such as Dante, Petrarch, Sannazaro, Bembo, Stampa, Leopardi, D'Annunzio, Pascoli, as well as more recent masters such as Pasolini, Montale, Saba, Valduga, Zanzotto, and new voices of the late twentieth and twenty-first centuries. The course will also address the linguistic, stylistic, social, and ideological issues raised by the poets. Ultimately this class will provide a deep understanding of Italian culture through poetry and give a unique chance to use, expand, and refine Italian language skills.
ITALIAN DRAMA
Graduate
This course approaches the tradition of Italian drama. Topics may range from the Middle Ages to the present through a multidisciplinary perspective. The close reading and discussion of primary sources, a basic overview of the history of Italian drama, several reading comprehension and creative writing assignments, and a staged reading will guide understanding and appreciation of masterpieces such as Goldoni's La locandiera and Pirandello's Sei personaggi in cerca d'autore as well as less widely known but equally fascinating and powerful pieces such as Jacopone da Todi's medieval lauda Donna de Paradiso, cardinal Bibbiena's Renaissance comedy La calandria, and Raffaella Battaglini's postmodern play Conversazione per passare la notte. The course will also address the linguistic, stylistic, social, and ideological issues raised by the playwrights. Ultimately this class will provide a deep understanding of Italian culture through drama and give a unique chance to use, expand, and refine Italian language skills.

ITALIAN WOMEN WRITERS
Graduate
This course will explore the rich history of women writers in Italian from the Middle Ages to the present. As students follow the changing social, political, and ideological obstacles that women overcame in writing, they will discover the rich history of Italian women letter writers, poets, journalists, essayists, novelists, philosophers, scholars, translators, and literary critics. The course will introduce their diverse biographies and linguistic and stylistic talent in voicing their beliefs, concerns, and values through writing in a variety of genres and disciplines. Major figures include Caterina da Siena, Vittoria Colonna, Gaspara Stampa, Moderata Fonte, Sibilla Aleramo, Anna Banti, Liala, Alba De Cespedes, Antonia Pozzi, Amelia Rosselli, Natalia Ginzburg, Liliana Cavani, Adriana Cavarero, Dacia Maraini, and Elena Ferrante.

CONTEMPORARY MULTICULTURAL WRITERS IN ITALIAN
Graduate
In this course students will explore the rich landscape of multicultural writers in Italian after 1990. The course will begin with a survey of the recent history of migration in Italy from a variety of countries in Africa, Asia, Eastern Europe, South America and the Middle East and place it in the context of global migration. Students will then delve into a linguistic, stylistic, and thematic analysis of the works of writers such as Pap Khouma, Tahar Lamri, Igiaba Scego, Laila Wadia, Gabriella Kuruvilla, Cristina Ali-Farah, Amara Lakhous, Ron Kubati, Anilda Ibrahimi, and Gabriella Ghermandi. Their novels and short stories will provide an opportunity to reflect on the construction of identity and otherness in a multicultural society, and experiences of exile, displacement, and racism.

CILS EXAMINATION PREPARATION COURSE
Graduate
The CILS Preparation is a rigorous and intensive preparatory course for the B2 Certification of Italian as a Foreign Language (CILS). The B2 level officially attests non-native speakers' high intermediate competency in Italian. Therefore, students should already be at the intermediate/advanced level when they enroll in the course. The CILS is awarded by the Universita per Stranieri in Siena and is recognized by the Italian Government. The course will be conducted as a workshop. Students will review all the grammar elements required for this level, perform listening and reading comprehension activities, and refine writing and oral skills. The CILS Exams are scheduled twice a year, at the beginning of June and December. The exam lasts about four hours and requires a separate registration and fee. DePaul University is an official testing site for the exam, and one of the few sites outside of Italy to offer CILS preparatory courses.

ITALIAN FOR BUSINESS
Graduate
Italian for business presupposes good knowledge of Italian grammatical structures upon which to build. The course focuses on acquiring business vocabulary, skills for dealing with Italian business partners, and comprehending specialized business journals and reports. An overview of Italy's role of the European Union and the Eurozone are integral to the course.
ITA 421
TRANSLATION
Graduate
The main objective of this course is to introduce students to some fundamental principles of translation and to allow them to acquire techniques for translating a variety of texts from Italian to English and, to a more limited extent, from English to Italian. Through intensive work in the two languages, students will improve their overall Italian language skills, learn about the challenges and rewards involved in translation, and begin to prepare themselves for advanced or professional translation work. Students will learn to take responsibility for their final work product on both individual and group projects. Students will also review Italian verb forms, study the history and theory of translation, and work with online and computer translation tools. There will be a wide variety of texts at different levels of difficulty and diverse content: academic and philosophical prose, journalism, advertising, commercial Italian, recipes and cooking shows, literary and poetic texts, opera libretti and pop music. This course will also provide students ample opportunity to practice their spoken Italian and conversation skills.

ITA 429
ITALIAN FILM
Graduate
This course presents an overview of Italian film, highlighting the most important directors and films. Students shall not only examine the works as films, that is particular semiotic systems, but also as particular cultural products.

ITA 432
ITALIAN CIVILIZATION II
Graduate
This course presents an overview of Baroque, Enlightenment and Pre-Risorgimento civilization and culture. Students will explore literature, but also art, architecture, science, politics and other areas of civilization as they relate to the artistic world. Primary sources may include Tommaso Campanella's utopia The City of the Sun; the scientific treatises of Galilei, Torricelli, and Redi; the sculptures of Bernini and Canova; Metastasio's libretti; Cesare Beccaria's treatise On Crimes and Punishments, Goldoni and Alfieri's autobiographies. By the end of the quarter, students will have a firm understanding of this period, know the major figures of these centuries, and will be able to discuss the texts and images we analyze in class as cultural "artifacts" of a particular period of Italian history.

ITA 440
ITALIAN CIVILIZATION III
Graduate
This course presents an overview of the artistic, social, economic and political developments of Modern Italy from industrialization and unification through the fascist era to contemporary society. Students should gain an understanding of Italian culture during this exciting period. They will also improve their Italian language skills, particularly reading academic texts and writing shorter papers. This course will introduce students to Italy in the twentieth century. By the end of the quarter, students should understand how Italy developed as a nation in the late nineteenth and twentieth centuries, how it became an industrial power, how and why fascism became a force, and how Italy developed as a modern nation after World War II. Students shall study these developments in art, in society, in the business world, and through media.

ITA 451
HISTORY OF THE ITALIAN LANGUAGE
Graduate
When was the origin of Italian language? Why did Dante, Machiavelli, and Galileo turn to the emergent vernacular when most writers, historians and philosophers still used Latin? Why did Goldoni and Alfieri write in French in the 18th century? How did the language of Italian cuisine, opera, sport, and fashion contribute to shape an Italian identity? Why are written and spoken Italian so different? Is there anything such as an Italian language or should one rather talk about Italian languages (italiani regionali, italiano popolare, italiano standard, dialetti)? In this course students will respond to these and other compelling questions on Italian language. After a general overview of the history of Italian language from the ninth to the twenty-first century, students will focus on its changes in some crucial areas of Italian culture and society.

ITA 452
ITALIAN LANGUAGE IN THE SOCIETY OF COMMUNICATION
Graduate
This course addresses the changes in Italian language usage since the 1980s in a variety of contexts. Students will discuss the impact of the internet, mobile phones, videogames, and social media on Italian language and style in a variety of communicative contexts and become familiar with the linguistic usage in recent politics, commercials, comics, fiction, and TV shows. A variety of critical and theoretical readings will help us reflect on the relation between language, culture, and technology.
ITA 453
ITALIAN PHONOLOGY AND PHONETICS
Graduate
This course is an introduction to Italian phonetics and phonology. After studying the basic principles of general linguistics students will learn the terminology of articulatory phonetics through a systematic analysis of Italian vowels and consonants. They will learn how Italian sounds are produced, described, and transcribed using the characters of the International Phonetic Alphabet (IPA). They will also develop an understanding of the distinction between phonemes and allophones as applied to contemporary spoken Italian, and learn about some regional variants of spoken Italian and the evolution of Italian from Latin. Along with the theoretical component of the course, students will also have ample opportunity in class and working online to practice their spoken Italian and improve their pronunciation by reducing or eliminating their accent.

ITA 496
PRACTICUM IN ITALIAN INSTRUCTION
Graduate
Supervised practice in language instruction, paired with a mentor instructor in a beginning or intermediate language course. Students observe a class, teach a lesson or lessons, assist in assessment and lesson planning, and complete individualized assignments to develop their skills as classroom language instructors. Repeatable.

ITA 497
SPECIAL TOPICS IN ITALIAN
Graduate
See schedule for current offerings.

ITA 498
STUDY ABROAD
Graduate
Variable credit.

ITA 499
INDEPENDENT STUDY
Graduate
Variable credit.

IWS 116
INTRODUCTION TO THE ISLAMIC EXPERIENCE
Undergraduate
This course will introduce students to the religion of Islam through its sources, practices, and presence in the contemporary world. In this introduction we will briefly explore the Qur'an, the Prophet Muhammad, hadith, law, ritual and practices, sectarian movements, and issues among Muslim women. The course will also look at some of the issues facing Muslims at the present time. Cross-listed as REL 116.

IWS 191
ISLAMIC WORLD STUDIES
Undergraduate
This course is the introductory course to the program. This course is to familiarize the students with the study of Islam by introducing them to the central texts - the Qur'an, Hadith literature (reports of the actions and sayings of the Prophet Muhammad), and Sira (the biography of the Prophet)- and methodologies in studying these and other primary sources (although the course will limit its scope to translated texts, students will become aware of the vast resources that are available in Arabic). Students will also learn the mechanics of research in the field. They will become aware of the Encyclopedias, Indexes, and Journals, etc., that are available to conduct proper research in the field. Formerly IWS 100.

IWS 192
WESTERN APPROACHES TO ISLAMIC STUDIES
Undergraduate
This course is the second of two introductory courses to the Islamic World Studies Program. Students will concentrate on the state of the field of Islam in the Academic world. Students will become grounded in the history of the field, from its beginning in the late 18th century until the present time. Students will become familiar with the most up to date theories that are at present governing the study on the rise of Islam and the sacred texts in the Western and Islamic Academia. Formerly IWS 101.
IWS 215
MUSLIMS IN AMERICAN FICTION AND FILM
Undergraduate
This course will analyse the portrayal of Islam and Muslims by American fiction writers, documentary and screenwriters. Students will use normal analytical categories as they read popular mystery thrillers, romance novels, watch documentaries and review major movies. Formerly IWS 300.

IWS 217
ISLAM IN GLOBAL CONTEXTS
Undergraduate
A study of Islam's developments in various global contexts, including Arabian beginnings, the Middle East, Central, Eastern and Western Europe, China, the former Soviet States and South Africa, with a focus on the impacts that these cultures and Islam have had on each other. Cross-listed as REL 217.

IWS 218
INTRODUCTION TO ISLAM IN SOUTH ASIA
Undergraduate
This course will explore the very rich history and development of Islam in South Asia. In the first part of the course we will briefly explore four overlapping, though unique phases: the early history of Islam in the region (beginning in 630), the Mughals (1526-1858), British Colonialism (1613-1947), and the contemporary world (1857-2011). In studying the early history of Islam in South Asia, we will explore both the South Asian milieu at the time of the Muslim arrival, as well as the context of Islam's arrival within the greater narratives of its own expansions. In studying the Mughals we will explore not only the rise and decline of this 600 year enterprise, but also the issues addressed by a Muslim minority ruling over a Hindu majority. In studying the history of British Colonialism in India, we will explore India's perceived role in the greater project of Colonialism, Muslim encounters with modernity, and the changing dynamics of Muslim-Hindu interactions in response to the occupying power. In the post-Colonial phase, we will explore the anti-Colonial independence movements (the Khilafat movement and the Pakistan movement), followed by the mapping of South Asia as a three part nation-state: India, Pakistan, and Bangladesh, with discussion on Kashmir, and Sri Lanka, involving a transnational conversation between multiple Islamic outlooks. In the second part of the course, we will explore four social, intellectual, and cultural threads. We will look at effects of the Persian legacy on the Islamic imagination. We will look at the intellectual responses to Modernity, with emphasis on Shah Waliyullah, Deoband, Aligarh, and Nadwat al-Ulama. We will look at the philosophical underpinnings of the political thought of three influential figures: Muhammad Iqbal, Sayyid Abu'l `Ala Mawdudi, and Israr Ahmad. Last we will explore the artistic role of Muslims in the developing Indian consciousness. In the final part of the course, we will discuss the role of Islam in South Asia in the 21st Century, exploring Global Societies, South Asian Diaspora, Pan-Islamism, Hindu Nationalism, Religious violence, and Bollywood.

IWS 220
MUSLIM HISTORIES IN LATIN AMERICA, THE CARIBBEAN, AND LATINO USA
Undergraduate
This course maps Muslim histories in Latin America and the Caribbean, as well as in U.S. Latino/a communities, from the late fifteenth century to today. In this broad historical approach, we explore five distinct moments: the place of Moors or Muslim Iberians in the colonization of the "New World"; enslaved Male West Africans mobilizing against a Luso-Brazilian imperial order; indentured South Asians and creolization in Caribbean nationalist ideologies; early and mid-twentieth century Arab migration to South America, and, most recently, Latin American, Caribbean, and U.S. Latino/a conversion, or what many call, reversion, to Islam. Our main goal is to explore Muslim histories as a window into the themes of colonialism, slavery, creolization, migration, and post-9/11 politics within these Latin/o Americas. In so doing, we are necessarily locating Muslims at the very conception and in the very pulse of what is today considered Latin America and the Caribbean, tracing their histories through Iberian colonizers, enslaved Africans, indentured South Asians, migrant Arabs, and finally, Latino/a converts. By studying this Muslim history of the Latin/o Americas, we seek to gain novel insights into a lesser-explored dimension of Latin America and the Caribbean as well as map the global breadth of Islam.

IWS 224
ISLAMIC LAW (SHARIAH) AND AMERICAN CULTURE
Undergraduate
An intensive study of the many dimensions of religious liberties in a pluralist society. Explores the language of constitutional and political discourse generally, and the ways in which language affects an understanding of the First Amendment. Includes case studies on particular religious communities and their encounters with American law. Formerly IWS 324.
This course is a comprehensive introduction to Islamic finance, from its religious and legal origins and principles to its most advanced forms. This course focuses on the underlying principles of Islamic finance through a study of its scriptural and jurisprudential origins and reviews most of its products such as Mud‘raba, Mush‘raka, Mur‘baha, Project finance, Suk‘k, Tak‘ful, i’ra and equity mutual funds etc. The course also examines today's Islamic finance industry with a closer look at the structure and governance of contemporary Islamic financial institutions and international regulatory bodies.

An examination of the origins of Islamic culture in Arabia and the spread of Islamic art and religion across the Middle East, North Africa, Spain, Sicily, Iran, India, and Central Asia; emphasizes the meaning of religious imagery. Cross-listed with HAA 222.

An exploration of Judaism, Christianity and Islam as they develop and interact in the Middle East, historically and in terms of contemporary religious and political issues. Includes a study of personal narratives of people from Jewish, Christian and Muslim communities. Cross-listed as REL 263.

This course will deal with the idea of "reform" within Islamic political movements in the modern period. The course will analyze various Islamic reform movements such as the Wahahabis, the Muslim Brotherhood, the Modernists, the Traditionalists, seeking a pattern in these movements. Cross-listed as REL 265.

An examination of the story of Islam in the United States in three historical periods: antebellum America, the first half of the 20th century, and the latter half of the 20th century. Explores Muslim slave life; the possibilities of retentions of Islam in slave culture; the religious, social/economic, and political life of Muslims at the beginning of the 20th century; the emergence of Islamic thought in the U.S. through an overview of the works of Ismail as-Faruqi, Seyyed Hossein Nasr and Fazlur Rahman. Cross listed as REL 266.

Ethics is concerned with the character, customs, principles or standards of human conduct. Ethics is also concerned with the norms of human conduct. Islam is considered an essentially ethical religion meaning that it is fundamentally concerned with establishing the norms of human conduct in a relationship with God. Islamic conceptions of ethics/morality derive directly from the Qur‘an. The lives of Muslims should ideally reflect the spiritual characteristics preferred by the Qur‘an. In Islam there is no real distinction between being religious and ethical. In this course students will explore the ethical world of Muslims through glimpses of Islamic thought on pluralism, politics, abortion, war, euthanasia, and social justice.

A study of the origin, transmission, and interpretation of the Qur‘an. Cross listed as REL 271.

Explores historical and contemporary trends in writing on Muslim women along modern and contemporary narratives on gender and sexuality in Muslim majority and minority cultures. Cross-listed as REL 272.
IWS 277
INTRODUCTION TO SUFISM
Undergraduate
This course will look at the history of Sufism (Islamic Mysticism). The course will look at the roots of Sufism and its early advocates, the medieval articulation and formalization of the tradition, to its renaissance in the modern period and its use as a ‘moderating’ tool. Students by the end of the course will also have a firm grounding in the terms and concepts that govern Sufism.

IWS 278
INTRODUCTION TO THE HADITH
Undergraduate
This course will introduce students to the hadith (the tradition of the Prophet Muhammad). The course will look at the historical development of the collection, study, and criticism of the hadith. Students will learn the utilization of the hadith in the establishment of Muslim religious practices, law, political and cultural norms. Students will become familiar with the technical terms that are utilized by the scholars of hadith. Students will also come to understand the modern debates about hadith study and hadith utility (or lack there of) in the modern world.

IWS 285
ISLAM'S ENCOUNTER WITH OTHER RELIGIONS AND NON-RELIGIOUS TRADITIONS
Undergraduate
A study of Islam's central texts regarding other religious traditions and how commentators discuss them, and the way in which Muslims have interacted with other religious and non-religious traditions.

IWS 295
SECTARIAN MOVEMENTS WITHIN ISLAM
Undergraduate
This course will look at the various sects within Islam such as Shi'ism, Kharjism, etc. The course will also look at theological sects such as the Mu'taziliets. The course will be concerned with the history, the beliefs, and the present circumstances (if they still exist today) of these sects. Cross listed as REL 295.

IWS 310
INTERNATIONAL ONLINE DIALOGUE
Undergraduate
This course is designed to run in conjunction with SoliyaConnect, a virtual classroom experience for IWS majors and minors. Students will engage in live conversations with other students in various universities in the U.S. and the Middle East on issues directly related to regional conflicts. Students begin in last weeks of winter quarter and continue throughout Spring Quarter, registering for course in Spring. Laboratory work which is virtual classroom is coupled with classwork in a real class setting.

IWS 319
SPECIAL TOPICS
Undergraduate
This special topics course will explore topics on Islam through regional politics, geopolitics, economics, social movements, art, architecture and sovereignty.

IWS 327
MEDIA AND ISLAM
Undergraduate
Media and Islam examines the journalistic techniques and communication theories behind how mainstream U.S. news media, print, broadcast and online bring news and information about the Arab and Muslim worlds to the American public. The course pairs media pieces with academic writing to stimulate critical thinking on media coverage of 1) characterizations of Muslims and Islam, including Islamic diversity, 2) contextual links between political Islam and Western/U.S. policies in the Muslim world, 3) the concept of jihad, 4) the status of Muslim women, and 5) the Israeli-Palestinian conflict. The course is presented in a three-hour, weekly seminar format and stresses reading, discussion and class participation. Written requirements are a midterm essay (assigned two weeks before due date) and a final media research paper on an approved topic of choice. There are no exams or quizzes.
IWS 330
ISLAMIC LAW, ITS HISTORY AND MODERN APPLICATIONS
Undergraduate
This course is a brief introduction to Islamic Law and its history including case studies of its modern applications. Students will trace the history of Islamic legal theory from its beginnings until the modern period. The focus is on the early formation of theory-its major themes and arguments along with the variety of doctrines that contribute to it. Students will examine how the socio-religious realities interface with the production of legal discourse as they build on previous coursework on modern reformers and the sources of law. This course will also explore the ongoing conversations over religious faith as the basis of a legal system. Last, we transition to the contemporary period through case studies where we will consider how the case connects with or departs from these larger debates and the different contemporary methodologies and arguments used.

IWS 340
SPECIAL TOPICS IN ISLAMIC WORLD STUDIES
Undergraduate
See schedule for current offerings.

IWS 341
MUSLIM INTELLECTUAL TRENDS 1900-PRESENT
Undergraduate
Modernization and its attendant demands for economic, political and sometimes religious change ignited Muslim thought in the 20th century. Various western theories on modernity and modernization are perceived in the Muslim world as imperialistic and directly linked to threats of neo-colonialism. This course engages a variety of scholars in an exclusively textual approach, seeking to ‘strike a balance’ between analysis of their seminal texts and philosophical frameworks. We will examine the works of six scholars and the contexts that define them such as race, class, and gender.

IWS 395
SENIOR CAPSTONE SEMINAR
Undergraduate
This is a seminar for Islamic World Studies majors. It is both an opportunity to reflect on what has been gained from studies and experiences in Islamic studies and an opportunity to strengthen that learning and expand those experiences with direct contact with Muslim communities in Chicago and overseas through the Soliya Program. Students will meet with leaders and members of Chicago’s Muslim communities and through Soliya meet with their peers in universities here and abroad. Soliya, through a partnership with the United Nations Alliance of civilizations aims to reduce tensions across cultural divides. This aspect of the course will be integrated throughout with the assistance of Jennifer Von Diehle, Assistant director for International Collaborations at DePaul.

IWS 399
INDEPENDENT STUDY
Undergraduate
Independent study designed for majors.

JOUR 245
NEWS EDITING
Undergraduate
This course introduces students to editing and publishing procedures, including proofreading, copyediting and layout for different types of publications, including newsletters, brochures, periodicals and books. Skills in grammar, punctuation, style, organization, design and headline writing are emphasized along with the editor’s role in the ethics of the profession, including questions of libel. Students will understand the editor’s central role in the newsroom and the flow of a story from a reporter to the public.

JOUR 275 and JOUR 278 are prerequisites for this course.

JOUR 275
INTRODUCTION TO JOURNALISM
Undergraduate
An introduction to the field of journalism. Instruction and practice in writing and reporting news stories. Students will learn the skills needed to become better communicators and to understand the news in the world around them.
JOUR 276
PHOTOJOURNALISM
Undergraduate
Introduction to the theoretical and technical foundations of photography with exploration of the medium's aesthetic, documentary and narrative purposes. Cross-listed as ART 377.

JOUR 278
NEWS REPORTING
Undergraduate
This course is designed to go beyond the inverted pyramid of basic news writing and focus on some of the sophisticated newsgathering techniques used by journalists. Story generation techniques will be examined along with interviewing techniques. The course will also explore how databases and documents can enhance a story, including the use of surveys, field experiments and participant observation.
JOUR 275 is a prerequisite for this class.

JOUR 279
FEATURE WRITING
Undergraduate
This practicum develops the observational and narrative skills essential to writing feature stories in a variety of journalistic contexts. Students will learn the storytelling techniques that emphasize human interest, description and the details of a subject. Instruction will include illustrated lectures, class discussions, writing exercises and critiques.
JOUR 275 and 278 are prerequisites for this course.

JOUR 280
INTRODUCTION TO ONLINE REPORTING AND PRODUCTION
Undergraduate
This course introduces students to the principles and practices of online journalism. Students learn both conceptual and technical skills in multimedia reporting. Although the course provides groundwork in using digital tools to produce online content, the focus is on journalism. As much as possible, assignments will allow students to grasp online journalism concepts and apply them to real-world scenarios. This class uses Chicago as a testing ground for innovative reporting ideas. Outstanding work will be posted on the class website.
JOUR 275 and 278 are prerequisites for this course.

JOUR 290
JOURNALISM WORKSHOP (VARIABLE TOPICS)
Undergraduate
This course allows students to sample a range of hands-on, practical offerings in journalism that can enhance their knowledge and expertise. Workshop topics can include video camera basics, non-linear editing with Final Cut Pro news print design (including InDesign, Photoshop, Illustrator), and online editing tools (including Word Press). Students may take a maximum of 4 credit hours of JOUR 290 in the major, and a total of 8 credit hours.

JOUR 310
COMPARATIVE MEDIA SYSTEMS OR GLOBAL JOURNALISM
Undergraduate
This course is an introduction to major issues, concepts, and theories of international media and global journalism. It surveys the world's news systems, determinants of international news, development communication, communication and international relations, media responsibilities in international conflicts, communication technology, and the globalization of media.

JOUR 317
EXPERIENTIAL LEARNING
Undergraduate
Students learn advanced reporting techniques while developing projects under the direction of a faculty supervisor. This course is designed to take learning out of the classroom and enables students to develop portfolio pieces while gaining critical real world experiences in reporting.
JOUR 330  
WRITING FOR BROADCAST  
Undergraduate  
This course introduces students to the writing and formatting requirements of broadcast journalists. Part of this instruction is to give students an understanding of how writing for broadcast differs from writing for print and the awareness it takes to write copy that supports and strengthens the visuals that viewers will be watching. Strong writing is the backbone of broadcast journalism, and this course gives students a firm foundation in the writing skills that produce broadcast stories worth watching.

JOUR 275 and 278 are prerequisites for this course.

JOUR 343  
JOURNALISM AND THE AMERICAN EXPERIENCE  
Undergraduate  
This seminar analyzes the current condition of American print, broadcast and online journalism in light of their historic past. Journalism's social responsibilities and its functioning as a business are examined across major periods of American history—the colonial and revolutionary press, the early Republican and penny press, the Civil War press and the press of industrializing America, the rise of the tabloid press, and the role of the press in reporting the development of the United States as a world power during World War II and in its aftermath—will be captured.

JOUR 350  
RADIO NEWS  
Undergraduate  
Nowhere has the rise of new technologies had a greater impact than in radio reporting. This course gives students opportunities to stream their stories through field and studio productions that connect listeners within communities and around the world. Students will be trained in writing for the ear, and the unique local and international possibilities of radio reporting.

JOUR 275 and JOUR 278 are prerequisites for this course.

JOUR 360  
POLITICAL COMMUNICATION  
Undergraduate  
This course examines the political communication process, including the press, public opinion, civic life, elections, public policy, civic institutions, and other elements of democratic decision-making. Students study how journalists, politicians, citizens, and political strategists construct, transmit, and understand political messages at all levels of government, including how news, advertising, and entertainment media contribute to the shaping of political perceptions, emotions, and behaviors in a variety of circumstances domestically and internationally. Topics covered include how the political communication is affected by different forms of government and press systems; ownership and regulation economics of journalism; the sociological processes of the news industry; the psychological and sociological effects of news; and technological forces and shifting news consumption patterns.

JOUR 361  
JOURNALISM LAW AND ETHICS  
Undergraduate  
This course examines legal and ethical issues in journalism with a focus on the First Amendment and the rights and responsibilities of the news media. Students will learn the constitutional rights of all citizens regarding censorship, defamation, privacy, intellectual property, and commercial speech, and will study how technological developments are challenging the courts with how to apply the law to digital media. Those legal aspects are considered in relation to case studies that chronicle journalists' ethical responsibilities, including protecting sources, balancing professional duties and personal values, sharing and using social media content, and avoiding deceptive reporting practices.

JOUR 362  
THE PRESS AND THE PRESIDENCY  
Undergraduate  
This seminar describes the current and historic relationship between the mass media and the American presidency, focusing on the connections between press coverage to agenda-setting and public opinion in presidential campaigns. Students will analyze conditions in which press-presidential relations are cooperative or adversarial, including the market forces that have shaped that relationship and the news values that have reinforced it.
JOUR 364
INVESTIGATIVE REPORTING
Undergraduate
The course will include discussions and reporting projects that will analyze how investigative story ideas are developed; how decisions are
made in the selection and development of investigative stories; how public records and other sources of information are obtained and used in
investigative reporting; ethical dilemmas; and the impact of investigative journalism on public opinion and policy, with a particular focus on
issues of race, diversity, and urban affairs.

JOUR 275 and 278 are prerequisites for this course.

JOUR 365
TELEVISION NEWS I
Undergraduate
This is a course in electronic newsgathering. Student teams will shoot and edit stand up news packages. To do this, students will learn the
basic elements in developing a broadcast news story--from originating the story idea, researching it, illustrating it, doing interviews, and then
packaging the story for air.

JOUR 275 and JOUR 330 are a prerequisite for this class.

JOUR 366
MAGAZINE REPORTING
Undergraduate
The digital world of reporting and editing has created unparalleled opportunities to reach specific readers with targeted stories. This course
introduces students to the opportunities of magazine writing and the strategies used by magazine writers. Writing assignments will strengthen
a student's grasp of the resources available to modern magazine writers and the techniques of research and interviewing that are the basis of
skilled storytelling.

JOUR 275 and JOUR 278 are a prerequisite for this class.

JOUR 367
INTERNATIONAL REPORTING
Undergraduate
This course is designed as a workshop to introduce students to the practice of international reporting. It provides students with the
background, knowledge and techniques needed to cover world affairs. Discussion topics include reporting strategies, challenges and
opportunities for foreign correspondence in the light of globalization and technological change. Students are expected to develop cross-
cultural sensitivity and critical thinking about international news. As much as possible, the course links global issues to the local community.

JOUR 275 and JOUR 278 are prerequisites for this course.

JOUR 368
SPORTS REPORTING
Undergraduate
Sports reporting is a go-to destination for online, print, and broadcast consumers of sports information. This course gives students an
understanding of the social and cultural significance of sports. It trains them to look for themes and details that go beyond the simple score of
a contest to the symbolic importance of athletics in the post-modern experience. Students will complete the course with a new appreciation for
what makes for strong sports reporting and what accounts for its unique hold on the popular imagination.

JOUR 275 and JOUR 278 are a prerequisite for this class.

JOUR 370
MULTI MEDIA NEWS PRODUCTION
Undergraduate
This advance course builds on what students learned in basic online journalism. The emphasis is on developing a story package that utilizes
interactivity and multimedia features to engage the online audience. The class is designed to simulate the workflow in digital newsrooms.
Students are expected to develop and manage content for a class project, thereby gaining hands-on learning of the process of multimedia
news production.

JOUR 280 is a prerequisite for this class.
Students will examine the work of major news chains that have begun experimenting with local coverage patterns that are informed by community leaders and community organizations identifying what matters in their community. Supporters of this approach claim it is the future for news organizations attempting to fulfill their social responsibility. Critics claim it undermines the independence of the press.

JOUR 275 and JOUR 278 are prerequisites for this course.

This is a project-based television reporting class that emphasizes longer form magazine and documentary journalism. Students will examine and apply story telling methods used in television news magazine programs and documentaries. The course will cover story arcs, character development, timelines, and other form techniques. Students will be in the field producing TV news magazine and mini-documentary reports.

JOUR 365 or instructor permission is a prerequisite for this class.

Focuses on a specific topic related to the field of journalism. See schedule for description of current topic. (w/o writing prerequisite)

Focuses on a specific topic related to the field of journalism. Included might be such topics as sports reporting, Chicago journalism, tabloid journalism, and Front Page news. See schedule for description of current topic.

JOUR 275 is a prerequisite for this class.

This course will give students extensive experience doing on-air reporting for the DePaul student television news program, "Good Day DePaul." Reporters will cover breaking news stories, features, and serious enterprise stories. Students must have experience shooting in the field and editing in Final Cut Pro, either through previous television news courses at DePaul, or from other work. Students will be permitted to take this course in two different quarters.

JOUR 365 and 278 are prerequisites for this class.

Television News II builds on the knowledge students have gained in our introductory Television News class in producing news packages for broadcast. Students will develop longer format feature pieces that combine skills in writing, reporting, shooting, narration, editing, and producing. The best of this work should serve as portfolio pieces for students considering careers in broadcasting and related industries. TV News I and Writing for Broadcast are prerequisites for taking this course.

JOUR 365 or instructor permission is a prerequisite for this class.

This course is designed for the serious journalism student who wants on-deadline experience writing for The DePaulia newspaper and web site. Students will cover beats of interest to the DePaul community throughout the quarter and also will receive assignments from DePaulia editors. Stories and beats can be as varied as campus news, sports, the arts or news in the Lincoln Park and South Loop communities. Students may repeat the course once for credit. Not available for DePaulia editors.

JOUR 275 and JOUR 278 are prerequisites for this course.
JOUR 393
JOURNALISM PRACTICUM
Undergraduate
Structured and supervised student participation in collegiate debating, radio production or group presentations for various audiences. Includes practical experience in research, rehearsal and performance. Students may take a maximum of 2 credit hours in one quarter, 4 credit hours in the major, and 8 total credit hours.

JOUR 399
INDEPENDENT STUDY
Undergraduate

JOUR 501
THE SOCIAL RESPONSIBILITY OF JOURNALISM
Graduate
This course introduces students to the historic development of social responsibility theory and its continuing role in defining the obligations of journalists in creating an informed citizenry as a critical part of the democratic process. The course analyzes the ongoing tension between journalistic responsibility and the obligations of news organizations to turn profits for their shareholders and the constitutional imprimatur of journalism to offer the information that makes self-governance possible.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 502
NEWS NOW: JOURNALISM IN THE INFORMATION AGE
Graduate
This course offers historic context in critically examining issues now facing journalism. Students will analyze the impact that convergence and digital technologies are having on ethical decisions that must be made by socially responsible journalists during every news shift. Topics include: who is a “reporter” in the digital age and what are the rights and privileges of the online reporter in a converged environment that influence confidentiality, defamation, privacy, gate-keeping, sensationalism, the public’s right to know, globalization, corporatization, and public opinion.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 503
REPORTING FOR CONVERGED NEWSROOMS
Graduate
This course is designed to equip journalists with the techniques needed in assembling and producing stories that can be published and distributed across integrated media platforms. Students will learn to write and edit reports for online media in ways that add value to stories and encourage readers to drill down into these news narratives for information worth knowing. Students will develop an understanding of how newsgathering practices are evolving through digital media and the role of teamwork in disseminating these stories to an informed citizenry.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 504
MULTIMEDIA NEWS PRODUCTION
Graduate
This advanced course builds on what students learned in basic online journalism classes. The emphasis is on producing a story package that utilizes interactivity and multimedia features to engage the online audience. The class is designed to simulate the workflow in digital newsrooms. Students are expected to develop and manage content for a class project, thereby gaining hands-on learning of the process of multimedia news production. (Formerly Backpack Reporting)

JOUR 503 and status as a Graduate Journalism student are a prerequisite for this course.

JOUR 505
TELEVISION NEWS REPORTING
Graduate
This course will teach students how to be responsible broadcast news reporters, anchors, producers, and editors, who bring added value to stories in today’s converged newsroom environment. Students will learn all aspects of the news gathering and distribution process from story conception to the research, interviewing, reporting, writing, shooting, editing, and producing that goes into a successful, must-see story.

JOUR 503 and status as a Graduate Journalism student are a prerequisite for this course.
**JOUR 506**  
**NEWSCAST PRODUCTION**  
Graduate  
This course will teach the skills necessary to become a television newscast producer, one of the most important jobs in a news department. Students will learn which stories should go into a newscast, how much time to give those stories, and what order the stories should run in during the program. They will also learn about some of the key elements of a newscast: headlines, teases, transitions into sports and weather, and end pieces. Finally, the course will cover many of the ethical and philosophical issues a producer will face on a daily basis.

JOUR 505 is a prerequisite for this class.

**JOUR 507**  
**VISUAL COMMUNICATION**  
Graduate  
This course gives students a theoretical and practical grounding in the digital world of photo-journalism. Students will be introduced to the wide array of tools available to reporters in illustrating content from their stories on the web. This includes the hardware and software packages now available in digital story-telling and how citizens use the information in interpreting the news of the day.

Status as a Graduate Journalism student is a prerequisite for this class.

**JOUR 508**  
**BRAND JOURNALISM**  
Graduate  
The course examines the explosion in magazine and trade publication journalism that is able to target specific audiences with content designed exclusively for them. Students will use the tools now available in reaching reader communities that share common interests and information. This is revolutionizing the ways in which stories are told, while creating communication communities that share common interests and speak a common language. (Formerly Niche Journalism)

Status as a Graduate Journalism student is a prerequisite for this class.

**JOUR 509**  
**JOURNALISM LAW AND ETHICS**  
Graduate  
This course examines the philosophical roots of the First Amendment and how free speech jurisprudence impacts the journalism profession. Students will learn how legal and moral issues arise when newsgathering and free speech conflict with other constitutional and common law rights, and how developments in technology and economics are creating new challenges for journalists and the courts.

Status as a Graduate Journalism student is a prerequisite for this class.

**JOUR 510**  
**SPORTS REPORTING**  
Graduate  
This course gives students an historic understanding of the role of the sports writer and sports section and the impact the online universe is having on sports writing and reporting. Students will learn the values of modern sports editors and the techniques used by modern sports writers. Students will learn the perspective and context that makes good sports writing truly exceptional.

Status as a Graduate Journalism student is a prerequisite for this class.

**JOUR 511**  
**ARTS & ENTERTAINMENT REPORTING**  
Graduate  
Arts and Entertainment reporting is among the most widely read, but often is the most poorly executed aspect of a publication or broadcast. Students taking this course will develop a critical appreciation for the role of arts and entertainment reporting in the history of the press and its current role in creating a culture that appreciates and understands the arts and their profound contribution to human understanding.

Status as a Graduate Journalism student is a prerequisite for this class.
JOUR 512
BUSINESS WRITING AND REPORTING
Graduate
This course will help students better understand the critical role that business and finance reporting plays in the United States and the world economy. Students will develop the techniques that are necessary in responsibly researching, reporting, writing, and editing business and financial news. Segments of the course will be devoted to the history of the discipline, the ethical responsibilities of the business press, and the unique opportunities now available to the digital reporter of business and financial news.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 513
CHICAGO AND PUBLIC AFFAIRS REPORTING
Graduate
This course analyzes what is distinctive about Chicago reporting. Students will be introduced to the rich tradition and history of reporting in this city, and the central role this work has played in the development of urban reporting nationwide. To do this, students will take a close look at the institutions, people, neighborhoods, decision-makers and events that impact Chicago residents in their everyday lives. The emphasis will be on localizing our approach to stories through a beat system that will allow students to regularly report on important areas of municipal life.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 514
OPINION AND COLUMN WRITING
Graduate
Students will learn what makes for extraordinary opinion and column writing with an emphasis on strong reporting that enables writers to assemble arguments based on the firm foundation of fact. Also examined will be the new ways in which digital delivery systems both empower and threaten the free flow of ideas within and across interest communities.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 515
SPECIAL TOPICS IN JOURNALISM
Graduate
Topics have included Advanced Reporting; The Chicago Olympics; The Press and The Presidency; Reporting Campaign 2008; and From Franklin to the Internet: A History of American Journalism. Students pursuing the Sports Journalism concentration can use the following courses: Reporting the Olympics, Sports Blogging, and Sports Universe as special topics courses to count towards the concentration.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 517
EXPERIENTIAL LEARNING IN JOURNALISM
Graduate
Students learn advanced reporting techniques while developing projects under the direction of a faculty supervisor. This course is designed to take learning out of the classroom and enables students to develop portfolio pieces while gaining critical real world experiences in reporting. Instructor Permission Required.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 518
WRITING AND REPORTING
Graduate
This course teaches foundational journalistic skills in writing and reporting for those students coming into the program without significant previous course work or professional experience in journalism.

Status as a Graduate Journalism student is a prerequisite for this class.
JOUR 519
INTERNATIONAL REPORTING
Graduate
This course is designed as a workshop to introduce students to the practice of international reporting. It provides students with the background, knowledge and techniques needed to cover world affairs. Discussion topics include reporting strategies, challenges and opportunities for foreign correspondence in the light of globalization and technological change. Students are expected to develop cross-cultural sensitivity and critical thinking about international news. As much as possible, the course links global issues to the local community.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 520
DATA JOURNALISM
Graduate
Data journalism explores methods and practices in news reporting with the tools of social science. Students will learn how to collect, verify, manage, analyze, interpret and present data, including skills used in database management, data analysis software and data visualization. This class focuses on finding newsworthy stories hidden behind numbers and writing data-driven reports. Students will learn best practices and pitfalls involved in data-based reporting.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 521
SPORTS PRODUCING
Graduate
This course will focus on producing sports content for broadcast with an emphasis in television production. Students will learn to write and produce compelling stories through the lens of sports, including coverage of DePaul athletics. The best of this work will be featured on DePaul's broadcast and online outlets as well as the university's athletics website. Instructor permission required for this course. Students must have a working knowledge of television production equipment.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 522
MULTI-PLATFORM NEWS EDITING
Graduate
This course introduces students to editing and publishing procedures, including proofreading, copy editing and headline writing for various publications, including newspapers and online media. Skills are emphasized in AP style, grammar, usage, punctuation, story organization, brevity, basic layout, photo editing, cutline writing, news judgment, ethics and print/online headline writing. In addition to editing basics, students learn industry-standard InDesign software to lay out print news pages.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 523
ONLINE SPORTS REPORTING
Graduate
Students will report, write, edit and produce online stories about sports issues, features and other topics. Skills are emphasized in game coverage, sports blogging, building a sports community on Twitter, shooting and editing video, recording and editing audio, and building basic web pages in HTML. The course also will explore ethical and legal issues pertaining to video and audio usage rights, athlete branding and other topics in the multimedia sports journalism culture.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 524
WRITING FOR THE DEPAULIA
Graduate
This course is designed for the serious Journalism student who wants on-deadline experience writing for The DePaulia newspaper and website. Students will cover stories from each section of the paper (news, features, entertainment, opinion and sports) throughout the quarter. Some assignments will come from DePaulia editors, but students are expected to come up with their own ideas. Stories can be as varied as campus news or news in the Lincoln Park and South Loop communities. Supplementing stories with photos and video is expected.

Status as a Graduate Journalism student is a prerequisite for this class.
JOUR 525
URBAN AFFAIRS REPORTING
Graduate
There are stories hidden in plain sight throughout the city, and this course will cover how to find and cover those stories from the ground up. Urban Affairs Reporting will focus on the stories that happen beyond City Hall, in neighborhoods and communities, among individuals and groups - stories that influence and are influenced by government, business, and other powerful institutions. The course will help students improve their ability to develop sources, find story ideas, and thereby cover critical urban issues with greater depth, originality, and excitement. Students will learn how to report these often fascinating stories across a variety of print and online platforms.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 526
POLITICAL COMMUNICATION
Graduate
This course examines how political communication and related media affect public opinion, civic life, elections, and public policy, and the impact of these communication dynamics on civic institutions and democratic decision-making. Students will study how journalists, elected officials, citizens, and political strategists construct, use, and understand political messages, including how news, advertising, and entertainment media contribute to the shaping of political perceptions, emotions, and behaviors in a variety of circumstances domestically and internationally.

JOUR 527
LIFESTYLE REPORTING
Graduate
This course will give students the tools to write Lifestyle stories and to think creatively. Assignments will include human-interest stories, health, fitness, design, fashion, food, leisure and social issues. The class will concentrate on the tools reporters need to create this kind of work, from good quotes to relevant sourcing.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 528
REPORTING FOR GOOD DAY DEPAUL
Graduate
This course will give students extensive experience doing on-air reporting for the DePaul student television news program, "Good Day DePaul." Reporters will cover breaking news stories, features, and serious enterprise stories. Students must have experience shooting in the field and editing in Final Cut Pro, either through previous television news courses at DePaul, or from other work.

JOUR 505 and status as a Graduate Journalism student are a prerequisite for this class.

JOUR 529
ONLINE NEWS BUREAU
Graduate
This course offers first-hand experience on a digital newsroom. Students should already have a grasp of basic online journalism skills through earlier classes or practical experience. The emphasis of the course is on producing high-quality stories both in terms of content and in terms of presentation. Throughout the quarter, students will work as multimedia producers, editors and reporters to create content for thewiredloop.info, a platform for news experimentation.

JOUR 503 and status as a Graduate Journalism student are a prerequisite for this course.

JOUR 530
RADIO NEWS
Graduate
The radio news business has been radically altered through the rise of new media. This course analyzes that transformation. The move of radio news to the web has greatly increased opportunities for local and community-based reporting. Radio News helps students acquire the skill sets they’ll need to do socially responsible work in this new and challenging environment. This course prepares students for careers in radio news and documentary by training them in the audio platforms and news narratives that have made radio one of the strongest of personalized, niche media in the digital landscape.

Status as a Graduate Journalism student is a prerequisite for this class.
JOUR 532  
THE PRESS AND THE PRESIDENCY  
Graduate  
This course analyzes the historic competition between candidates, the media, and presidential campaigns. It examines how public understanding of political issues, public policy, and the candidates is created. We'll drill down into conditions that lead to a cooperative or adversarial press in campaign reporting and how the public perceives the political process and the role of the press in forming public opinion in presidential campaigns and during presidencies.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 533  
JOURNALISM & FREEDOM OF INFORMATION  
Graduate  
This course focuses on developing skills in obtaining, interpreting and reporting using public records available from the government. Students will complete hands-on assignments on how to acquire public records, including law enforcement and court documents; how to file FOIA requests and appeals, and other legal remedies for obtaining publicly available information; and how to decipher government records and spreadsheets for use in documents-driven reporting. By sharpening skills on access and use of public records for journalism, the course better equips students to fulfill the watchdog role of the press. (Formerly PUBLIC RECORDS REPORTING)

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 534  
TOPICS IN PHOTOJOURNALISM  
Graduate  
This course is a practicum designed to prepare visual journalists for the skills they'll need in a rapidly changing profession. Students will learn about the strategic use of photographs in digital storytelling, including the role of photographs in multimedia production. Students will also understand the ethical obligations faced by today's photojournalist.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 535  
RADIO DEPAUL  
Graduate  
The course enables students in journalism to learn on air and production skills in news, public affairs, and sports programming. This experiential learning class enables students to work at our award-winning student radio operation, where participants host shows, cover DePaul sports, and develop long format news, interviews, and public affairs programming.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 536  
SPORTS BLOGGING  
Graduate  
Blogging has become an essential component of all sports coverage, and this course will provide the skills to excel in this growing area of journalism. Students will learn about news tracking, news aggregation, the fundamentals of blog posts, social media and multimedia in blogging, live blogging, and being part of an online community. By building blogs they'll have an opportunity to brand themselves as sports journalists and learn how to become an authoritative voice in a particular area of sports.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 537  
FROM FRANKLIN TO THE INTERNET: A HISTORY OF AMERICAN JOURNALISM  
Graduate  
This course analyzes the impact journalism has had and is having on the country and the impact technologies have had on journalism. We examine the stories journalism tells, how it tells them, and the difference it makes in American society, culture, and politics.

Status as a Graduate Journalism student is a prerequisite for this class.
JOUR 538
MASS COMMUNICATION IN THE DIGITAL AGE
Graduate
This course examines the rise of the information age through the development of new media platforms and the changing impact media are having in creating community and shaping citizenship and American life as journalism, radio, television, film, advertising, and public relations transition from analog to digital eras.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 539
THE FUTURE OF AD-SUPPORTED MEDIA
Graduate
This is a lab course designed to have journalism and advertising students work together to develop news business models for the news media. Student teams will work with media clients---in print, online, and broadcast---to better understand how the nature of news is being redefined. The course will probe all aspects of the media business, including editorial, marketing, advertising, new revenue sources, and circulation. (Cross-listed with PRAD 595 Special Topics in Public Relations & Advertising)

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 540
THE INTERNET, TECHNOLOGY, AND POLITICS
Graduate
This course explores the evolving relationships that reside at the intersection of the internet and politics. Some of the themes covered in the course include the ways in which politicians and organizations use the internet and new media and how this is changing the relationship between governments and citizens. (Cross-listed with PSC 315 Internet, Technology and Politics)

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 541
MASS MEDIA & AMERICAN POLITICS
Graduate
This course explores the role of the media in American politics and the impact it has on government, policymaking, campaigning, and most importantly, the general public. The course has three major sections: an analysis of the news media as a political and economic institution; an examination of the ways in which political actors try to shape the messages transmitted through the media; and an investigation of the effects media have on citizens. (Cross-listed with PSC 321 Mass Media and American Politics)

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 542
SOCIAL MEDIA AND THE NEWS
Graduate
This course blends the theory and practice of social media within the context of journalism and social trends in mobile information consumption and participatory culture. Students will analyze and apply a range of social and mobile media tools to news reporting. The course will cover emerging theory on social media, including: the networked society and networked gatekeeping, spreadability, social network analysis and power laws, citizen journalism, best practices for content curation, as well as verification of social content. Students will apply theory to develop and implement a professional social media strategy, maintain a blog and a final community-based reporting group project.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 543
LONG FORM REPORTING
Graduate
This is a project-based television reporting class that emphasizes longer form magazine and documentary journalism. Students will examine and apply story telling methods used in television news magazine programs and documentaries. The course will cover story arcs, character development, timelines, and other form techniques. Students will be in the field producing TV news magazine and mini-documentary reports.

Status as a Graduate Journalism student is a prerequisite for this class.
JOUR 590
JOURNALISM WORKSHOP
Graduate
This course allows students to sample a range of hands on, practical offerings in journalism that can enhance their knowledge and expertise. Workshop topics can include video camera basics, non-linear editing with Final Cut Pro and news page layout and design. PLEASE NOTE THAT THIS IS A 2-CREDIT COURSE. Students can take this course a maximum of two times for a total of 4 credits.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 592
INDEPENDENT STUDY
Graduate
Students will be guided in the development of a special project that furthers their collaboration with an instructor and produces a report that demonstrates their mastery of critical content and competencies. The independent study option is intended for students who have demonstrated a mastery of course content, who would benefit from a sustained, focused collaboration with a relevant faculty member.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 602
CANDIDACY CONTINUATION
Graduate
This is a 0-credit hour course that requires permission from the graduate director. Students can enroll in 602 if they are finishing a course in which they received an incomplete (IN). If the student does not register for any regular courses in the quarter they plan to finish the incomplete, they can enroll in 602 and access the library and other campus facilities. No tuition is charged, only student fees (approx. $50). This course is graded as pass/fail. Not eligible for loan deferment or student loans.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 531
JOURNALISM BY NUMBERS
Graduate
Journalism by Numbers introduces students to techniques for using numbers, data, statistics, and quantitative reasoning to improve their reporting. Students learn how to interpret data for reporting on issues such as business, economics, health care, science, politics, and sports. Other topics include public opinion polling, statistical analysis software, and discussion of the legal and ethical issues that arise from data analysis and data reporting.

Status as a Graduate Journalism student is a prerequisite for this class.

JPN 101
BASIC JAPANESE I
Undergraduate
Listening to, speaking, reading and writing Japanese in a cultural context for the beginning student.

JPN 101S
BASIC JAPANESE I FOR SUMMER
Undergraduate
(Covers the equivalent of JPN 101 and the first half of JPN 102.) The first half of beginning Japanese. Listening to, speaking, reading, and writing Japanese in a cultural context for the beginning student.

JPN 102
BASIC JAPANESE II
Undergraduate
Continued emphasis on the four skills in culturally-authentic situations. JPN 101 or equivalent, including placement test or permission of instructor, is recommended.
**JPN 103**  
**BASIC JAPANESE III**  
Undergraduate  
Further work on the basic elements of the Japanese language, spoken as well as written, with due regard to the cultural context of Japanese expression. JPN 102 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 103S**  
**BASIC JAPANESE III FOR SUMMER**  
Undergraduate  
(Covers the equivalent of the second half of JPN 102 and all of JPN 103.) The second half of beginning Japanese. Further work on the basic elements of the Japanese language, spoken as well as written, with due regard to the cultural context of Japanese expression.

**JPN 104**  
**INTERMEDIATE JAPANESE I**  
Undergraduate  
Intensive practice in the use of Japanese through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. JPN 103 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 105**  
**INTERMEDIATE JAPANESE II**  
Undergraduate  
Continuing practice in spoken and written Japanese and further development of reading and listening abilities in an authentic cultural context. JPN 104 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 106**  
**INTERMEDIATE JAPANESE III**  
Undergraduate  
Developing more fluency in speaking, understanding, reading, and writing Japanese with a concomitant heightened awareness of the cultural dimensions of the Japanese language. JPN 105 or equivalent, including placement test or permission of instructor, is recommended.

**JPN 110**  
**INTENSIVE BASIC JAPANESE I**  
Undergraduate  
An intensive introduction to reading, writing, and speaking Japanese in a cultural context for the beginning student. For participants in the DAAAO Program.

**JPN 111**  
**INTENSIVE BASIC JAPANESE II**  
Undergraduate  
An intensive introduction to reading, writing, and speaking Japanese in a cultural context for the beginning student; continues JPN 110. For participants in the DAAAO Program.

**JPN 197**  
**SPECIAL TOPICS IN JAPANESE**  
Undergraduate  
See schedule for current offerings.

**JPN 198**  
**STUDY ABROAD**  
Undergraduate  
Variable credit.
JPN 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

JPN 201
ADVANCED JAPANESE I
Undergraduate
The first course of third-year level to develop advanced skills in speaking, writing, listening and reading.

JPN 202
ADVANCED JAPANESE II
Undergraduate
The second course of third-year level to develop advanced skills in speaking, writing, listening and reading. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

JPN 203
ADVANCED JAPANESE III
Undergraduate
The third course of third-year level to develop advanced skills in speaking, writing, listening and reading. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

JPN 297
SPECIAL TOPICS IN JAPANESE
Undergraduate
See schedule for current offerings.

JPN 298
STUDY ABROAD
Undergraduate
Variable credit.

JPN 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

JPN 301
ADVANCED JAPANESE IV
Undergraduate
The focus of this course is the development of advanced skills in reading, writing, speaking and listening, especially "critical reading/thinking skills" in Japanese by questioning the views given in the textbook and discussing issues from different perspectives. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

JPN 302
ADVANCED JAPANESE V
Undergraduate
The focus of this course is the development of advanced skills in reading, writing, speaking and listening, especially "critical reading/thinking skills" in Japanese by questioning the views given in the textbook and discussing issues from different perspectives. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.
JPN 303  
ADVANCED JAPANESE VI  
Undergraduate  
The focus of this course is the development of advanced skills in reading, writing, speaking and listening, especially "critical reading/thinking skills" in Japanese by questioning the views given in the textbook and discussing issues from different perspectives. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

JPN 304  
CONTEMPORARY JAPANESE LITERATURE  
Undergraduate  
Readings from Tanizaki, Kawabata, Mishima, or other contemporary authors from Showa era to present. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

JPN 310  
JAPANESE CULTURE  
Undergraduate  
Discussion of selected cultural topics from different periods with appropriate collateral readings. Formerly Japanese 302. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

JPN 311  
ADVANCED DISCUSSION AND READING I  
Undergraduate  
Expanding the knowledge of vocabulary and kanji characters through discussions of current issues in the news and in newspapers and academic writing exercises. Formerly Japanese 300. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

JPN 312  
ADVANCED DISCUSSION AND READING II  
Undergraduate  
Developing the formal and academic oral fluency and writing skills through authentic aural and written materials through debates and discussions of current cultural and political issues. Formerly Japanese 301. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

JPN 313  
ADVANCED DISCUSSION AND READING III  
Undergraduate  
Focus on the formal expressions and interactions in business and academic settings and extensive reading of authentic materials on modern Japan with an emphasis on essay-writing activities. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

JPN 320  
ADVANCED COMMERCIAL JAPANESE  
Undergraduate  
Advanced preparation for the use of Japanese in the business world. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.

JPN 330  
INTRODUCTION TO JAPANESE LINGUISTICS  
Undergraduate  
Study of a wide range of topics including Japanese language analysis, dialectal variations, and the history of the Japanese language. Data collection on oral and written texts with related class discussions. JPN 106 or equivalent, including placement test or permission of instructor, is recommended.
JPN 342
ADVANCED HIGH JAPANESE I
Undergraduate
JPN 342 is one of the Advanced High Japanese courses designed for advanced high Japanese learners. The course focuses on a special topic of Japan, and the Japanese language is used as a communication and thinking tool for reading, discussion and other activities. Students are expected to think about topics and issues "critically" and "creatively," i.e., beyond comprehension of given information. Class discussion is conducted exclusively in Japanese, and resources (i.e., books, articles, newspapers, films, etc.) are mainly in Japanese although English translations or publications may be used as learning aids or supplementary materials if necessary. All assignments and term papers are written and submitted in Japanese (exception may apply for a native speaker of Japanese). JPN 300 or equivalent, including placement test or permission of instructor, is recommended.

JPN 343
ADVANCED HIGH JAPANESE II
Undergraduate
To understand the history of Japanese Americans during pre- and post-war periods, and relevant social issues in today's Japanese and American societies (e.g., immigration, discrimination, etc.), in order to understand our role in today's global society and to make proposals for peace and human justice. JPN 300 or equivalent, including placement test or permission of instructor, is recommended.

JPN 344
ADVANCED HIGH JAPANESE III
Undergraduate
Translation Practicum serves as the final installment for both the advanced and the advanced high courses in Japanese. The main goal is to produce a translation of a Japanese text into English by the end of the quarter. In order to achieve this goal, each student will select a Japanese text, translate it into English, and revise it in consultation with her/his peers. Students may also choose to translate from English to Japanese. JPN 300 or equivalent, including placement test or permission of instructor, is recommended.

JPN 395
FOREIGN LANGUAGES ACROSS THE CURRICULUM
Undergraduate
The two credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in Japanese. Students must have the equivalent of 106 or higher ability in Japanese to take this two credit component. Please contact the Department of Modern Languages if you have questions about this course or about language placement.

JPN 397
SPECIAL TOPICS IN JAPANESE
Undergraduate
See schedule for current offerings.

JPN 398
STUDY ABROAD
Undergraduate
Variable credit.

JPN 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

JPN 401
ADVANCED JAPANESE IV
Graduate
The focus of this course is the development of advanced skills in reading, writing, speaking and listening, especially "critical reading/thinking skills" in Japanese by questioning the views given in the textbook and discussing issues from different perspectives.
JPN 402
ADVANCED JAPANESE V
Graduate
The focus of this course is the development of advanced skills in reading, writing, speaking and listening, especially "critical reading/thinking skills" in Japanese by questioning the views given in the textbook and discussing issues from different perspectives.

JPN 403
ADVANCED JAPANESE VI
Graduate
The focus of this course is the development of advanced skills in reading, writing, speaking and listening, especially "critical reading/thinking skills" in Japanese by questioning the views given in the textbook and discussing issues from different perspectives.

JPN 404
CONTEMPORARY JAPANESE LITERATURE
Graduate
Readings from Tanizaki, Kawabata, Mishima, or other contemporary authors from Showa era to present. Cross-listed with JPN 304.

JPN 410
JAPANESE CULTURE
Graduate
Discussion of selected cultural topics from different periods with appropriate collateral readings. Cross-listed with JPN 310.

JPN 411
ADVANCED DISCUSSION AND READING I
Graduate
Expanding the knowledge of vocabulary and kanji characters through discussions of current issues in the news and in newspapers and academic writing exercises. Cross-listed with JPN 311.

JPN 412
ADVANCED DISCUSSION AND READING II
Graduate
Developing the formal and academic oral fluency and writing skills through authentic aural and written materials through debates and discussions of current cultural and political issues. Cross-listed with JPN 312.

JPN 413
ADVANCED DISCUSSION AND READING III
Graduate
Focus on the formal expressions and interactions in business and academic settings and extensive reading of authentic materials on modern Japan with an emphasis on essay-writing activities. Cross-listed with JPN 313.

JPN 420
ADVANCED COMMERCIAL JAPANESE
Graduate

JPN 430
INTRODUCTION TO JAPANESE LINGUISTICS
Graduate
JPN 442
ADVANCED HIGH JAPANESE I
Graduate
JPN 442 is one of the Advanced High Japanese courses designed for advanced high Japanese learners who have completed Advanced Japanese courses (JPN 401-403) or have equivalent or higher proficiency in Japanese. The course focuses on a special topic of Japan, and the Japanese language is used as a communication and thinking tool for reading, discussion and other activities. Students are expected to think about topics and issues "critically" and "creatively," i.e., beyond comprehension of given information. Class discussion is conducted exclusively in Japanese, and resources (i.e., books, articles, newspapers, films, etc.) are mainly in Japanese although English translations or publications may be used as learning aids or supplementary materials if necessary. All assignments and term papers are written and submitted in Japanese (exception may apply for a native speaker of Japanese).

JPN 443
ADVANCED HIGH JAPANESE II
Graduate
To understand the history of Japanese Americans during pre- and post-war periods, and relevant social issues in today's Japanese and American societies (e.g., immigration, discrimination, etc.), in order to understand our role in today's global society and to make proposals for peace and human justice.

JPN 444
ADVANCED HIGH JAPANESE III
Graduate
Translation Practicum serves as the final installment for both the advanced and the advanced high courses in Japanese this year. The main goal is to produce a translation of a Japanese text into English by the end of the quarter. In order to achieve this goal, each student will select a Japanese text, translate it into English, and revise it in consultation with her/his peers. Students may also choose to translate from English to Japanese.

JPN 496
PRACTICUM IN JAPANESE INSTRUCTION
Graduate
Supervised practice in language instruction, paired with a mentor instructor in a beginning or intermediate language course. Students observe a class, teach a lesson or lessons, assist in assessment and lesson planning, and complete individualized assignments to develop their skills as classroom language instructors. Repeatable.

JPN 497
SPECIAL TOPICS IN JAPANESE
Graduate
See schedule for current offerings.

JPN 498
STUDY ABROAD
Graduate
Variable credit.

JPN 499
INDEPENDENT STUDY
Graduate
Variable credit.

JZZ 1
JAZZ ENSEMBLE
Undergraduate
Study, rehearsal, and performance of jazz literature with focus on music for large jazz ensembles; emphasis on current performance styles, and new arrangements and compositions. Placement audition required.

Status as an Undergraduate Music student is a prerequisite for this class.
JZZ 2
JAZZ CHAMBER ENSEMBLE
Undergraduate
Study, rehearsal, and performance of literature for jazz chamber groups.
Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 200
JAZZ ENSEMBLE
Undergraduate
Study, rehearsal, and performance of jazz literature with focus on music for large jazz ensembles; emphasis on current performance styles, and new arrangements and compositions. Placement audition required.
Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 201
JAZZ CHAMBER ENSEMBLE
Undergraduate
Study, rehearsal, and performance of literature for jazz chamber groups.
Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 215
JAZZ JUNIOR RECITAL
Undergraduate
A full 45 minute, public recital performance of solo and/or chamber repertoire to be completed in the Junior year. Students must be registered for applied lessons during the quarter the recital is presented.
JZZ 317, JZZ 318, JZZ 319, JZZ 320, JZZ 321, JZZ 322, JZZ 323, or JZZ 324 is a co-requisite for this class.

JZZ 300
ESSENTIALS OF JAZZ I
Undergraduate
Basic and advanced chord constructions in written and keyboard applications.
Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 301
ESSENTIALS OF JAZZ II
Undergraduate
Harmonizing melodies by the use of advanced harmonies and techniques of modern chord substitutions. Developing the ability to "play by ear."
JZZ 300 is a prerequisite for this class.

JZZ 302
ESSENTIALS OF JAZZ III
Undergraduate
Improvisation with particular emphasis on the blues arranging and accompanying techniques; a survey of recent trends in popular music.
JZZ 301 is a prerequisite for this class.

JZZ 303
JAZZ HISTORY AND STYLE
Undergraduate
An intensive study of the periods of jazz, major performers and composers, trends, influences, stylistic features and related materials.
Status as a Jazz Studies student is a prerequisite for this class.
JZZ 304
JAZZ ARRANGING AND COMPOSITION I
Undergraduate
Arranging and orchestration techniques for the small jazz ensemble (1-4 horns plus rhythm section).

JZZ 302 is a prerequisite for this class.

JZZ 305
JAZZ ARRANGING AND COMPOSITION II
Undergraduate
Arranging and orchestration techniques for the large jazz ensemble (5 or more horns plus rhythm section, up to and including the traditional 12-piece big band).

JZZ 304 is a prerequisite for this class.

JZZ 306
JAZZ ARRANGING AND COMPOSITION III
Undergraduate
Jazz composition techniques with a special emphasis on the leadsheet (melody and chord symbols).

JZZ 305 is a prerequisite for this class.

JZZ 308
JAZZ IMPROVISATION I
Undergraduate
Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development.

JZZ 302 is a prerequisite for this class.

JZZ 309
JAZZ IMPROVISATION II
Undergraduate
Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development.

JZZ 308 is a prerequisite for this class.

JZZ 310
JAZZ IMPROVISATION III
Undergraduate
Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development.

JZZ 309 is a prerequisite for this class.

JZZ 314
JAZZ PEDAGOGY
Undergraduate
A study of the methods of teaching jazz improvisation arranging, composition, conducting and rhythm section techniques. Can serve as an elective for music education majors.

Status as a Jazz Studies student is a prerequisite for this class.

JZZ 315
JAZZ SENIOR RECITAL
Undergraduate
A full 60 minute, public recital performance of solo and/or chamber repertoire to be completed in the Senior year. Students must be registered for applied lessons during the quarter the recital is presented.

JZZ 317, JZZ 318, JZZ 319, JZZ 320, JZZ 321, JZZ 322, JZZ 323, or JZZ 324 is a co-requisite for this class.
JZZ 316
APPLIED JAZZ COMPOSITION
Undergraduate
Private instruction exploring advanced techniques and methods of jazz composition and arranging.

JZZ 306 is a prerequisite for this class.

JZZ 317
APPLIED JAZZ IMPROVISATION
Undergraduate
Applied instruction in jazz style and improvisation.

Status as a Jazz Studies student is a prerequisite for this class.

JZZ 318
JAZZ GUITAR
Undergraduate
Advanced individual instruction in jazz guitar at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 319
JAZZ PERCUSSION
Undergraduate
Advanced individual instruction in jazz percussion at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 320
JAZZ PIANO
Undergraduate
Advanced individual instruction in jazz piano at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 321
JAZZ SAXOPHONE
Undergraduate
Advanced individual instruction in jazz saxophone at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 322
JAZZ STRING BASS
Undergraduate
Advanced individual instruction in jazz string bass at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.
JZZ 323  
**JAZZ TROMBONE**  
**Undergraduate**  
Advanced individual instruction in jazz trombone at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 324  
**JAZZ TRUMPET**  
**Undergraduate**  
Advanced individual instruction in jazz trumpet at the undergraduate level. Undergraduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 48 credits of applied lessons over their entire course of study.

Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 325  
**JAZZ RHYTHM SECTION TECHNIQUES**  
**Undergraduate**  
This course will provide students with information and performance techniques associated with instruments typically orchestrated to form a jazz rhythm section in jazz chamber or large ensemble settings. Specific topics will include individual instrument roles, performance styles and tempos, and classic rhythm section analysis.

JZZ 335  
**JAZZ HISTORY**  
**Undergraduate**

This course is concerned with the study of jazz history and the styles which contributed to the evolution of jazz. Topics include bebop period, swing era, the cool school, and hard bop periods. Significant recordings, musicians, and musical styles will be examined.

Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 398  
**INDEPENDENT STUDY**  
**Undergraduate**

An in-depth study of a musicianship topic under the supervision of a faculty member. (Departmental permission required).

Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 400  
**JAZZ ENSEMBLE**  
**Graduate**

Study, rehearsal, and performance of jazz literature with focus on music for large jazz ensembles; emphasis on current performance styles, and new arrangements and compositions. Placement audition required.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 401  
**JAZZ CHAMBER ENSEMBLE**  
**Graduate**

Study, rehearsal and performance of literature for jazz chamber groups. Placement audition required.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 402  
**ADVANCED JAZZ COMPOSITION I**  
**Graduate**

Composition of works for jazz chamber groups and big bands, but with special emphasis on the leadsheet (melody and chords).

Status as a Graduate Music student is a prerequisite for this class.
JZZ 403
ADVANCED JAZZ ARRANGING AND ORCHESTRATION
Graduate
Discovery, analysis, and implementation of advanced arranging, orchestral, and compositional techniques for the large jazz ensemble (big band).

Status as a Graduate Music student is a prerequisite for this class.

JZZ 404
ADVANCED JAZZ COMPOSITION II
Graduate
Advanced topics in jazz composition. Composing for jazz chamber groups and big bands, but with special emphasis on the leadsheet (melody and chords).

JZZ 402 is a prerequisite for this class.

JZZ 405
JAZZ HISTORY
Graduate
Graduate level study of jazz history and the styles which contributed to the evolution of jazz. Topics include bebop period, swing era, the cool school, and hard bop periods. Significant recordings, musicians, and musical styles will be examined.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 406
JAZZ STYLE AND ANALYSIS
Graduate
Students will demonstrate a theoretical and aural understanding of the process of jazz improvisation, including song forms and structures, chord/scale relationships, and chord notation and phrasing. Select recordings of solo jazz improvisations will be analyzed, transcribed, and performed, supplemented by historical biographies of the recording artists.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 407
JAZZ GRADUATE RECITAL
Graduate
A full 60 minute, public recital performance of solo and/or chamber repertoire to be completed during the graduate residence. Students must be registered for applied lessons during the quarter the recital is presented.

Completion of one of the following courses is a prerequisite for this class: JZZ 412, 413, 414, 415, 416, 417, 418, or 419.

JZZ 408
JAZZ ENSEMBLE
Graduate
Study, rehearsal, and performance of jazz literature with focus on music for large jazz ensembles; emphasis on current performance styles, and new arrangements and compositions. Placement audition required.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 409
APPLIED JAZZ COMPOSITION
Graduate
Private instruction exploring advanced techniques and methods of jazz composition and arranging.

Status as a Graduate Jazz Studies student is a prerequisite for this class.
JZZ 410
JAZZ COMPOSITION FINAL PROJECT
Graduate
Completion of a 7-10 minute original composition for standard jazz ensemble instrumentation.

JZZ 404 is a prerequisite for this class.

JZZ 411
JAZZ PEDAGOGY
Graduate
A study of the methods of teaching jazz improvisation arranging, composition, conducting and rhythm section techniques.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 412
APPLIED JAZZ IMPROVISATION
Graduate
Applied instruction in jazz style and improvisation.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 413
JAZZ GUITAR
Graduate
Advanced individual instruction in jazz guitar at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 414
JAZZ PERCUSSION
Graduate
Advanced individual instruction in jazz percussion at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 415
JAZZ PIANO
Graduate
Advanced individual instruction in jazz piano at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 416
JAZZ SAXOPHONE
Graduate
Advanced individual instruction in jazz saxophone at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.

Status as a Graduate Music student is a prerequisite for this class.
JZZ 417
JAZZ STRING BASS
Graduate
Advanced individual instruction in jazz string bass at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.
Status as a Graduate Music student is a prerequisite for this class.

JZZ 418
JAZZ TROMBONE
Graduate
Advanced individual instruction in jazz trombone at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.
Status as a Graduate Music student is a prerequisite for this class.

JZZ 419
JAZZ TRUMPET
Graduate
Advanced individual instruction in jazz trumpet at the graduate level. Graduate music students are limited to 4 credits of applied lessons in any given quarter, and may not exceed a total of 24 credits of applied lessons over their entire course of study.
Status as a Graduate Music student is a prerequisite for this class.

JZZ 425
JAZZ RHYTHM SECTION TECHNIQUES
Graduate
This course will provide students with information and performance techniques associated with instruments typically orchestrated to form a jazz rhythm section in jazz chamber or large ensemble settings. Specific topics will include individual instrument roles, performance styles and tempos, and classic rhythm section analysis.
Status as a Graduate Music student is a prerequisite for this class.

JZZ 450
JAZZ CHAMBER ENSEMBLE
Graduate
Study, rehearsal, and performance of literature for jazz chamber groups.
Status as a Graduate Music student is a prerequisite for this class.

JZZ 460
TOPICS IN JAZZ STUDIES
Graduate
In depth investigation of a topic in jazz studies.
Status as a Graduate Music student is a prerequisite for this class.

JZZ 498
INDEPENDENT STUDY
Graduate
An in-depth study of a musicianship topic under the supervision of a faculty member. (Departmental permission required).
Status as a Graduate Music student is a prerequisite for this class.
LAT 101  
**BASIC LATIN I**  
*Undergraduate*

Basic Latin is the first Latin reading course. It introduces students to the basics of the language of the Romans, which includes the Latin alphabet, pronunciation and the beginnings of Latin grammar. Students will begin to develop reading and writing skills as they encounter small passages of Latin text, the standard method for learning this ancient tongue being partly memorization and partly language immersion. Students will be expected to read through small passages of Latin, but not without assistance. This course focuses primarily on syntax, grammar and memorization of paradigms, yet students also translate Latin as they proceed, learning rudiments of the language as well as cultural aspects of the Romans at varying epochs.

---

LAT 102  
**BASIC LATIN II**  
*Undergraduate*

Basic Latin is the first Latin reading course. It introduces students to the basics of the language of the Romans, which includes the Latin alphabet, pronunciation and the beginnings of Latin grammar. Students will begin to develop reading and writing skills as they encounter small passages of Latin text, the standard method for learning this ancient tongue being partly memorization and partly language immersion. Students will be expected to read through small passages of Latin, but not without assistance. This course focuses primarily on syntax, grammar and memorization of paradigms, yet students also translate Latin as they proceed, learning rudiments of the language as well as cultural aspects of the Romans at varying epochs.

---

LAT 103  
**BASIC LATIN III**  
*Undergraduate*

Basic Latin is the first Latin reading course. It introduces students to the basics of the language of the Romans, which includes the Latin alphabet, pronunciation and the beginnings of Latin grammar. Students will begin to develop reading and writing skills as they encounter small passages of Latin text, the standard method for learning this ancient tongue being partly memorization and partly language immersion. Students will be expected to read through small passages of Latin, but not without assistance. This course focuses primarily on syntax, grammar and memorization of paradigms, yet students also translate Latin as they proceed, learning rudiments of the language as well as cultural aspects of the Romans at varying epochs.

---

LAT 113  
**LATIN FOR READING IV: INTRODUCTION TO LATIN POETRY**  
*Undergraduate*

Latin 113 is an introduction to Latin poetry. This course will give students a review of grammar and forms along with reading exercises. Students concentrate on reading large sections of text in an effort to derive meaning and historical significance from the meter and the meaning of Golden age Latin. Continued drill on forms and reading for comprehension are the tools used by students. Students will be expected to read through passages of Latin with relative dexterity, and they will begin to parse through the texts in class in order to inculcate the skills of navigating entire narratives. Students begin to develop an affinity for specific authors from the poetic tradition of the Romans. LAT 113 emphasizes the completion of poems, or the completion of a larger work in order that the student becomes more comfortable with the ancient language. This course is a must for students of history, especially that of the western tradition, and it is imperative for the student interested in remaining capable of translating even the simplest Latin passages. Latin 103 or equivalent, including placement test or permission of instructor, is recommended.

---

LAT 114  
**LATIN FOR READING V: INTRODUCTION TO LATIN PROSE**  
*Undergraduate*

Latin 114 is an introduction to Latin prose. This course will give students a review of grammar and forms along with reading exercises. Students concentrate on reading large sections of text in an effort to derive meaning and historical significance. Continued drill on forms and reading for comprehension are the tools used by students. Students will be expected to read through passages of Latin with relative dexterity, and they will begin to parse through the texts in class in order to inculcate the skills of navigating entire narratives. Students begin to develop an affinity for specific authors from the poetic tradition of the Romans. LAT 114 emphasizes the completion of prose texts in order that the student become more comfortable with the ancient language. Latin 103 or equivalent, including placement test or permission of instructor, is recommended.
LAT 115
LATIN FOR READING VI: LATIN PROSE COMPOSITION
Undergraduate
Latin 115 is the continuation of Latin prose with some Latin composition. Students concentrate on reading large sections of text in an effort to derive meaning and historical significance. Continued drill on forms and reading for comprehension are the tools used by students. Students will be expected to read through passages of Latin with relative dexterity, and they will begin to parse through the texts in class in order to inculcate the skills of navigating entire narratives. Students begin to develop an affinity for specific authors from the poetic tradition of the Romans. The active skill of composition doubly reinforces translating abilities. Latin 103 or equivalent, including placement test or permission of instructor, is recommended.

LAT 197
SPECIAL TOPICS IN LATIN
Undergraduate
See schedule for offerings.

LAT 198
STUDY ABROAD
Undergraduate
Variable credit.

LAT 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

LAT 297
SPECIAL TOPICS IN LATIN
Undergraduate
See schedule for current offerings.

LAT 298
STUDY ABROAD
Undergraduate
Variable credit.

LAT 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

LAT 395
FOREIGN LANGUAGES ACROSS THE CURRICULUM
Undergraduate
The two credit FLAC course allows students to enrich their experience in the co-required course through added reading and writing activities in Latin. Students must have the equivalent of 106 or higher ability in Latin to take this two credit component. Please contact the Department of Modern Languages if you have questions about this course or about language placement.

LAT 397
SPECIAL TOPICS IN LATIN
Undergraduate
See schedule for current offerings.
LAT 398
STUDY ABROAD
Undergraduate
Variable credit.

LAT 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

LAT 497
SPECIAL TOPICS IN LATIN
Graduate
See schedule for current offerings.

LAT 498
STUDY ABROAD
Graduate
Variable credit.

LAT 499
INDEPENDENT STUDY
Graduate
Variable credit.

LAW 102
BUSINESS ORGANIZATIONS
Professional
Provides a basic introduction to the modern American business corporation. Major subject areas covered include the steps required for organizing a corporation, the nature of the corporate entity concept, control and management of the corporation, fiduciary duties of directors and controlling shareholders and an introduction to federal securities law and partnership and agency law.

LAW 105
CONTRACTS
Professional
Required for JD. Covers offer and acceptance, consideration, remedies, third party beneficiaries, conditions, anticipatory breach, impossibility and frustration, the Statute of Frauds, discharge and illegality. Common law principles and applicable portions of the Uniform Commercial Code are studied.

LAW 112
LEGAL ANALYSIS RESEARCH AND COMMUNICATION I
Professional
Required for JD. Designed to develop the first-year student's professional writing skills by involving students in a structured analysis of good and bad legal writing, as well as applying the principles and methods of legal analysis to specific writing tasks. Lectures on research tools, including an explanation of the major legal publications and their uses are also provided. Emphasis is given to research techniques and legal citation form.

LAW 114
LEGAL ANALYSIS RESEARCH AND COMMUNICATIONS TEACHING ASSISTANTS
Professional
LARC TAs will work with LARC instructors to ensure a productive learning environment for students. TAs will work with one instructor for the two-semester LARC course. TAs attend LARC class, hold office hours and conferences with students, conduct research, mark ungraded assignments and perform other related tasks. TAs meet as a group, from time to time, with the LARC Director to ensure consistent delivery of information and advice to students. Permission required.
LAW 115
LEGAL ANALYSIS RESEARCH AND COMMUNICATION III
Professional
Builds upon the analysis, research and communication skills established in the first-year required classes. Focuses on appellate brief writing and oral advocacy skills.

LAW 112 and LAW 119 is a prerequisite for this class.

LAW 119
LEGAL ANALYSIS RESEARCH AND COMMUNICATIONS II
Professional
Required for J.D. Lecture on legal research skills, primary legal publications, research techniques, and legal citation form.

LAW 112 is a prerequisite for this class.

LAW 120
CIVIL PROCEDURE
Professional
Required for J.D. A basic survey of the fundamental principles which control the allocation and use of judicial power in the American legal system. The principle areas of inquiry include subject matter jurisdiction, personal jurisdiction, phases of a law suit, problems of diversity jurisdiction and former adjudication.

LAW 130
PREPARING FOR PRACTICE I
Professional
Required of all first-year students in the first semester. In this non-credit pass/fail course, you gain basic insight into the variety of legal practice areas, learn more about your strengths and blind spots and their impact on your career, and master the basic job search skills including resume and cover letter drafting, interviewing and networking. With your career advisor, you will develop an individualized career plan. You will have the opportunity to practice your skills in interactive sessions.

LAW 131
PREPARING FOR PRACTICE II
Professional
Building on the knowledge you gained in Preparing for Practice I, you will gain a more in-depth understanding of the legal market, particularly the business of law practice, the ethics of law practice, and professional communication with senior attorneys. You will learn time management skills and the professional approach to social media. You will have further opportunities to interact with attorneys at networking events.

LAW 140
CONSTITUTIONAL LAW
Professional
Required for J.D. This course analyzes the judicial process in constitutional law cases, focusing primarily upon the decisions of the United States Supreme Court. Emphasis is given to the nature of judicial review, the distribution of governmental power in our federal system, and the Fourteenth Amendment. Topics include the separation of powers, the federal and state commerce authority, implied fundamental rights, and equal protection of law.

LAW 160
PROPERTY
Professional
Required for J.D. Basic concepts of the law of property are covered through a survey of the holding of wealth and transactions in the family and commercial context, with the attendant public policy limitations on owner control. Specific topics include: concepts of ownership and possession; the divisibility of title; present and future interests; bailments; the landlord-tenant relation; interests in the land of another; recording; gifts; contracts of sale; land financing; public and private control of land use.
LAW 170
TORT LAW
Professional
Required for J.D. Provides an introduction to the basic theories underlying the American common law system of compensation for injuries to person and property. The major topics covered are intentional torts, negligence, strict liability and damages.

LAW 200
NON-PROFIT ORGANIZATIONS
Professional
(3 hrs) Focuses on the unique characteristics of non-profit organizations and their similarities to and differences from for-profit corporations with particular attention to the role and purposes on non-profit organizations.

LAW 201
ILLINOIS CIVIL PROCEDURE
Professional
An analysis of the Illinois Civil Practice Act and the rules of the Illinois Supreme Court which apply to litigation, emphasizing the Circuit Court of Cook County.

LAW 202
EMPLOYMENT DISCRIMINATION
Professional
This course covers the most important Federal laws dealing with discrimination in employment and emphasizes Title VII of the Civil Rights Act of 1964. The course is designed to develop an understanding and recognition of racism and sexism in the context of employment.

LAW 140 is a prerequisite for this class.

LAW 204
LAW REVIEW
Professional
Members of the editorial board must enroll for credit. Students perform editorial tasks assigned by the editor-in-chief. Evaluation is pass/fail. Can be taken for a maximum of 2 semesters. Instructor's permission required.

Status as a J.D student is a prerequisite for this class.

LAW 206
SEXUAL ORIENTATION AND THE LAW
Professional
An examination of the legal issues raised by sexual orientation. Beginning with prosecution of sodomy and legal discrimination, including exclusion from military service, and anti-civil rights initiatives. The struggle for gay and lesbian rights will be examined in the context of employment, schools, and domestic relations.

LAW 208
HUMAN RIGHTS PRACTICUM: CHIAPAS
Professional
A seven-week program during spring semester concluding with ten days of travel to Chiapas, Mexico, in which students learn about and meet with human rights and indigenous leaders and explore Mexican politics, legal environment, history, and culture, as well as the inter-American legal system, all within a human rights framework. Spanish speakers can additionally apply for a summer-long internship to begin after participation in the practicum.

LAW 210
FEDERAL INCOME TAXATION
Professional
Required for Certificate in Taxation unless student takes LAW 212. Provides a study of tax law as it relates to the individual. Emphasis is placed on statutory materials, regulations, rulings and judicial decisions. Special consideration is given to the concept of gross income, adjusted gross income, deductions and gains.
LAW 212  
**FEDERAL INCOME TAXATION AND FEDERAL POLICY**  
Professional  
Required for Certificate in Taxation unless student takes LAW 210. Examines the economic and government policy context out of which tax laws arise, and ethical issues in tax practice, as well as substantive tax law. Designed for those who have never studied taxation. Examines how Congress uses its revenue power to shape the economy as a whole and to implement its philosophy of taxation.

LAW 213  
**DOMESTIC VIOLENCE PRACTICUM**  
Professional  
This course will examine the criminal system response to domestic violence, focusing on the transformation of laws and institutions to address a problem historically conceptualized as “private.” Topics will include: barriers to victim cooperation and law enforcement; law and policies governing mandatory arrest and prosecution; marital rape; battering during pregnancy; battered women who kill; expert testimony on battered woman syndrome; child protection concerns; evidentiary issues arising in domestic violence trials; anti-stalking legislation; civil/criminal protective order practice; and recent US Supreme Court decisions impacting domestic violence. Course includes regularly scheduled participation in the DePaul Law Student Project at the Domestic Violence Court.

LAW 217  
**JOURNAL FOR SOCIAL JUSTICE**  
Professional  
The Journal for Social Justice will address areas of public interest. Members of the editorial board must enroll in this course for credit. Students enrolled are expected to perform editorial tasks. Evaluation of student work is pass/fail.

LAW 218  
**TAXATION OF STRUCTURED REAL ESTATE TRANSACTIONS**  
Professional  
This course will provide an introductory overview of the primary tax considerations involved in structured real estate transactions, including: an analysis of the effect of income taxes on real estate transactions; a comparison of the various structures used for the ownership and development of real estate; a review of section 1031 like-kind exchange driven real estate syndications; alternative financing techniques such as sale-leaseback transactions; REIT; and inbound and outbound real estate investments.

LAW 220  
**ADVANCED CIVIL PROCEDURE**  
Professional  
This course will explore topics beyond the introductory civil procedure course including class actions, mass torts, multi-party litigation and other problems associated with complex litigation.

LAW 221  
**INTERNATIONAL LAW OF WEAPONS CONTROL**  
Professional  
This course focuses on the development and implementation of international law governing the use of weapons. It provides a broad overview of the role of weapons controls in international humanitarian law and the law of armed conflict. Topics include nuclear weapons proliferation; the use and threat of chemical weapons; bioterrorism; and international weapons trafficking. Students will gain an appreciation of how the challenge of controlling weapons fits within and has helped design broad currents of international law. The course’s objective is to enrich students’ perspective on the operation of international law generally. This is a 3 credit hour course.

LAW 222  
**DERIVATIVES FOR ATTORNEYS**  
Professional  
Derivatives are one of the fastest growing yet least understood vehicles in the financial industry. This two-day, one-credit seminar is a comprehensive introduction to derivative products and the application of derivative tools and skills needed to value and understand equities, equity options, futures and options on futures. Upon completing the course each student will have the ability to analyze and interpret options strategies; complete transactions involving various underlying commodities, equity, agricultural, interest rate and ETFs; understand why individuals and business use derivatives as a means of reducing risk; and understand the role regulators play in the derivatives industry. This course will provide an understanding of complex financial instruments and bring this knowledge to a practical level. This is a 1 credit hour course.
The Journal of Women, Gender & the Law is a student-run publication committed to advancing, domestically and internationally, the legal rights of women and those implicating the role of gender.

ASP Teaching Assistants work with the Director of Academic Support to provide academic assistance to first-year law students. ASP teaching assistants: (1) conduct weekly, scheduled office hours in the ASP office; (2) assist in at least four of 23 ASP workshops throughout the semester (offering supplemental comments, answering student questions, and occasionally giving mini-presentations); (3) meet with and assist the Director in presenting workshops; (4) are available to answer student questions via email or in individual conferences outside their regular office hours. To obtain two credits, in addition to the foregoing duties, the TA prepares and schedules one to two 90-minute open Q&A sessions for 1Ls on subjects in which the TA excelled. Permission required.

This course will cover advanced residential and commercial real estate theory and practice. Special emphasis will be placed on legal and business issues affecting building design and construction; condominium development and conversion; property management; distressed sales, loans, and workouts; negotiation of sales and leases in a difficult market; green leases and construction; and advanced tax saving devices, such as preservation through conservation easements and section 1031 Exchanges of real estate property.

LAW 160 and LAW 420 are a prerequisite for this class.

This course will examine the law of trade secrets as well as the theories and policies underlying trade secret law.

This course will examine the law of trade secrets as well as the theories and policies underlying trade secret law.

This course will provide an overview of the extensive body of law that regulates the authority of the federal government in the areas of foreign affairs and the making of foreign policy. This body of law includes the US Constitution, congressional statutes, key executive orders, federal court decisions, and applicable rules deriving from treaties and customary international law. The course examines in detail the interaction of the Constitution with the foreign policy powers of the Congress and the President, and the ways in which doctrines of the separation of powers have shaped the allotment of legal authority among the three branches of government in US foreign relations.

This course provides a survey of the Uniform Commercial Code, with emphasis on the provisions dealing with sales, payment systems and negotiable instruments. It principally addresses UCC Articles 1-4 as well as related federal regulations and other materials. This course does not cover Secured Transactions, which are discussed in a separate course. If you have already taken both Sales and Commercial Paper you may not take this course.
LAW 232
CATHOLIC SOCIAL JUSTICE & THE LAW
Professional
This course introduces students to the foundation and structure of Catholic Social Teachings and asks: how (if at all) is this relevant to American legal theory, practice and public discourse? Topics considered will include, among others: economic justice, natural law, religious freedom, death penalty, war, abortion and gay marriage. At the conclusion, students will have a greater knowledge and understanding of the Catholic social ethical system and increased abilities to communicate, apply and critique other theories and institutions of social justice.

LAW 234
INTERNATIONAL AIRCRAFT FINANCING LAW
Professional
This course will examine the law of transnational aircraft financing arrangements, with an emphasis on those characteristics that are unique to the aircraft market and distinct from the material covered in general sales and secured transactions courses. The course will cover a broad range of securitization and leasing options, and the government's role in aircraft financing, including subsidization and export credit agencies.

LAW 235
UNMANNED AIRCRAFT SYSTEMS
Professional
This course will cover a broad range of topics relating to domestic and international operations of remotely piloted aircraft, including the procedural issues that arise from the creation of a new body of federal regulations, a comparative analysis of domestic and international substantive matters (civil liability and government liability), domestic and international regulatory systems, investigation and enforcement process, a comparison of domestic and international export controls, national security and trade law, and examination of multinational issues arising out of the relationship between aviation and maritime law. It will also examine the Federal Tort Claims Act, the government's obligation to provide Air Traffic Control services, aircraft and pilot certification, inspection, and operational authorizations. Finally, the course will examine the issue of personal privacy, the influence of the First and Fourth Amendments, nuisance laws, and the controversial topic of targeted killings by the government's deployment of weaponized drones and the implications of the Geneva Convention.

LAW 236
JOURNAL OF SPORTS LAW AND CONTEMPORARY PROBLEMS
Professional
The Journal of Sports Law and Contemporary Problems will address issues regarding athletes, student-athletes and the overall climate in professional and amateur sports. The Journal will delve into matters of sports and culture, sports and society, sports and academics and sports and the law.

LAW 241
ADVANCED CONCEPTS IN TRADEMARK LAW
Professional
This course aims to permit students to deal in greater depth with challenging topics in trademark law. The course will explore methodological or conceptual themes in trademark law that cut across a number of doctrinal issues, generally, but not exclusively, involving the application of trademark law in an online environment and with an eye to both domestic and international developments.

LAW 243
BUSINESS FUNDAMENTALS FOR LAWYERS
Professional
This course is designed to provide students with an overview of business concepts. Topics will include analyzing corporate financial statements; corporate valuation; debt and equity instruments; capital markets; basics of real estate finance and development; start-ups; and managing business deals. The goal is to help students communicate effectively with business clients, understand the business model, and function effectively in a business environment. The course is designed for students with little or no business background. Students who have taken more than one accounting course are ineligible to enroll in the course.

LAW 245
REPRESENTING THE PROFESSIONAL ATHLETE
Professional
This class examines issues specific to the sports-client management industry, covering a variety of practical issues pertinent to sports-client management and the sports industry. Current events having to do with sports law will be worked into the course.
LAW 246
PATENT & TRADEMARK SEARCHING
Professional
(1 credit hours) This course will be a one-semester, six session course that will cover the technical aspects of in-depth searching on open Web sources for sufficient background information in anticipation of filing for patent and trademark protection.

LAW 247
PUBLIC INTERNATIONAL AVIATION LAW & POLICY
Professional
This course will explore the laws, regulations, and policy choices affecting the complex world of global air transport. The course will consider topics relating to aviation safety and security, capital investment, labor relations, airport ownership and operations, economic regulation. Assessment will be by a take home final examination.

LAW 248
PRIVATE INTERNATIONAL AVIATION LAW
Professional
This course will examine the international legal regime that governs air carrier liability and the unification of private international aviation law through the adoption of international conventions. The course will review liabilities of air carriers toward passengers and shippers under the Warsaw Convention and the Montreal Convention, and will examine the basic framework of the Rome Convention on third-party surface liability, and two treaties promulgated to replace the Rome Convention: the Unlawful Interference Convention and the Ground Damage Convention. Manufacturers' liability will also be reviewed, as will the international regime for aircraft financing established by the Cape Town Convention/Aircraft Protocol.

LAW 250
SENIOR RESEARCH SEMINAR
Professional
Required for J.D. The student must write an in-depth paper of Law Review quality on a topic of the professor's choosing.

LAW 251
DEATH PENALTY DEFENSE PRACTICUM
Professional
The Death Penalty Defense Practicum essentially will be a hybrid course. Students can register for it as a clinic or as their senior writing requirement. Students will work with Professor Lyon to provide resources to capitaly charged individuals and their counsel without actually taking on the direct representation of those individuals in other states such as Georgia, Texas, Alabama and Arizona. The course will teach basic death penalty law, and we accept requests from capital defenders to do research and writing that they need help with. This might take the form of an amicus brief, a motion and memorandum of law, a thorough examination of the literature in a forensic area and the like. Some direct representation may be done by the clinic, and so the opportunity to do investigation, and appear in court will also be available.

LAW 252
BAR PASSAGE STRATEGIES
Professional
This course will address techniques for answering questions on bar examinations, which differ significantly from law school finals. Students will practice writing answers for each bar exam component (essay, multiple choice and performance) and receive feedback in writing and in individual conferences.

LAW 258
WOMEN'S HUMAN RIGHTS UNDER INTERNATIONAL LAW
Professional
This course investigates women's rights as they exist within the current international human rights law regime. The course is centered around the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) and the rights enshrined within the treaty. Specific human rights violations to be addressed include violence against women, human trafficking, forced marriage, and female genital mutilation.

LAW 260
INTERNATIONAL LAW THESIS
Professional
The Thesis is an independent research project on a topic of international law and/or policy under the supervision of a full-time faculty member. The student must produce an in-depth paper of publishable quality, 55-90 pages in length.
LAW 263
FIDUCIARY LAW
Professional
This course provides an introduction to fiduciary law, including core principles as they relate to the law of agency, partnerships, corporations, trusts, guardianships and professional relationships. On the public law side, topics covered will include the law governing public guardianships, public administration of private property, public administration of natural resources, and fiduciary obligations toward First-Nations. Topics will also include questions related to fiduciary status, the distinctive remedies prominent in fiduciary law, and the characteristic duties owed by fiduciaries toward their beneficiaries.

LAW 267
FRANCHISE LAW
Professional
In addition to the general rules that govern any business, franchises are also subject to specific and detailed state and federal regulation. This course will be an introduction to the special problems of creating, offering, financing, negotiating, operating and terminating franchise business relationships. It will also cover rules that are applicable to those in specific industries such as gasoline retailers, farm equipment dealers and alcoholic beverage distributors.

LAW 271
TRADEMARK & UNFAIR COMPETITION LAW
Professional
This course will be a substantive and procedural discussion of the creation and enforcement of trademark rights and the rights conferred by statutory and common law under the general rubric of unfair competition law. Topics may include trademark law (including dilution), misappropriation of trade values and trade secrets, regulation of false and deceptive advertising, interference with contracts and trade relations and the right of publicity.

LAW 277
GUN VIOLENCE-LEGAL ISSUES
Professional
This course explores how law attempts to curtail gun violence. The purpose is to train students to practice in domains that are relevant to gun violence, including criminal law and public health. The course will span topics from gun control and the Second Amendment, to civil and criminal liability of gun sellers, to stanching the illicit trafficking of weapons both domestically and internationally, and finally to consideration of United Nations diplomatic efforts to stanch the flow of weapons. What connects all these issues is a focus on how to take guns out of violence and thereby render violence considerably less lethal.

LAW 280
INVESTMENT COMPANY REGULATION
Professional
This course will explore the numerous debates and controversies associated with the investment company industry. It will begin by examining the interplay among the multiple pieces of legislation that regulate these structures, such as the Investment Company Act, Investment Advisers Act and the Dodd-Frank Act. It will then investigate political, economic and regulatory compliance issues that arise with respect to both registered and exempt investment companies. The course will incorporate various practical components to introduce students to the basic duties of investment company lawyers in organizing and advising investment companies and their advisers.

LAW 286
INTERNATIONAL HUMAN RIGHTS LAW PRACTICUM
Professional
This course is a full year course which provides students with an opportunity to experience the complex and varied approaches to human rights legal advocacy in an international setting. Students will be placed on a project focused on an ongoing human rights violation. Students will work closely with grassroots human rights organizations, international NGOs and U.N. human rights experts and relevant treaty bodies. Students will be expected to devote approximately 10 hours per week to the International Human Rights Law Practicum in addition to time spent in the classroom.
LAW 290
ANATOMY OF A DEAL: FROM INCEPTION TO CLOSING
Professional
This course will provide law students with skills they will need as entry-level transactional lawyers. The focus will be on how to perform due diligence and how to draft resolutions, corporate documents, various closing documents and third-party opinion letters. Students will also study sample agreements that appear in many different types of deals, including commitment papers, indemnities, guaranties, escrows, pledge agreements, and security agreements.

LAW 102 and LAW 105 are a prerequisite for this class.

LAW 293
MUSIC TRANSACTIONS: REPRESENTING TALENT
Professional
Students will study the following talent-side transactions: recording and music publishing deals, managing contracts, tour riders, new media licenses, sponsorships and endorsements, independent investments and intra-band agreements. This class will provide students the proper toolkit for understanding modern practices in music law within their greater context, through both hands-on experience with contemporary industry agreements and cross-disciplinary analysis of historical trends.

LAW 297
CUSTOMS LAW
Professional
(3 credit hours) Students will learn the laws and regulations implemented and enforced by U.S. Customs and Border Protection including the determination and collection of customs duties through tariff classification, valuation, and special duty programs. Other areas to be covered are country of origin rules, special classes of merchandise (e.g., art and antiquities, intellectual property, and endangered species), and litigating customs matters. This course provides a useful grounding for anyone interested in corporate compliance or administrative law, as well as for students pursing certificates in intellectual property law, international law, or art and museum law.

LAW 300
CORPORATE FINANCE
Professional
Provides a basic analysis of corporate capital structures, dividends and retained earnings, federal policies promoting disclosure and prohibiting fraud, mergers, and acquisitions.

LAW 102 is a prerequisite for this class.

LAW 301
SPECIAL TOPICS IN LAW
Professional
This course is a “mini-course” which is taught either one hour a day for two weeks each year or once a week for 5 weeks. The topic changes.

LAW 303
BUSINESS AND COMMERCIAL LAW JOURNAL
Professional
Members of the editorial board must enroll in this course for credit. Students enrolled are expected to perform editorial tasks assigned by the editor-in-chief. Evaluation of student work is pass/fail.

LAW 304
SALES
Professional
A survey of the law of sales (principally Article Two of the Uniform Commercial Code) and related Uniform Commercial Code provisions. Emphasis is placed on core concepts, including warranty, buyer and seller remedies and risk of loss.
LAW 305
SECURED TRANSACTIONS
Professional
Covers the law of personal property security (principally Articles Nine and Seven of the Uniform Commercial Code) and consumer financing arrangements. Emphasis is given to transactional planning of consumer, equipment, inventory, accounts and warehouse financing arrangements, and the priorities of conflicting legal interests. Provisions of the Federal Consumer Credit Code, usury laws and the Fair Credit Reporting Act are discussed.

LAW 307
FACT INVESTIGATIONS
Professional
The general purpose is to learn strategies and methods for effective pretrial fact investigation applicable to a range of legal fields. Topics covered will include the ethics of investigation, organizing information and evidence, formulating an investigative plan, conducting interviews and interview techniques, database/public records research, using the Freedom of Information Act, conducting financial investigations, eyewitness testimony and the science of memory, credibility assessment, expert testimony, analyzing law enforcement reports, internet and social media investigations, employment discrimination investigations, and personal injury investigations.

LAW 308
WILLS AND TRUSTS
Professional
A study of trusts, wills and fiduciary administration, including laws of succession, will revocation, trust powers and problems of testamentary and inter vivos gratuitous transfers.

LAW 309
ILLINOIS EVIDENCE
Professional
Illinois Evidence is designed to prepare students to practice law in the Illinois courts. The course will cover the Illinois Supreme Court Rules of Evidence, statutory evidence rules, and common law evidence principles, pointing out distinct differences between Illinois evidence law and the Federal Rules of Evidence as applied to civil and criminal proceedings.

LAW 310
COMMERCIAL PAPER
Professional
(3 credit hours) Focuses on the law of negotiable instruments (principally Articles Three and Four of the Uniform Commercial Code). Emphasis is placed on negotiability, transfer, the legal effect of endorsement, holder in due course doctrine, real and personal defenses forgery.

LAW 311
WORKOUTS & RESTRUCTURING/ FINANCIAL TROUBLED COMPANIES
Professional
This course will examine a pre-bankruptcy corporate restructuring from the viewpoint of each of the principal parties to that workout and will examine the legal and business issues commonly faced by each party. Students will develop an understanding of the legal rights available to each party and the strategies often employed by parties with competing interests when a company is in financial distress.

LAW 312
TRIAL ADVOCACY II
Professional
Covers advanced exercises in the mechanics of trial and trial preparation. Students develop case plans and proof analyses consistent with the theory of the case. During the trial of several simulated cases including a jury trial, students address such complex trial problems as: evidence retrieval in complex litigation, examination of medical and forensic expert witnesses, argument of motions during trial impeachment and instructions conferences. Students conduct detailed witness preparation exercises and voir dire. There is review of litigation technology and use of videotaping of student performances.

LAW 410 and LAW 450 are a prerequisite for this class.
LAW 313
JUVENILE JUSTICE
Professional
This course will cover the legal processes for dealing with juvenile crimes and status offenses.

LAW 316
AVIATION PRODUCTS LIABILITY
Professional
This course focuses on a broad range of topics in domestic and international complex air crash litigation, including jurisdictional and choice of law issues, a comparative analysis of domestic and international substantive matters including strict liability and government liability, the accident investigative process, punitive damages, and transnational issues addressing the relationship between aviation and admiralty/maritime law. It will also examine the Federal Tort Claims Act, the government's role in air traffic control and aircraft inspection, and the General Aviation Revitalization Act.

LAW 317
SECURITIES FRAUD
Professional
Examines litigation of securities fraud by private plaintiffs including shareholder class actions. Also reviews the role of SEC enforcement actions and criminal liability as a means to address this issue. Topics will include Sec. 10(b) of the Securities Exchange Act and Rule 10b-5; proxy fraud; tender offer fraud; and the impact of the Sarbanes Oxley Act.

LAW 319
LITIGATION STRATEGY: PRE-TRIAL, CRIMINAL
Professional
Offers comprehensive treatment of the key problems encountered in the pretrial stages of the criminal case, including fact investigation, motions to suppress evidence, plea negotiations, preliminary hearings, arraignment, and pretrial conferences. Students conduct simulated pretrial motions, client interviews, fact investigations, counseling, negotiating and settlement sessions. Simulated depositions and motions are argued, as well as simulated pretrial conferences conducted during class.

LAW 410 and LAW 518 are a prerequisite for this class.

LAW 320
PRE-TRIAL CIVIL LITIGATION
Professional
Covers the spectrum of pre-trial procedure and practice including pleadings, discovery and motion practice. Includes pre-trial planning, investigations, depositions, document production, e-discovery, dispositive motions, and settlements. Students discuss strategies and tactics, analyze skills problems, draft documents, depose witnesses and argue motions.

LAW 321
ADOPTION LAW
Professional
This course will explore issues related to adoption law. The course content will include the historical background of the American law of adoption, adoption procedure, parental consent to adoption, voluntary and involuntary termination of parental rights, choosing adoptive families, the Indian Child Welfare Act, race and sexual orientation issues in adoption, international and interstate adoption, and wrongful adoptions.

LAW 322
INTRODUCTION TO AMERICAN LAW AND LEGAL SYSTEMS
Professional
This course introduces students to the foundations of American law and legal practice. Students will study the structures and composition of American government institutions, the methods of legal reasoning and argument in a common law system, and the culture of legal practice. Students will also receive introductions to various areas of American legal practice, including business and commercial law, civil and criminal procedure, and administrative law. The course is graded pass/fail. Enrollment is limited to students in the LLM and MJ programs.

LAW 323
CHILD PROTECTION: ABUSE & NEGLECT
Professional
This course deals with the legal processes for dealing with child abuse and neglect.
LAW 324
INTERNATIONAL SALES
Professional
This course deals with the law pertaining to sales of goods between parties residing in the United States and those abroad. These transactions are increasingly subject to a growing body of private international law, specifically the United Nations Convention on Contracts for the International Sale of Goods (CISG). Although the course will largely focus on the CISG, attention will also be paid to transactions where that treaty does not apply.

LAW 327
PRISON LAW
Professional
This course serves as an introduction to prison law and prisoner rights law. The course explores prison management issues, the Prison Litigation Reform Act and the application of the First and Eighth Amendments to prisons. Students will also visit a prison as part of the course.

LAW 328
DATA BREACH NOTIFICATION LAWS
Professional
This course introduces students to state and federal data breach notification laws and the policies and procedures surrounding those laws. Students will learn about the requirements placed on corporations and other institutions to notify customers in case of breach. They will become familiar with the process for providing notice. The course is especially useful for students interested in corporate law, health law, intellectual property, and in matters of technology, privacy and data security in the legal sphere.

LAW 329
LEGAL CLINIC III
Professional
This course will offer a select number of students a leadership role within Legal Clinic I and Legal Clinic II. Responsibilities will be based on experience and activities will include involvement in litigation. Students will work under the supervision of licensed attorneys. Permission Required.

LAW 330
EMERGENCY RELIEF & EQUITABLE REMEDIES
Professional
Provides instruction on two practical areas: substantive study of injunctive relief and equitable remedies, and practical writing for lawyers. The course material will cover how to persuasively draft legal documents, including complaints, dispositive motions, discovery motions, answers and affirmative defenses, and other miscellaneous motions and documents. Writing instruction will focus around handling cases that require emergency or equitable relief, including temporary restraining orders and preliminary injunctions. The course will discuss litigation strategy from both the plaintiff and defendant perspective, and will provide experience in drafting case documents and orally arguing a hypothetical case. Finally the class will discuss options with respect to appellate review.

LAW 120 and LAW 170 are a prerequisite for this class.

LAW 333
MUSIC LAW
Professional
This course deals with issues relating to the organization and operation of the music industry. The course covers the principal statutes governing the industry and considers issues relating to the interests of both artists and recording companies.

LAW 335
PRIVACY LAW
Professional
This course introduces and surveys the legal framework pertaining to privacy in the United States, including constitutional, statutory and common law, as it applies to various sectors of society. Topics include privacy and the media, health privacy, privacy of electronic communications, privacy and national security, and privacy in relationships and decision making.
LAW 336
JOURNAL OF ART TECHNOLOGY & INTELLECTUAL PROPERTY EDITORIAL BOARD
Professional
Members of the editorial board must enroll in this course for credit. Students enrolled are expected to perform editorial tasks assigned by the editor-in-chief and are expected to supervise the student writing staff. Pass/fail only.

LAW 337
BIOTECHNOLOGY PATENT STRATEGIES FOR THE NEW MILLENNIUM
Professional
Designed for students with an interest in the biotechnology aspect of patent law. Covers enablement, utility, claim drafting, means plus function language, obviousness, and the patentability of nucleic acid sequence and expressed sequence stages.

LAW 338
INTELLECTUAL PROPERTY FOR CORPORATE TRANSACTIONAL LAWYERS
Professional
For students interested primarily in a corporate practice. Focuses on issues a corporate practitioner should be aware of regarding transactions involving the transfer of intellectual property assets or technology, such as the sale and licensing of intellectual property generally, licensing software, Internet law, advertising clearance and litigation.

LAW 339 is a prerequisite for this class.

LAW 341
CYBERLAW
Professional
This course provides a survey of selected topics in the rapidly evolving area of law applied to cyberspace and the internet. The course touches upon numerous areas of substantive law such as intellectual property, torts, jurisdiction, and privacy and the First Amendment, explores how courts have applied the law to the internet, and raises the important policy questions underlying the application of law to this new medium.

LAW 344
COPYRIGHT LAW
Professional
This course will provide an in-depth study of the theory and application of copyright law. Subjects include copyright history and theory, the Digital Millennium Copyright Act, renewal and reversion, ownership issues, and a study of the interface between the economic aspects of copyright and the personal interests of authors.

LAW 345
LEGAL CLINIC SUMMER
Professional
Students work in one of the clinic modules under the supervision of a clinical attorney concentrating on real life problems with real clients and organizations. Instructor's permission required.

LAW 347
COMPARATIVE CONSTITUTIONALISM
Professional
The course explores the key principles of constitutionalism (such as separation of powers, limited government, the rule of law, independence of the judiciary, judicial review and legal protection for human rights) in comparative perspective and takes up the following questions: How is it that some constitutional systems manage successfully to respect these principles while others do not? Why is it that some systems, despite paper guarantees of constitutionalism, are more susceptible to military coups than others, with serious consequences for human rights? Even in countries such as the US, Canada and the UK, do the constitutional arrangements always live up to their best intentions, notably when presented with threats to national security? What is the relevance of and need of international institutions in protecting constitutionalism?
LAW 348  
MERGERS AND ACQUISITIONS  
Professional  
Aspects of business entities involved in a merger, consolidation, acquisition and other forms of combination. Examines business, financial, personal and real property, employment relations, labor, taxation, and environmental issues. Also analyzes the tax consequences of the particular form of combination.

LAW 102 is a prerequisite for this class.

LAW 349  
INTERNATIONAL TRADE LAW  
Professional  
An introduction to the regulatory structure of global economic relations, focusing on the theoretical and substantive foundations of multilateral systems such as the IMF, GATT, NAFTA and the European common market. The course also analyzes the legal and constitutional framework for the treatment of international trade questions in the US, the European Union and Japan, and explores how this framework accommodates selected issues of global trade policy.

LAW 352  
LAW OF FILM AND TV PRODUCTION AND DISTRIBUTION  
Professional  
This course will take students through the principal steps of actual production and distribution of Film and Television properties and will examine the legal issues presented at each stage of production and distribution. In addition to the prerequisites, Entertainment Law (357) or Music Law (333) are recommended prior to registration in this class.

LAW 353  
INTERNATIONAL ENVIRONMENTAL JUSTICE  
Professional  
Deals with the dimensions of international law which affect environmental protection and the use of resources.

LAW 356  
DISPUTE RESOLUTION  
Professional  
Gives students the means to evaluate critically dispute resolution processes as a basis for counseling clients in the selection of and participation in a process appropriate for the resolution of a particular dispute. Students, who are divided into teams, alternate the roles of attorney and client, attempt to resolve a complex civil case utilizing three dispute resolution processes: pre-trial conference, mediation and arbitration. Each team works with two associates from a financial consulting or an accounting firm who are their expert witnesses to prepare for and participate in these processes. Lawyers, professional mediators and professional arbitrators act as the neutrals in the three processes. From year to year, different substantive areas are the focus of the problem, and Intellectual Property is one of the problems.

LAW 357  
ENTERTAINMENT LAW  
Professional  
Focuses on various aspects of entertainment law practice including performance contracts, managers and agents, recording and publishing agreements and music licensing.

LAW 358  
EMPLOYEE BENEFITS  
Professional  
The law of employee benefits affect almost every employer and employee in the country and is at the heart of an ongoing national debate about how best to structure and deliver retirement and healthcare benefits. This course provides a broad survey of the legal framework and public policies underlying retirement, health and welfare, and executive compensation benefit plans, specifically incorporating the Employee Retirement Income Security Act of 1974 (ERISA), the Internal Revenue Code, and the Patient Protection and Affordable Care Act. The course will be helpful not only for students interested in pursuing a career in employee benefits law, but also for students interested in general corporate law, ERISA and employment law litigation, tax law, investment fund management, and public policy issues more generally.
LAW 359  
EMPLOYMENT LAW  
Professional  
Examines issues in workplaces that are not governed by collective bargaining, such as hiring, wrongful termination, workplace privacy and defamation, protection against harassment, employees' legal obligations to employers.

LAW 361  
ECONOMIC JUSTICE, IDENTITIES & MARKETS  
Professional  
This course will explore how the law and the marketplace create and preserve economic inequality according to race, gender, sexual orientation, and other identity categories while maintaining a stance of 'neutrality.' The class will critically analyze the inter-relatedness of law, markets, and identity using frame-works from classic market theory, law and economics, critical race theory, feminist legal theory, 'queer theory,' and critical legal studies. The course objective is to provide critical analytic skills to students to develop contemporary critiques of classic market and legal structures for the purpose of aiding subordinated communities in the pursuit of economic justice. By so doing, students should be able to negotiate more effectively, the societal tension between 'efficiency' and 'equality' in the law and in the marketplace. The course and casebook are designed to provide materials for students and teachers who do not have formal training in economics, but who are interested in cross-cutting issues of discrimination and unequal wealth that result from the history of cumulative and synergistic discrimination.

LAW 363  
RESTORATIVE JUSTICE  
Professional  
A skills-based course designed to introduce students to restorative justice theory and practice in the context of family law and family dynamics. During the course, the students will gain exposure to, and experience with, the circle process, a form of dialogue that brings people together to discuss difficult or complicated issues in a respectful and meaningful manner. Through simulations and hands on practice, the students will also experience facilitating (keeping) a circle to help prepare them to co-facilitate circle processes for families referred by the Parentage and Child Support Court in the future.

LAW 364  
HOUSING SEGREGATION & INTEGRATION  
Professional  
This course examines the legal underpinnings of the systems that have segregated communities, and asks what legal mechanisms might be used to reverse the trends and build integration. Both the significant federal case law reinforcing the nation's commitment to safe, decent and affordable housing to all, and an examination of the policy and research work that advocates and scholars have used will be reviewed. The coursework is national in focus but leans on the history of Chicago.

LAW 367  
ANIMAL LAW  
Professional  
This course will offer a comprehensive examination of the rights afforded to animals as well as a look at the application and enforcement of those rights. Topics will include a history of animal rights, legislation, case law, ethics, lobbying and a discussion of issues confronting major lobbying and activist organizations. Constitutional, land use planning, international and environmental law issues will also be presented. The course will be taught through lecture and extensive class discussion including case and regulation analysis.

LAW 368  
COLLECTIVE BARGAINING PROCESS  
Professional  
The primary thrust of the course will be to provide an understanding from both the union and employer points of view, of collective bargaining and how the process operates to produce an agreement, encompassing the wages, terms and conditions of employment.

LAW 369  
LITIGATION LAB  
Professional  
The course is a practicum in which students will work with practitioners on actual cases, under the supervision of the instructor. The Lab is designed to expose and involve students in the planning and development of various aspects of litigation practice in sophisticated cases. LAW 410 is a prerequisite for this class.
LAW 371
LAW & CLIMATE CHANGE
Professional
This course will address domestic and international responses to the effects of climate change. It will focus on domestic efforts to regulate climate change-inducing technologies and on international approaches to funding, developing, transferring and disseminating mitigation and adaption technologies.

LAW 444 or LAW 447 or LAW 344 or LAW 271 or LAW 489 is a prerequisite for this class.

LAW 372
ELECTION LAW
Professional
This course will explore the intersection of law and the political process. Topics covered may include campaign finance law, redistricting, racial and partisan gerrymandering, ballot access laws, the Voting Rights Act of 1965, modern barriers to voting, and the regulation of political parties.

LAW 373
INTERNATIONAL ENVIRONMENTAL JUSTICE
Professional
This course focuses on legal problems and issues concerning the human right to a safe, healthy and ecologically-balanced environment. The readings and class discussion focus on (1) how private lawyers can effectively advocate on behalf of indigenous populations who suffer environmental injuries, and (2) how international legal regimes operate to prevent and redress violations of international environmental human rights.

LAW 374
HEALTH LAW COLLOQUIUM (CHICAGO)
Professional
DePaul and Loyola law schools jointly sponsor the Chicago Health Law Colloquium. Nationally renowned health law scholars come to Chicago to present and discuss their current research projects before a select group of students and faculty. Enrolled students from the two participating schools read and discuss the draft articles, write brief reaction papers commenting on the drafts, and then the scholars present their work to the students. The discussions are focused on helping the scholars to refine and improve their articles. A strong foundation in health law is expected.

LAW 375
ARBITRATION OF INTERNATIONAL COMMERCIAL DISPUTES
Professional
This course explores all major facts of international arbitration. Includes contract drafting, the resolution process, pre-hearing procedures, selection of arbitrators, types of hearings, enforcement of awards, and dispute resolution methods. Explore case studies, cross-border disputes, comparative institutional rules, arbitral forums and advocacy.

LAW 380
THE BUSINESS OF LAWYERING
Professional
This course will address topics bearing on the business aspects of the practice of law including the economics of practice, establishing an office, client development, hiring support staff, affiliating with other lawyers, etc. It will be taught in Los Angeles, California over spring break. Students will be responsible for their own transportation and housing.

LAW 388
INTERNATIONAL AVIATION LAW MOOT COURT
Professional
The International Aviaion Law Moot Course is organized by the Sarin Memorial Legal Aid Foundation from India and the International Institute of Air and Space Law of Leiden University in the Netherlands (IALI). IALI has contributed to the competition by drafting the legal case used in the competition. The competition will take place in March.
LAW 401
ADVANCED ANTITRUST
Professional
Deals in depth with several areas not covered by the basic course in antitrust: mergers and joint ventures; the Robinson-Patman Act; international antitrust; and the relationship between patent and copyright, on the one hand, and the antitrust laws, on the other. Students are provided with problems from current antitrust cases in these areas and are asked to analyze and argue these problems in class.

LAW 402 is a prerequisite for this class.

LAW 402
ANTI TRUST
Professional
Studies the basic federal antitrust statutes which proscribe monopolization, conspiracies to restrain trade, and mergers that unduly tend to concentrate markets. This course also entails a working knowledge of American economic history, familiarity with simple rules of applied microeconomics, and a grasp of strategic commercial behavior.

LAW 407
CONFLICT OF LAWS
Professional
Studies the major methodologies and frameworks for the resolution of choice of law problems and jurisdictional conflicts within the federal system.

LAW 408
ESTATE AND GIFT TAXATION
Professional
Deals with the effect of federal estate and gift taxes on transfers made during life and at death. All relevant sections of the Internal Revenue Code are studied in detail.

LAW 409
ESTATE PLANNING
Professional
(3 hrs) Concerned with planning for the transfer of property to younger generations and to charities. Focuses on the techniques for reducing income, estate and gift taxation.

LAW 210 or LAW 212 is a prerequisite for this class.

LAW 410
EVIDENCE
Professional
A survey of the rules governing the presentation, admission and exclusion of facts in civil and criminal judicial proceedings, including rules of competency, relevancy, privilege and hearsay.

LAW 411
GUIDED RESEARCH
Professional
Students who have earned at least a 2.0 GPA after the completion of at least 31 credit hours may engage in assigned research under the direction and supervision of a full-time faculty member. Graded pass/fail.

LAW 412
FEDERAL COURTS
Professional
Studies the problems, conflicts and accommodations in jurisdiction, procedure and review peculiar to the dual system of federal and state courts.

LAW 140 is a prerequisite for this class.
LAW 415
BANKRUPTCY
Professional
A survey of the Federal Bankruptcy Code, including the trustee's power of avoidance, Chapter 13, debtor's right to discharge, federal tax liens and priorities.

LAW 417
LABOR LAW
Professional
This course addresses the common law and federal statutes applicable to private sector labor-management relations with an emphasis on organizational matters and negotiations. The course contains the following aspects: statutory interpretation, policy concerns, appropriate practical strategies for both labor and management, social issues and values, ethical issues, advocacy skills, administrative law, critical analysis of decisions, remedies and the relationship of federal labor law to other laws.

LAW 419
LITIGATION STRATEGY: PRE-TRIAL, CIVIL
Professional
Offers a comprehensive treatment of the key problems encountered in the pretrial stages of civil litigation, including drafting of the complaint, case planning, interrogatories and other written discovery and pretrial orders. Students conduct simulated pretrial motions, client interviews, fact investigations, counseling, negotiating, and settlement sessions. Simulated depositions and motions argument, as well as simulated pretrial conferences, are conducted during class session.

LAW 420 is a prerequisite for this class.

LAW 420
REAL ESTATE TRANSACTIONS
Professional
Explores the basic concepts and documents involved in the inter vivos transfer, financing, development and use of real property. Topics covered include brokers' agreements, condominiums, title assurance, land trusts and closings.

LAW 160 is a prerequisite for this class.

LAW 422
PUBLIC INTERNATIONAL LAW
Professional
Covers the general principles of international relations, including such topics as what is a state, the elements of state responsibility, jurisdiction and nationality, the Law of War, the United Nations and certain international organizations.

LAW 423
REMEDIES
Professional
Studies the interplay and choice of remedies (legal and equitable) available in the principal types of contract and tort actions. Damages, the object of an award in contract and in tort, limitations on recovery, the elements of damages, specific performance of contracts, specific relief in tort, injunctions and the specific limitations on their availability, restitution, constructive trusts and equitable liens are included.

LAW 427
APPELLATE TECHNIQUE
Professional
Teaches both substantive law relating to appellate practice as well as skills training in appellate advocacy, focusing on: the ability to effectively analyze legal problems, efficiently perform legal research, collect and sort facts, write effectively and orally communicate effectively and persuasively.

LAW 428
INDEPENDENT STUDY
Professional
Students who have earned at least a 3.0 GPA after completion of at least 40 credits may undertake independent study under the supervision of a full-time faculty member. The student must produce an in depth research paper of publishable quality on a topic not substantially covered by a currently offered course. Fulfills the Seminar requirements. Instructor's permission required.
LAW 429  
LEGAL CLINIC I  
Professional  
Students work in one of the clinic modules under the supervision of a clinical attorney concentrating on real life problems with real clients and organizations. Instructor's permission required.

LAW 432  
SECURITIES REGULATION  
Professional  
Deals with federal and state regulation of the distribution and transaction of investment securities. Problems related to the nature and extent of investor protection under securities legislation are studied.  
LAW 102 is a prerequisite for this class.

LAW 436  
JOURNAL OF HEALTH CARE LAW EDITORIAL BOARD  
Professional  
If a student is selected to be an editor of the Journal, the student may enroll for two units of credit per semester up to a total of six units of credit. A student is expected to work for four semesters on the publication, but may enroll for credit in any three of the four semesters in which he or she works on the Journal. Pass/fail only.

LAW 438  
MEDIATION  
Professional  
Designed for students who seek to understand the application of the zealous representation standard within the mediation process. The course provides students with a basis to evaluate critically when and how to represent clients in mediation. They experience the mediation process through classroom simulations as mediators, attorneys and clients. Through simulated teaching methodology, students focus on effective advocacy in mediation.

LAW 441  
SPORTS LAW  
Professional  
A study of the application of various legal doctrines to a broad range of sports-related activities. The course focuses upon many of the legal issues arising in professional sports, including the impact of the antitrust and labor laws and representation of the professional athlete.

LAW 444  
ENVIRONMENTAL LAW  
Professional  
A survey of federal and state remedies for the protection of the environment.

LAW 447  
PATENT LAW  
Professional  
This course is designed for two types of students: (1) those who intend to practice in the area of patent law specifically; and (2) those who plan to enter into a generalized intellectual property practice. Students explore concepts and selected problems in patent law and examine the impact of policy considerations on patent statutes and jurisdictions. The course covers all substantive aspects of patent law, including patentable subject matter; patent disclosure requirements; patentability requirements; infringement - both literal and under the doctrine of equivalents; defenses; and remedies.

LAW 448  
INTERNATIONAL BUSINESS TRANSACTIONS  
Professional  
Examines the foreign law aspects of establishing American business abroad, including international investment and finance relations, and problems posed by treaty, convention and trade practice between the United States and foreign countries.  
LAW 102 is a prerequisite for this class.
LAW 449  
PREDATORY LENDING  
Professional  
This course will examine the origins and dimensions of predatory lending, defined as mortgage loan origination fraud and foreclosure rescue fraud. Emphasis will be given to the development of the sub-prime mortgage market, facets of predatory lending and various methods to curb it. This course will include background lectures and discussion, case study and analysis, and written and oral advocacy exercises related to actual cases.

LAW 450  
TRIAL ADVOCACY I  
Professional  
Examines fundamental trial techniques. Students are expected to perform simulated courtroom exercises in voir dire, opening statements, direct and cross-examination, introduction of exhibits, closing arguments, objections and trial motions. Students are also required to prepare trial books and exhibits and to participate in a simulated bench trial.

LAW 450 is a prerequisite for this class.

LAW 453  
COMMERCIAL ARBITRATION  
Professional  
This course is designed to teach students the necessary skills to become effective advocates in the commercial arbitration process. Students develop arbitration skills through role-play exercises, including actual advocacy in simulated arbitrations. Additionally, the course teaches the jurisprudence of commercial arbitration, the evolution of the case law in the field and where arbitration fits within the spectrum of dispute resolution processes. The course also teaches students to critically evaluate the ethical and professional issues in the field of arbitration.

LAW 454  
INTERNATIONAL INTELLECTUAL PROPERTY  
Professional  
Examines the growing importance of intellectual property in the international context. Covers the scope of protection granted trademarks, copyrights and patents in foreign jurisdictions so that effective comparisons can be made between foreign and domestic law. Explores the scope and substance of international treaties. Strategies for obtaining cost effective intellectual property protection in the global economy will be examined.

LAW 271, LAW 344, LAW 447 or LAW 489 is a prerequisite for this class.

LAW 455  
LEGAL DRAFTING  
Professional  
Legal drafting courses on various topics give students an opportunity to hone their research and writing skills on an advanced legal. Students may take one course per semester. All courses are limited enrollment.

LAW 456  
JURISPRUDENCE  
Professional  
This course offers an introduction to issues in legal philosophy. It provides an overview of several influential legal theories, including: legal realist, legal positivist, and natural law approaches. Topics covered will include: the nature of law, the relation between law and morality; the extent to which legal rules constrain judicial decisionmaking; and, the question whether there is an obligation to obey the law.

LAW 459  
REAL ESTATE FINANCE AND COMMERCIAL DEVELOPMENT  
Professional  
This course addresses legal and economic issues relevant to commercial real estate development and investment, including acquisition, financing, leasing ownership structures and tax considerations.
LAW 460  
BUSINESS PLANNING  
Professional  
Combines advanced work in business organizations, securities law and federal taxation in the context of business planning and counseling.
LAW 210 or LAW 212 is a prerequisite for this class.

LAW 461  
CORPORATE REORGANIZATIONS  
Professional  
Survey of methods of reorganizing corporate enterprise. Cognate issues in the fields of taxation, securities regulation, and bankruptcy are also discussed.
LAW 102 is a prerequisite for this class.

LAW 462  
INSURANCE LAW  
Professional  
Cross listed course for Public Services program. Provides a comprehensive overview of the basic principles of insurance law, including: a review of how the business of insurance has developed to meet contemporary business and consumer needs; the significance of insurance in modern business; and the importance of insurance and insurance law in the practice of law. Reviews the ways in which legislators, regulators and the courts have intervened in the operations of the insurance marketplace; the purposes of such interventions, and whether such purposes have been served.

LAW 464  
ADVANCED CRIMINAL PROCEDURE: PRETRIAL  
Professional  
Offers an in-depth analysis of the decision to prosecute, restraints and prerogatives in the acquisition and use of evidence of criminal conduct, the law of arrest, search and seizure, interrogation, pretrial detention, preliminary hearings, pretrial motions, plea bargaining and other selected topics related to the pretrial phase of criminal prosecutions.

LAW 465  
ADVANCED CRIMINAL PROCEDURE: TRIAL  
Professional  
Analyzes the important phases of the criminal trial, including jury selection, opening and closing statements, presentation of witnesses, defense issues, assistance of counsel, guilty pleas, double jeopardy, jury instructions, sentencing, and ethical issues.

LAW 469  
LITIGATION STRATEGY: INTELLECTUAL PROPERTY  
Professional  
Explores trial advocacy strategies with a focus on intellectual property. Students will develop basis trial advocacy skills in the context of problems exploring the different intellectual property regimes.

LAW 470  
ADVANCED PATENT LAW  
Professional  
Required for a Certificate in Intellectual Property with a Patent Specialty. Provides a more practical perspective and application of the doctrines covered in the basic Patent Law course. Among the topics covered are patent searches, claim drafting, re-examination and reissue considerations, design patents, international patents, and licensing.
LAW 447 is a prerequisite for this class.

LAW 475  
NEGOTIATIONS  
Professional  
Analyzes and uses problem solving to explore the use of negotiation techniques in the legal setting.
LAW 476  
FINANCIAL ACCOUNTING FOR LAWYERS  
Professional  
Provides a survey of accounting principles and issues relevant to the practice of law, including accounting methods and procedures, accounting issues in business, corporate and tax law and the use of accounting data in financial analysis and business planning. This course is closed to students who have completed more than one accounting course at the undergraduate level.

LAW 477  
FIRST AMENDMENT FREEDOM OF SPEECH  
Professional  
This is an advanced constitutional course focusing upon First Amendment Freedom of Speech. Topics that will be covered include: the history and philosophy of freedom of speech; speech that incites action; fighting words; libel; obscenity and sexually explicit speech; commercial speech; content-based and content-neutral regulations of speech; vagueness and overbreadth; prior restraints upon speech; freedom of association; the right not to speak; campaign contributions as speech; freedom of association; freedom of the press; and the broadcast media.

LAW 479  
LAW OF THE EUROPEAN UNION  
Professional  
This course will cover the institutions and the highlights of the substantive law of the European Community, the largest single trading bloc in the world.

LAW 481  
LEGAL PROFESSION  
Professional  
Required for all J D students. Explores the role of the legal profession in American society. Legal education, admission to the bar, organization of the practicing bar, discipline, unauthorized practice, group legal services and other current problems are discussed.

LAW 482  
INTERNATIONAL PROTECTION OF HUMAN RIGHTS I  
Professional  
Surveys and analyzes the legal aspects of protecting human rights through international action. Relevant treaties, conventions and international practices are discussed.

LAW 487  
HOUSING LAW  
Professional  
An examination of local and federal laws and policies aimed at creating and preserving housing, low-income and affordable housing, both rental and owner-occupied. Includes consideration of housing-related litigation and issues related to subsidized housing, landlord-tenant court, fair housing, and predatory mortgage lending.

LAW 488  
LAND USE PLANNING  
Professional  
An analysis of the various legal devices by which private individuals and the public attempt to control the use of land resources. Such topics as private covenants, zoning, the master plan, eminent domain, urban rehabilitation and subdivision controls are explored.

LAW 160 is a prerequisite for this class.

LAW 489  
INTELLECTUAL PROPERTY SURVEY  
Professional  
Surveys the legal interests recognized by American law in intellectual and artistic creations. Legal problems involved in the economic exploitation of intellectual and artistic property rights are also discussed. No credit if completed Intellectual Property: Copyrights and Trademarks (LAW 339).
LAW 490
STATE CONSTITUTIONAL LAW
Professional
This course examines state court decisions from around the country to illustrate the array of state constitutional issues occurring in modern American law. State constitutions are a source of rights independent of the Federal Constitution and frequently are applied by state courts to grant more expansive protection for individual rights than the Federal Constitution affords. Moreover, state constitutional law, like its federal counterpart, is not limited to issues involving individual rights. Course coverage may include equality, due process of law, criminal procedure, property rights, religion, freedom of speech, school funding, the right to a remedy, the structure of state government, judicial power, and amendment processes.

LAW 493
CONSTITUTIONAL LAW: FIRST AMENDMENT RELIGION CLAUSES
Professional
This course explores religious freedom in America under the First Amendment. The focus of the course is on the constitutional doctrines relating to the Free Exercise Clause and the Establishment Clause of the First Amendment, as well as the underlying assumptions and conflicts that have animated First Amendment constitutional argument over time. In addition, the course proposes to examine the extent to which religious interest groups have influence and control the development of religion clause jurisprudence.

LAW 495
LAW AND THE MASS MEDIA
Professional
Focuses on media law that affects journalism regulation of the media business. Topics include media and first amendment theory; prior restraint, regulation of media business, obscenity, commercial speech, private actions against the media, defamation, privacy and copyright, news-gathering, subpoenas and searches, access to information, and access to judicial proceedings, and broadcasting (content regulation and cable and new technology).

LAW 497
CONSUMER PROTECTION
Professional
Surveys the common law and state and federal statutes which protect consumers in various aspects of sales and credit transactions. The course begins with inducements (advertising and marketing techniques), explores financing the deal (credit regulation), substantive contract terms (unconscionability, warranties, and interest rates) and post-transaction problems (debt collection).

LAW 498
EDUCATION LAW & POLICY
Professional
Designed to explore some of the principal legal problems arising out of the American educational system. The right to an education, the rights and duties of teachers, and the responsibilities of students and academic freedom are some of the issues discussed.

LAW 499
STATE AND LOCAL TAXATION
Professional
(3 hrs) Studies the legal problems arising from the imposition of a variety of state and local taxes: real and personal property taxes; franchise; excise; individual and corporate income; sales; use.

LAW 501
RACE, RACISM AND UNITED STATES LAW
Professional
Examines the judiciary's approach to racial discrimination from the Colonial period through the Brown v. Board of Education case in 1954. Includes an analysis of the post-Brown status of racial subordination in the legal system and considers recent scholarly critiques of the law's limitations in affecting racial justice. Employs an interdisciplinary approach and covers the experiences of American Indians, African Americans, Asian Americans, and Chicanos. Through an integrated analysis of the groups' legal histories, the class will foster a comprehensive understanding of race and racism as foundational elements in United States law.
**LAW 502**  
**JEWISH LAW**  
**Professional**  
Introduces students to the structure and methodology of Jewish law, examines how substantive Jewish law principles are employed to resolve difficult social and ethical issues in a variety of legal contexts, and considers the extent to which such processes may inform a thoughtful dialogue regarding resolution of similar questions in secular society.

**LAW 503**  
**CIVIL RIGHTS**  
**Professional**  
Analyzes selected topics in the civil rights field, with emphasis on the reconstruction amendments to the Constitution and equal protection. Statutory issues will be discussed. Different topics will be chosen for in-depth treatment, such as voting rights, housing, criminal justice administration and education.

**LAW 506**  
**CRIMINAL LAW**  
**Professional**  
Required for J.D. students. Provides a survey of the substantive law of crimes and defenses. This course includes a study of specific crimes, elements of criminal liability, and the purposes of punishment.

**LAW 507**  
**FEDERAL CRIMINAL LAW**  
**Professional**  
Examines criminal enforcement resources, the Racketeer Influenced and Corrupt Organizations (RICO) statute, mail fraud, drug enforcement, criminal tax issues, criminal civil rights, obstruction of justice, fugitive felons and other aspects of federal criminal system.

LAW 506 and LAW 518 are a prerequisite for this class.

**LAW 508**  
**ADMINISTRATIVE LAW**  
**Professional**  
Reviews the powers and procedures of federal, state and local administrative bodies as they affect private parties, including administrative jurisdiction, adjudication, rulemaking, methods of decision, rules of evidence and judicial review.

LAW 140 is a prerequisite for this class.

**LAW 509**  
**FAMILY LAW**  
**Professional**  
Provides an introduction to the creation and governance of family relationships, including such topics as marriage, divorce, adoption, neglect, conciliation, parentage proceedings, child custody problems, domestic violence, duty to support and property rights vis-a-vis members of the family unit.

**LAW 510**  
**THE MARRITAL DISSOLUTION PROCESS**  
**Professional**  
Covers those topics relating to the dissolution of marriage, including judicial jurisdiction in dissolution and custody cases, regulation of marriage, annulment, bases for dissolution, spousal support, equitable division of property, child custody and support.

**LAW 513**  
**INTERNATIONAL CRIMINAL LAW**  
**Professional**  
Covers problems of public control of criminal activity that cross international boundaries, such as extradition, air piracy, and control of drug traffic.
LAW 514  
LEGAL CLINIC II  
Professional  
Students work in one of the clinic modules under the supervision of a clinical attorney concentrating on real life problems with real clients and organizations. Instructor's permission required.

LAW 516  
IMMIGRATION LAW AND POLICY  
Professional  
This course gives students an understanding of the complexities of U.S. immigration law and policy. Topics of discussion include: sources of immigration power; role of the federal courts; methods of admission, including family and employment immigration; grounds of removal; and the acquisition of citizenship.

LAW 517  
ASYLUM AND REFUGEE LAW AND POLICY  
Professional  

LAW 518  
CRIMINAL PROCEDURE  
Professional  
A survey of the administration of criminal justice, with an emphasis on pretrial procedure. Primary focus is placed upon government evidence gathering, as well as the prosecution and defense of offenders.

LAW 521  
LEGISLATIVE PROCESS  
Professional  
Surveys the legal aspects of the legislative process such as legislative structure, role of statutes, committees, access to information, enactment process, campaign finance, lobbying, speech and debate clauses, and legislative compromise.

LAW 523  
MISSION-BASED LAWYERING: LEGAL PRACTICE IN THE NON-PROFIT SECTOR  
Professional  
This is a course focused on preparing law students for eventual work in the non-profit sector as 1) practicing lawyers 2) lawyer-managers and 3) lawyer-board members. The course will provide an initial overview of the law of non-profit organizations, after which the course will take a multi-disciplinary approach to analyzing the legal aspects of working for, or with, non-profit public interest law organizations.

LAW 524  
FIELD PLACEMENT  
Professional  
This program is designed to give upper level students practical experience in an externship with a public agency, non-profit organization, member of the judiciary, or for-profit organization, such as a private law firm or in-house counsel for a corporation. Upper level students who have at least 28 credit hours and a GPA of 2.0 may apply to participate. Participants are accepted on a case by case basis. Externships are unpaid. No student can receive more than 3 credit hours per semester and no more than 9 credit hours toward their JD degree if 3 of those credits are earned during a summer placement. Otherwise, students are limited to 6 credit hours total. A placement for 3 credit hours is expected to complete 180 hours of work whereas 120 hours of work is expected for a 2 credit hour placement.

LAW 525  
CLASSROOM COMPONENT  
Professional  
This is a supplemental course in which students are graded upon their experiences and written reports.
LAW 529
CHILDREN & THE LAW
Professional
(3 credit hours)

LAW 531
LABOR RELATIONS IN THE PUBLIC SECTOR
Professional
Explores the existence and extent of public and quasi-public employment rights to engage in concerted activities, to be represented by unions and to bargain collectively. Attention is given to the context and implementation of federal, state and local legislation and ordinances and various executive orders. Emphasis is given to the various dispute resolution and impass resolution machinery developed in the public sector, including mediation, fact-finding, voluntary arbitration and mandatory arbitration.

LAW 533
PATENT LAW MOOT COURT
Professional
Students will be required to write both an appellee and an appellant brief on a topic related to patent law. Competitions are based on an advanced problem-oriented study in patent law. Selected students must register for the course. Instructor's permission required.

LAW 535
ART AND THE LAW
Professional
Focuses on situations concerning legal issues and the arts. Includes the international regimes for copyright protection, comparison of different national copyright systems, and definition and treatment of artists' (moral) rights in their works. Ethical and legal aspects of international trade in art objects and antiquities, national and international attempts to control such trade, and issues involved in protection of cultural property and cultural resource management, as well as conflicts of law in the recovery of stolen art works.

LAW 536
NATIONAL MOOT COURT COMPETITION
Professional
(3 hrs) Students who are selected for one of the National Moot Court Teams must register for the course. The competitions are an advanced problem-oriented study of appellate brief writing and oral advocacy. Graded pass/fail. This is a permission required course.

LAW 537
INTERNATIONAL MOOT COURT COMPETITION
Professional
Students who are selected for the International Moot Court Team must register for the course. The competitions are an advanced problem-oriented study of appellate brief writing and oral advocacy.

LAW 543
TELECOMMUNICATIONS LAW AND POLICY
Professional
Focuses on the regulation of radio and television broadcasting laws as well as the regulation of cable and new satellite technology. A segment on telephone regulation is included. Also contains an entertainment law component focusing on the relationship between movie companies and other program providers and major distributors such as cable and broadcast stations. Some attention to copyright law for movies and other programs by cable systems and satellite distributors.

LAW 544
WOMEN AND JEWISH LAW
Professional
This course will examine the primary issues of Jewish Law affecting women, particularly as they pertain to family law. Among the topics that will be highlighted are marriage, divorce, sexual relations, and child rearing responsibilities. The course will involve an examination of both the classical Jewish law texts on these topics (in English) as well as a discussion of more current positions on the issues covered. Students need not have any background or religious affiliation to take this class.
LAW 545
ISLAMIC LAW & LEGAL THOUGHT
Professional
This course is organized around two main objectives. First, we consider the internal structure of Islamic Law (Sharia) and legal thought. Second, we consider Islamic Law in relation to modern legal systems and theories—religious and secular. The aims are not only to introduce the principles of Islamic Law but also place Islamic Law in conversation in the fields of comparative law, international law and human rights, constitutional law and jurisprudence.

LAW 546
POVERTY LAW
Professional
Provides an overview of poverty law and the legal problems encountered by the poor in our society. The course considers legislative and administrative representation as methods of poverty advocacy, as well as the current trend away from constitutional litigation and toward state responsibility. It considers the legal developments in poverty law including housing, education, family and public benefits.

LAW 547
SENTENCING LAW & POLICY
Professional
This course will focus on the theories and practices behind criminal sentencing, with particular attention to the federal system. The larger focus of the course will be on the proper purposes of criminal punishment and whether state and federal sentencing schemes adequately address those purposes. Likely topics to be covered include: sentencing discretion in capital and non-capital cases, the role of the victim in determining sentences, sentencing procedures, and race, class, and gender in sentencing.

LAW 548
ADVANCED MEDIATION: AS MEDIATOR
Professional
This course builds on the skills learned through the simulated experiences of the basic Mediation course. The course includes three components: specialized training, class sessions and the mediation of small claims cases referred by judges in the Circuit Court of Cook County, Illinois. Students will serve as the Mediator under the supervision of the Center for Conflict Resolution.

LAW 438 is a prerequisite for this class.

LAW 549
ADVANCED MEDIATION: AS ADVOCATE
Professional
In this course, students represent litigants who have appeared pro se in commercial cases in the Law Division of the Circuit Court of Cook County, Illinois. They are referred by the judges for student representation during the mediation phase of the case only. A 711 license is required and students work under the supervision of the instructor.

LAW 438 is a prerequisite for this class.

LAW 551
FOREIGN EXCHANGE: VIENNA, AUSTRIA
Professional
Students enrolled in the DePaul University/Vienna University of Economics and Business (WU) program enroll in Vienna University of Economics and Business law courses under this number for one semester. The exact content depends upon the course in which the student is enrolled. Maximum of 13 credits per semester. Graded pass/fail.

LAW 552
STUDY ABROAD: SORRENTO, ITALY
Professional
This program offers students exposure to an international resolutions and a global approach to business in addition to Italian comparative criminal focus. Director permission required.
LAW 553
STUDY ABROAD PROGRAM: BERLIN, GERMANY
Professional
Earn five law school credits in Berlin, Germany this summer working on important asylum and police/state violence projects for leading international human rights NGOs, and discovering how Berlin’s significant 20th century history informs national and international law. DePaul and Humboldt University in Berlin are hosting one of the most innovative and rewarding summer study abroad programs available?Law and Critical Social Justice.

LAW 554
SIENA, ITALY SUMMER STUDY ABROAD PROGRAM
Professional
This summer abroad in Siena, Italy, includes five subtopics that will prepare students for work in the field of international law, cultural heritage and the arts. Each topic will be taught separately by professors from DePaul University, Tulane University and the University of Siena.

LAW 555
ADVANCED LEGAL RESEARCH
Professional
This course is intended to strengthen student research and legal analysis skills. The course will build upon students' knowledge of source materials, introducing new sources and techniques of research and how best to apply this knowledge to specific legal problems. Also, the cost effectiveness and relative advantages of manual versus electronic research will be explored. All students must have working Lexis and Westlaw passwords and active e-mail accounts.

LAW 559
FOREIGN EXCHANGE: MADRID, SPAIN
Professional
Students enrolled in the DePaul University/Universidad Pontificia Comillas International and European Business Law (MIEBL) program enroll in Universidad Pontificia Comillas law courses under this number. The exact content depends upon the course in which the student is enrolled. Maximum of 15 credits per semester.

LE 101
INTRODUCTION TO LABOR LEADERSHIP I
Undergraduate
Offers the following courses: Union Writing (6 weeks); Grievance Education (5 weeks)

LE 102
INTRODUCTION TO LABOR LEADERSHIP II
Undergraduate
Topics Covered: Fundamentals of speech; making a speech; labor law research paper; labor law: private sector; union administration; labor law: public sector; parliamentary procedure; how to run a union meeting; class presentation/role play.

LE 201
ADVANCED LABOR LEADERSHIP
Undergraduate
Offers the following courses: Public Speaking, Labor Law and Parliamentary Procedure (11 weeks); Skills for Organizing (6 weeks); Economics for Unions (5 weeks); Labor History (6 weeks); Collective Bargaining and Labor Management Cooperation Theories/Interest-Based Bargaining (15 weeks); Arbitration (6 weeks)
LE 202
ADVANCED LABOR LEADERSHIP II
Undergraduate
Topics covered: Labor in Colonial America; legal issues for unions; the developing labor law; who will organize the unorganized? African Americans: slavery and post-slavery; the Knights of Labor and the American Federation of Labor; the Haymarket incident; the Pullman Strike; Eugene V. Debs and the American Railway Union; warfare in the mine fields; the Textile Strikes of 1909 and 1910; the Triangle Shirtwaist fire; the Homestead Steel Strike; the Progressive Era; the I.W.W.; the Roaring 20's; A. Philip Randolph and the Sleeping Car Porters; agitation and unionization in the 1930's; the Great Depression; NIRA section 7 and the Wagner Act; the CIO; African Americans, women and minorities in the post-war labor movement; labor unions and the Civil Rights Movement. Additional topics covered: Legal rights of Workers under OSHA; the right to refuse dangerous work; what is an MSDS Sheet and how to read it; OSHA 200 logs; labels and placards; health and safety through Collective Bargaining; what is a chemical exposure? Health and safety resources for workers; setting up an internal organizing structure around health and safety issues; monitoring health and safety through union committees; what role has labor played in politics-national, state, and local? The changing role of labor in politics; local politicians/state politicians voting records; how to build a targeted campaign; the role of the AFL-CIO in politics.

LE 203
UNIONS AT WORK I
Undergraduate
Course Components: History, overview and introduction to collective bargaining within the context of power relationships between labor and management (employers), and of power as a tool to negotiate between different or opposing social and economic interests. Specifics include researching the employer; costing out the contract; developing a mobilization structure; preparing for a contract campaign; preparing demands and contract language; dynamics of bargaining and power; collective bargaining simulation; analysis and alternatives to strike; how to get the contract ratified; overview of labor management cooperation; participation and collective bargaining; how to use interest-based bargaining.

LE 204
INTRODUCTION TO LABOR LEADERSHIP IN SPANISH FOR SPANISH SPEAKERS
Undergraduate
This is a course in workers' rights; on the job site, in the union, legal, health and safety, and organizing.

LE 205
HUMAN RESOURCES ESSENTIALS I: HEALTH AND WELFARE PLAN BASICS
Undergraduate
Four class sessions, class objectives: 1. To gain an understanding of the basic principles of plan design, costing and administration 2. To apply this understanding to evaluate proposals for alternative plan designs or revisions to existing plans by comparing design features costs and administrative implications.

LE 206
PUBLIC SECTOR LABOR LAW
Undergraduate
The course will examine the two public sector labor laws in Illinois- the Educational Labor Relations Act and the Illinois Labor Relations Act. Class 1- The history of collective bargaining in the public sector in Illinois; Class 2- Comparing the two labor acts; Class 3- Organizing under the labor acts; Class 4 and 5 Filing Unfair Labor Practice Charges under the labor acts; Class 6- Student papers analyzing important decisions under the labor acts.

LE 207
ADVANCED COLLECTIVE BARGAINING
Undergraduate
Course description-This class will teach students how to use excel spread sheets to cost out collective bargaining contracts, make economic presentations in negotiations. Students will also engage in mock negotiations. Prerequisite- Basic Collective Bargaining Class or negotiations experience. All students must have a lap top computer for the class.

LE 208
LABOR LAWS FOR LABOR LEADERS
Undergraduate
This five week class will teach students the basics of several labor laws including Family Medical Leave Act, Occupational Health and Safety Act, Title VII of the 1964 Civil Rights Act, and the American Disability Act. Two classes will be taught on the 1964 Civil Rights Act, one on Sexual Harassment in the work place and one on racial, ethnic and age discrimination.
LE 209
HEALTH CARE STRATEGIES
Undergraduate
Topics to be covered are the health care reform and how the new law impacts health care plans, public employee health care changes, how to use your plan most efficiently, educating employees on health care and the use of in-house clinics.

LE 210
PREPARING FOR NEGOTIATIONS
Undergraduate
This five week course will emphasize drafting contract language: how to use cross-out and underlining and fall-back language. There will specific exercises on writing contract language on subcontracting, definition of grievance, zipper clause, management rights and wrongs.

LE 211
TOUR OF HAYMARKET
Undergraduate
The tour includes the Haymarket sculpture, the court house, the Altgeld statue and the cemetery where the martyrs are buried.

LGQ 150
INTRODUCTION TO LESBIAN, GAY, Bisexual, Transgender, Queer Studies [SSMW]
Undergraduate
This course will focus on defining this emerging field while giving students some perspective on the history and diversity of LGBTQ communities. It will also help prepare students for study in the various fields covered by the electives required for the minor. The course will be taught by faculty from a variety of disciplines and thus undoubtedly shift emphases somewhat with every offering. Topics will include: introduction to and definition of LGBTQ Studies as a field; historical roots of LGBTQ communities in the US and elsewhere; theoretical models of sexuality and gender; contemporary issues in LGBTQ politics and culture.

LGQ 213
INTRODUCTION TO LGBT PSYCHOLOGY
Undergraduate
The purpose of this course is to introduce you to psychological and social issues relevant to lesbian, gay, bisexual, and transgender (LGBT) individuals and communities. You will be exposed to a variety of key psychological concepts including: heterosexism/homophobia, identity development, "coming out," relationships, families, youth, religion/spirituality, reparative/conversion therapy, diversity, and advocacy. Learning goals for this course include increasing one's understanding of the LGBT community and some of the unique experiences and issues that are experienced by many, but not all, members of the LGBT community. I identify and analyze pertinent psychological concepts relevant to LGBT communities. In addition, this course will provide you with learning experiences that you can use to evaluate your own limitations and strengths in terms of cultural sensitivity in regards to working with LGBT communities, thus improving your competence in working effectively with the LGBT community if you choose to at a later point in life. Cross-listed with PSY 213.

LGQ 236
GAY MEN'S HEALTH MATTERS
Undergraduate
The purpose of this course is to introduce students to health issues relevant to gay men. We will explore effects of minority status, heterosexism and homophobia on gay men's health, including but not limited to STD/HIV/AIDS, substance use and mental health. Students will review epidemiological data, theoretical frameworks, and community-based health promotion approaches in order to gain a broad perspective on risk and resilience factors, health indicators, and strategies for self-care applicable to gay men's health.

LGQ 250
LGQ FRENCH HISTORY: OLD REGIME TO THE PRESENT
Undergraduate
This course studies male and female same-sex affection in France roughly from the Enlightenment through the early twenty-first century. It examines the representations of homosexuality over more than two centuries taking into account a variety of often contradictory images that have been current in French society, representations that range, among males, from the diabolical criminal of the nineteenth century Romantics to today's trend-setting (and all too domesticated) gay male, and, among females, from elegant salon figures to contemporary feminist militants. Special attention is focused on the history of homosexuality since WWII because the French gay and lesbian community's progress since that time is impressive and particularly rich in its implications for the American civil rights struggle. Additional readings from French writers on homosexual themes compliment most of the readings from the textbooks.
LGQ 280
SEXUAL JUSTICE: LESBIANS, GAYS AND THE LAW
Undergraduate
This course examines the historical and contemporary relationships between lesbians, gays, and the law in the U.S., focusing on the intersections of power, sexuality, and identity with issues of sexuality-based discrimination. It focuses on case law, along with social science and legal literature, seeking out a diversity of voices and experiences. Primary emphasis will be on cases that have come before the U.S. Supreme Court since the mid-1950’s, with particular attention paid to how groups and individuals have reached out to the court system for redress of injustice and how these groups and individuals have exercised or failed to exercise power within the legal process. The U.S. legal system has reflected a complex set of social and institutional arrangements with regard to sexuality. This course explores the evolution and current construction of these arrangements, how power is allocated and adjudicated, and how law may be used to resist and dismantle pervasive discrimination. Cross-listed with WMS 338.

LGQ 282
INTRODUCTION TO LGBTQ LITERATURE
Undergraduate
This course is an introduction to LGBTQ literature. It can count as an elective for the LGBTQ Studies minor at DePaul and is approved in the Arts and Literature domain of the Liberal Studies Program. We will use the word “queer” as it has been deployed in recent academic and activist discourse to talk about people whose sexual and/or gender identity does not conform to mainstream definitions. Most of the texts we will read this quarter are interested in various forms of same-sex desire, female-female and male-male, but at the same time we will consider the ways in which sexual identity always implicates gender identity. We will be interested in a number of closely inter-related questions: how can we define “queer literature” and is there a tradition, or history, of queer letters? what are its main characteristics and shared themes? does a writer who identifies as queer automatically produce a queer text? can a straight woman or man write a queer book? how do our primary concerns (sexual/gender identity) intersect with other modes of personal identity such as race and social class?

LGQ 319
QUEER PIONEERS: CULTURE, GENDER, AND POLITICAL ACTIVISM
Undergraduate
This course examines some of the historical roots and contemporary realities of lesbian and gay politics in the United States through the biographies of pioneering individuals whose lives and work shaped an ongoing struggle for civil rights and social justice. Conventional wisdom holds that the modern lesbian and gay movement was born in 1969 with the Stonewall riots in New York City, although recent scholarship traces the movement’s roots to the mid-nineteenth and early twentieth centuries. More than thirty years after what began at Stonewall as an angry and disorganized appeal for basic human dignity, lesbians and gays have today begun to enter the mainstream of U.S. politics. Within this context, the biographies of individuals who, as activists and artists, rose to challenge the conventions of culture, gender, and political exclusion will be studied in-depth to both illuminate the politics of social movement and suggest how these diverse individuals and experiences may influence present and future efforts for cultural and political change. This course fulfills an elective in the WMS, AMS, or PSC majors, an elective in the LGQ minor.

LGQ 332
CREATING CHANGE: CONTEMPORARY GLBT POLITICS
Undergraduate
This course explores the historical roots and contemporary realities of gay, lesbian, bisexual and transgendered (GLBT) politics, nationally and internationally. GLBT groups and individuals are gaining political recognition, challenging institutions, and creating change by asserting claims to rights and protections under law. Such issues as hate crimes, marriage, AIDS, and ballot initiatives over non-discrimination law and policy have entered the political mainstream since the 1970’s. This course examines the GLBT movement, its political and social strategies, conflicts and issues, and the political roles played by its members as participants in political culture. Cross-listed with WGS 332 & PSC 312.

LGQ 338
SEXUAL JUSTICE: LESBIANS, GAYS AND THE LAW
Undergraduate
This course examines the historical and contemporary relationships between lesbians, gays, and the law in the U.S., focusing on the intersections of power, sexuality, and identity with issues of sexuality-based discrimination. It focuses on case law, along with social science and legal literature, seeking out a diversity of voices and experiences. Primary emphasis will be on cases that have come before the U.S. Supreme Court since the mid-1950’s, with particular attention paid to how groups and individuals have reached out to the court system for redress of injustice and how these groups and individuals have exercised or failed to exercise power within the legal process. The U.S. legal system has reflected a complex set of social and institutional arrangements with regard to sexuality. This course explores the evolution and current construction of these arrangements, how power is allocated and adjudicated, and how law may be used to resist and dismantle pervasive discrimination. Cross-listed with WMS 338.
LGQ 388
QUEER THEORY: AN INTRODUCTION
Undergraduate
This course will look at some of the central texts of queer theory, tracing its ambivalent relationship to the "normal" ideals of mainstream culture. We will begin by discussing current issues of normativity as it relates to gay and lesbian assimilation. We will then look at theories of embodiment, sexual identity, and power, consider the relationship of gender to sexuality, and finally, look at surgical sex reassignment and debates around the politics of intersex and transgender identity. Requirements: class presentation, several short response papers, longer final paper. The authors we will be reading include Michel Foucault, Judith Butler, Eve Sedgwick, Audre Lorde, Sigmund Freud, Anne Fausto-Sterling, and Michael Warner. Topics will include historicizing queerness, butch/femme, the politics of camp, and the transgender and intersex movements. Cross-listed with WGS 388.

LGQ 397
SPECIAL TOPICS IN LGBTQ STUDIES
Undergraduate
See course schedule for current offerings.

LGQ 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

LL 50
CONTINUING ACTIVITY STATUS
Undergraduate
Active Status Continuation

LL 60
PROFICIENCY EXAMINATION FEE ASSESSMENT
Undergraduate
Proficiency Examination Fee Assessment

LL 102
LEARNING ASSESSMENT SEMINAR
Undergraduate
Learning Assessment Seminar is the first of the required courses in the Lifelong Learning Area and designed to help students make educational decisions in the context of their educational and personal goals, become well-versed in SNL's philosophy and competence framework, and make concrete plans for completion of their degree.

LL 103
INDEPENDENT LEARNING SEMINAR
Undergraduate
Students will analyze prior experience and identify ways it applies to requirements for competence. Through this process, they will develop the ability to report learning that advances them as SNL students and also applies to their continuing career progress. Students will complete the course able to present for credit prior or current independent learning. Competence: L1

LL 140
WRITING WORKSHOP
Undergraduate
The Writing Workshop will help students be more confident, efficient and effective writers. Each student will work with the instructor to design an individual plan for improving the student's writing and mastery of the writing process. This is a four-credit hour course for which students earn the H3J competence. If it fits in their plan for improvement, students may use the Workshop to work on papers for competence in other courses or through the ILP process. The focus of the Workshop is on academic writing. This is not a creative writing course. To ensure success in SNL's writing intensive program, complete at least one core SNL writing course (LL 140 Writing Workshop or LL 260 Writing for Competence) or the L4 Writing Portfolio Proficiency Exam within your first three terms at SNL. A writing placement test is a prerequisite for this class.
LL 145
INTENSIVE COLLEGE WRITING
Undergraduate
This course is held over two consecutive quarters, and requires two separate registrations. It is designed for students who need substantial enhancement of their writing skills before progressing further in the program. The course will review the fundamentals of college level writing with the goal of students being able to write clearly and fluently.

LL 146
INTENSIVE COLLEGE WRITING II
Undergraduate
This course will meet over two quarters, and requires two separate registrations. For the first quarter, register for the course titled, Intensive College Writing, for two credit hours. Next quarter, you must register again for the continuation of this course titled, Intensive College Writing II with the same instructor. This continuation of the course equals four credit hours. At the conclusion of the second quarter, the competence will be awarded.

LL 152
CRITICAL THINKING TRUMAN BRIDGE
Undergraduate
In this course, students are introduced to the basic concepts behind the skills of effective listening, dynamic thinking, and persuasive argumentation and have an opportunity to practice these skills within an active and experiential context. Through peer and small group activities, problem-based exercises, and self-evaluation skills, students will develop effective habits of thinking that can be employed in subsequent learning experiences.

LL 153
ACADEMIC WRITING/WRITING TOGETHER: A COMMUNITY APPROACH TO ACADEMIC WRITING AND PERSONAL NARRATIVE
Undergraduate
For the required L4 competence, you will study the meanings and implications of literacy; read and respond to scholarly works; and learn the strategies of academic writing that will allow you to be successful at SNL. You will explore literacy by sharing, responding to, and editing your own and others' writing during guided in-class writing workshops. For the additional competence, you will study and apply this writing group process to an out-of-class project.

LL 156
ACADEMIC WRITING FOR ADULTS: BRIDGE
Undergraduate
In this course students will focus on developing writing, critical reading and analysis skills. Students will review and practice the essentials of good writing by building on their particular strengths and improving areas of difficulty. Students will receive individual feedback and guidance from faculty on grammar, idea development, organization, using sources to formulate arguments, and students will learn to give feedback on writing to one another. This course will give students the opportunity to practice several types of writing including journals, essays and research papers. In this class, students will have the opportunity to practice each of these assignments while improving control over the mechanics and process of writing. Particular emphasis will be given to the process of revision as students learn to refine and develop their writing. The class assumes a basic understanding of English grammar and composition.

LL 160
ACADEMIC WRITING
Undergraduate
This is a five-week, two-credit course that satisfies the L4 competence and meets every other week in an SNL Learning Cluster.

LL 162
COLLEGE WRITING FOR BUSINESS AND CULTURE
Undergraduate
This Bridge course deals with the methods, principles, and practice of college writing, while giving students an opportunity to write papers that address specific cultural issues, many of which may relate to students' professional aspirations.
ACADEMIC WRITING FOR ADULTS AND CRITICAL THINKING
Undergraduate

Academic Writing for Adults and Critical Thinking are required courses at the School for New Learning. In Academic Writing, SNL students focus on writing skills associated with effective performance in a variety of settings. Meanwhile, the Critical Thinking competence and course aims to a) make students aware of their own thinking processes; b) help them develop those processes; and c) help them bring those processes to bear on college-level intellectual activity. In the blend of these two competencies, particular emphasis will be placed on how we do this through writing. Instructors will emphasize skills and strategies of critical thinking and reading as well as practice in the recognition, construction and evaluation of arguments from a thought-perspective and written-perspective that are inherently intertwined. No matter which competence students take, students in this course will learn to identify assumptions, connect assertions to evidence, state generalizations, analyze arguments and bring multiple perspectives to bear on complex issues through a writing practice that will build on particular strengths and improve on areas of difficulty. Students can expect to receive much individual feedback and guidance from the instructors; students will also learn to give feedback on writing to one another.

INDEPENDENT STUDY: LIFELONG LEARNING
Undergraduate

Independent Study: Lifelong Learning

LL 250 is a prerequisite for this class.

DISCOVER NEW LEARNING
Undergraduate

In this introductory theme-based course, students will use a variety of focused, active and engaging learning experiences as a basis for deriving meaning from experience. Depending on the theme or subject matter of the course, these learning experiences might include textual analysis, musical or theatrical presentations, films, visits to Chicago-area museums or other institutions, guest speakers, community service or hands-on scientific work. In each case, the learning experiences will serve as a foundation for asking critical questions, analysis, reflection and meaning-making. The class will also familiarize students with the necessary skills and habits as well as available resources to help them become academically successful.

QUANTITATIVE REASONING
Undergraduate

This course provides an introduction to various topics in quantitative reasoning that most adults will be exposed to throughout their university coursework, their careers, and their daily lives, and how to more effectively handle these topics. It covers different approaches to problem solving, how numbers are used in the real world, how to manage your personal finances, basic concepts in statistics and how they are applied in everyday settings and, finally, how money and populations grow and decay. Scientific calculators and the Excel spreadsheet program will be used as tools for exploring algebraic and statistical concepts. Excel spreadsheets and charts are used extensively to illustrate graphically how to display, analyze and interpret data. Using mathematical models to understand real-world phenomena and to make predictions is an important component of the course. Access to a PC and the Internet is required. Quantitative reasoning will be a large part of the class discussion.

QUANTITATIVE REASONING AND FINANCIAL ACCOUNTING
Undergraduate

Students will often be called upon to deal with quantitative information in their academic studies, their daily lives and their ministries. This course will build their capacities to understand how numbers are used in the professional life and to apply different quantitative approaches to problem solving. The course will examine financial matters in particular and develop students' capacities to account for the financial resources of a community, congregation or organization. Through this course, therefore, students will develop and demonstrate their competence to use mathematical symbols, concepts, and methods to describe and solve problems.

RAISING CHILDREN IN THE 21ST CENTURY
Undergraduate

This course examines the changing life challenges faced by children and adolescents, eg, parent-child, school work, dating, leisure time, drugs, etc, over recent past decades. However, this historical context mainly provides a framework for engaging the significant challenges children and adolescents face today. This includes home, school, and society. This course will then turn to how adults relate to their own children and devise strategies that help them develop a positive environment where the child can develop and achieve a sense of self-dependency and social contribution.
LL 250
FOUNDATIONS OF ADULT LEARNING: DEVELOPING PERSONAL, PROFESSIONAL AND EDUCATIONAL GOALS
Undergraduate
In this required course, students use structured reflection and analysis to assess themselves as learners, write learning goals, do preliminary research in their focus area, meet with their mentor, establish an academic committee and plan the remainder of their undergraduate program. They master the notion of competence and identify ways of achieving it through prior and future learning. The course includes organizing a portfolio that will be an ongoing resource to support and document students’ accomplishment of their learning goals. Students should take this course early in their program so they have a clear pathway to graduation. This course satisfies two competencies: L2 (Foundations) and F1 (Focus Area Planning).
Status as an Undergraduate School for New Learning student is a prerequisite for this class.

LL 260
WRITING FOR COMPETENCE
Undergraduate
In this course, students will learn writing skills that are widely applicable and will help them improve their writing to excel in SNL’s writing-intensive curriculum. Students learn strategies for combining experience with analysis and reflection in writing, managing the writing process, working effectively with sources, and writing persuasively. Students also practice using writing as a tool for exploring as well as communicating their ideas. Particular emphasis will be given to the process of revision as they learn to write to demonstrate competence, develop their ideas, refine their writing, and give feedback to others. The course assumes a basic understanding of English grammar. Note that SNL does not accept transfer courses for the L4 competence; however, students who feel their writing is particularly strong and have examples of their writing should consider taking the L4 Proficiency Exam to satisfy the L4 Competence. To ensure success in SNL’s writing intensive program, complete at least one core SNL writing course (LL 140 Writing Workshop or LL 260 Writing for Competence) or the L4 Writing Portfolio Proficiency Exam within your first three terms at SNL.
A writing placement test is a prerequisite for this class.

LL 261
WRITING TO COMPETENCE: WRITING IN THE PROFESSIONS
Undergraduate
In this course, we will focus particular attention on writing to excel in SNL’s writing-intensive curriculum. You will learn strategies for combining experience with analysis and reflection in writing, managing the writing process, working effectively with sources, and writing persuasively in academic contexts. Those who take the course for one additional competence will complete additional work online that covers the rhetorical theory and practice necessary for writing and designing effective documents in professional contexts, such as business letters, manuals, and memos, and compare to academic writing.
A writing placement test is a prerequisite for this class.

LL 264
WRITING TO COMPETENCE: PRI DE AND PREJ UDICE, AN INNOVATIVE APPROACH TO ACADEMIC WRITING
Undergraduate
Although Jane Austen’s Pride and Prejudice was published over 200 years ago, it is still popular today. In this course, we will read Pride and Prejudice and discuss Austen’s presentation of social customs, her use of dramatic conflicts and her creation of characters and relationships. SNL students focus on writing skills associated with effective performance in a variety of settings. Students will review and practice the essentials of good writing by building on their particular strengths and improving areas of difficulty. In addition to receiving individual feedback and guidance from the instructor, students learn to give feedback on writing to one another.
A writing placement test is a prerequisite for this class.

LL 265
WRITING TO COMPETENCE: WRITING IN THE PROFESSIONS
Undergraduate
In this course, we will focus particular attention on writing to excel in SNL’s writing-intensive curriculum. You will learn strategies for combining experience with analysis and reflection in writing, managing the writing process, working effectively with sources, and writing persuasively in academic contexts. Those who take the course for one additional competence will complete additional work online that covers the rhetorical theory and practice necessary for writing and designing effective documents in professional contexts, such as business letters, manuals, and memos, and compare to academic writing.
A writing placement test is a prerequisite for this class.
Students will focus on writing to excel in SNL's writing-intensive curriculum and managing the writing process while learning and writing about Chicago disturbances and disasters throughout history. While many people know about the sinking of the Titanic, not everyone knows about the Eastland disaster. This ship was scheduled to take people across Lake Michigan to Indiana for a picnic; however, it never left the Chicago River. When the ship rolled over on its side, 800 Western Electric employees lost their lives. While the Chicago Fire is famous, another fire changed school fire safety regulations. A mistaken address contributed to the devastating fire at Our Lady of the Angels School where 92 children and 3 nuns died. Learn what caused the 1919 Chicago Race Riots, the Pullman Strike and other disturbances and disasters that have changed Chicago's history.

A writing placement test is a prerequisite for this class.

For almost 150 years, Dostoevsky's Crime and Punishment has been recognized as an important work of world literature. At its core, this novel asks questions that are still relevant today. Some of these questions include: -How can families survive in an urban environment? -How do people justify violence and neglect? -Should we allow a person's mental state to influence their punishment? Of course, these questions only represent a starting place for our investigations of this novel. All students will examine how society and the city shape the behavior of individuals in a series of essays written in a variety of writing genres. Students who take the class for the A4 competence will supplement this exploration of the novel with their personal experience and ideas developed by thinkers like Lev Tolstoy, Michel Foucault and Martin Buber. The skills you learn in this class are widely applicable and will help you improve your business and other writing. However, we will focus particular attention on writing to excel in SNL's writing-intensive curriculum. You will learn strategies for combining experience with analysis and reflection in writing, managing the writing process, working effectively with sources, and writing persuasively. You will also practice using writing as a tool for exploring as well as communicating your ideas. Particular emphasis will be given to the process of revision as you learn to write to demonstrate competence, develop your ideas, refine your writing, and give feedback to others. The course assumes a basic understanding of English grammar. It carries four tuition credit hours. Note that SNL does not accept transfer courses for the L4 competence; however, students who feel their writing is particularly strong and can provide examples should consider taking the L4 Proficiency Exam to satisfy the L4 Competence.

A writing placement test is a prerequisite for this class.

In this course, students are introduced to the basic concepts behind the skills of effective listening, dynamic thinking, and persuasive argumentation and have an opportunity to practice these skills within an active and experiential context. Through peer and small group activities, problem-based exercises, and self-evaluation skills, students will develop effective habits of thinking that can be employed in subsequent learning experiences.

?Follow the Drinking Gourd? and ?Steal Away to Jesus? are but two songs that resonate deep within the American experience. Many have come to know them as spirituals, sorrow songs created and first sung by African Americans that remind us of an over two centuries old period in our history when American slavery was legal and people of African descent were enslaved with purpose for profit. But these songs were also signals to freedom, carefully created and strategically communicated, as enslaved laborers risked their lives enroute on the Underground Railroad so that they could live in freedom. This course will draw from Chicago area resources to explore multiple ways of knowing about the African American experience through this moment in time. In addition to our engagement with texts from multiple sources within the liberal arts, discussions, writing, and presentations, field trips and other participatory learning activities may also illuminate the topic and enhance our learning about this American experience.

Late in the 19th century, an English magazine ran a series of articles highlighting passages of prose and verse selected by leading authors of the time. This series provides a clear view of the opinions of this group of writers and provides an opportunity for us to make a comprehensive study of their perspective. Each student will research, edit, write and help create a class project that produces a monograph, a book, on this subject.

Research Seminar is an introductory course in research design. The course advances the development and application of critical thinking skills while exploring methods of formal inquiry as preparation for academic and lifelong research. Research Seminar is taught under a general theme selected by the instructor or alternatively as an open topic format. A research proposal is the primary document produced and assessed in Research Seminar.

LL 250 and (LL 260 or LL 153 or LL 264 or LL 157 or LL 104) and (LL 270 or DCM 310 or LL 105) are a prerequisite for this class.

Externship is a required course in which SNL students design and execute an independent study project, guided by their academic committees, which engages them in learning under new conditions and in reflecting on the methods of independent learning used. Externship is offered in two modes: as a service learning course or as a course completed individually with your faculty mentor. To register for Externship as a service learning course, use Campus Connect.

LL 250 and (LL 260 or LL 153 or LL 264 or LL 157 or LL 104) and (LL 270 or DCM 310 or LL 105) are a prerequisite for this class.

This required course is a problem-solving experience which represents the culmination of an SNL student's learning in a specific area. Students, guided by their academic committee, design and execute an independent project which demonstrates the integration of theory and practice, and the ability to pursue and document avenues of inquiry with excellence. * Successful completion of Major Seminar is required before registration.

This required course is the final requirement completed by SNL students to earn their degree. Primary purposes are to 1) bring appropriate and reflective closure on the SNL experience; 2) enable students to celebrate and share their work with others who have accomplished goals and projects; and, 3) reflect upon the overall SNL experience, its developmental effect, its contribution to lifelong learning, and the transferable skills, attitudes, etc. that were developed as a result of the SNL experience.

Though usually associated with a sub-culture of palm readers, ouija boards, tarot cards, and crystal balls, predicting the future is a lot more than just a parlor trick or confidence game. In fact it is a serious imaginative and intellectual activity that has engaged the talents of many of the world's greatest writers, thinkers, and filmmakers. In this course students will review and analyze a selection of representative works of "futurology" and visionary imagination both old and new - from the apocalyptic prophesies of the Bible to the end-of-the-world scenarios typical of Hollywood sci-fi. While viewing or reading these works, students will also compare and evaluate various theories of world history as they seek to answer the question: Is it actually possible - by combining imagination, reason, and established methods and principles of scientific history - to predict the future course of civilization? Course materials will include the novel Brave New World by Aldous Huxley as well as films by Kubrick and Spielberg.

Capstone Seminar is designed to permit students to explore a topic as a group integrating various methods of inquiry. Specific assessment and evaluation criteria as well as learning activities will be articulated by the instructor for a particular section of the course.
LL 390
SUMMIT SEMINAR
Undergraduate
This required course is the final requirement completed by SNL students to earn their degree. Primary purposes are to 1) bring appropriate and reflective closure on the SNL experience; 2) enable students to celebrate and share their work with others who have accomplished goals and projects; and, 3) reflect upon the overall SNL experience, its developmental effect, its contribution to lifelong learning, and the transferable skills, attitudes, etc. that were developed as a result of the SNL experience.

(FA 303 or FA 304) and LL 302 are a prerequisite for this class.

LL 201
DISCOVER NEW LEARNING
Undergraduate
In this introductory theme-based course, students will use a variety of focused, active and engaging learning experiences as a basis for deriving meaning from experience. Depending on the theme or subject matter of the course, these learning experiences might include textual analysis, musical or theatrical presentations, films, visits to Chicago-area museums or other institutions, guest speakers, community service or hands-on scientific work. In each case, the learning experiences will serve as a foundation for asking critical questions, analysis, reflection and meaning-making. The class will also familiarize students with the necessary skills and habits as well as available resources to help them become academically successful.

LL 280
WAYS OF KNOWING IN THE LIBERAL ARTS
Undergraduate
‘Follow the Drinking Gourd’ and ‘Steal Away to Jesus’ are but two songs that resonate deep within the American experience. Many have come to know them as spirituals, sorrow songs created and first sung by African Americans that remind us of an over two centuries old period in our history when American slavery was legal and people of African descent were enslaved with purpose for profit. But these songs were also signals to freedom, carefully created and strategically communicated, as enslaved laborers risked their lives enroute on the Underground Railroad so that they could live in freedom. This course will draw from Chicago area resources to explore multiple ways of knowing about the African American experience through this moment in time. In addition to our engagement with texts from multiple sources within the liberal arts, discussions, writing, and presentations, field trips and other participatory learning activities may also illuminate the topic and enhance our learning about this American experience.

LLS 410
PERSONAL EFFECTIVENESS
Graduate
This domain includes the physical, cognitive and spiritual dimensions of personal development and performance. Central questions include: Who am I and what should I become? What habits of mind, attitude, and behavior might I improve upon? How can I construct personal meaning and inform future actions from my experiences? Embedded in these questions are the core concepts of learning and change, choice and consequence, identity, and various dimensions of self. Seminar sections in this domain might include such topics as awareness, agency, emotional intelligence, mindfulness, motivation, reflection, resilience, self-discipline, etc.

LLS 420
INTERPERSONAL EFFECTIVENESS
Graduate
This domain includes the ability to both communicate effectively and understand the meaning of others’ communications. To develop interpersonal effectiveness, one must overcome the barriers that result from differences in culture, race, ethnicity, gender, age, disability, and socio-economic status. Interpersonal effectiveness requires self-awareness, cultural competence, and skills in active listening, building trust, dialogue, collaboration, and conflict resolution. Central questions include: How can we improve interpersonal relationships in both personal and professional domains? How can we make decisions and solve problems together? What are the dynamics of and processes for collaboration? How do we understand and use the human/computer interface as tool to enhance communication? Seminar sections in this domain might include such topics as intercultural communication, valuing human similarities and differences, interpersonal communication, 21st century human-computer interfaces and interactions, etc.
LLS 430
ORGANIZATIONAL EFFECTIVENESS
Graduate
This domain includes the larger systemic contexts within which individuals function. As the world grows increasingly complex and interconnected, the ability to understand and navigate people-in-groups (organizational, societal, and global) becomes increasingly critical. In this domain, students broaden and deepen their capacity to make a difference at ever-widening levels of system. Central questions include: How do we engage as organizational resources, community participants, members of society and global citizens? How do we get along? How do we get work done? How do we both fit-in and remain unique? Seminar sections in this domain might include such topics as project management, leadership, organizational culture, career management, performance improvement, context scanning, global citizenship, trend analysis, cross-cultural agility, future visioning, etc.

LLS 440
VALUES EFFECTIVENESS
Graduate
This domain includes the ability to recognize and analyze one’s values and those of others in order to find effective ways to translate beliefs into effective action. When individuals expand awareness of their own choices and recognize the choices of others, they can live their own lives more effectively and successfully mediate conflicts with others. Central questions include: What should I do in this situation? Why did he/she/they decide to do things that way when it seems so clearly wrong to me? Seminar sections in this domain might address topics such as ethical reasoning, decision-making, values-clarification, priority setting, courage in action, etc.

LLS 450
INQUIRY EFFECTIVENESS
Graduate
This domain includes methods and processes of systematic inquiry regardless of domain. Adults must be able to engage in self-directed inquiry in order to understand and act effectively in their personal, professional, social, and civic lives. In this domain, students learn methods for systematically and strategically exploring questions, problems, ideas, and experiences. Central questions include: How do I formulate viable questions? What information do I need to understand a problem and what is the best way to obtain it? What are different ways to analyze an idea? How can I make sense of what I have experienced? Seminar sections in this domain might address topics such as strategies and methods for generating and utilizing primary research, gathering and managing information, analyzing and presenting data, pursuing targeted methods of inquiry, etc.

LSE 201
DIVERSE VALUES AND VOICES IN EDUCATION
Undergraduate
This course explores the interaction of societies and their education efforts/designs within a multicultural context. Case studies are used to examine various cultural groups within their own environment, the interactions of people from different cultures, and various cultural phenomena. Educational experiences leading persons from a monocultural perspective to a more multicultural perspective are explored. Students are asked to consider culture as learned behavior/perspective. They will explore their own cultural experiences/development and those of others. The goal is a realization of culture as a respected framework within the context of education. This course satisfies the self, society, & modern world requirement.

LSE 210
MULTICULTURALISM AND EDUCATION
Undergraduate
This course will engage students in an examination of issues of diversity and multiculturalism within educational contexts in the United States. It includes an investigation of the historical and experiential perspectives of different cultural groups as well as an analysis of issues of access, inequality, power, and the distribution of resources. Students should gain an understanding of individual, group, inter-group, and intra-group perspectives, behaviors, and socialization practices regarding identity, relationships, values, ways of knowing, and world views. The central objective of the course is the development of a critical perspective regarding the meaning of multiculturalism and the significance of its role in educational settings.
LSE 254
THE POLITICS OF EDUCATION
Undergraduate
This course examines school and other educational sites as political institutions. It explores the ways in which the goals, the content taught, and the organization of educational institutions are shaped by relations of power and by political trends in society. It also explores schools and classrooms as political terrains in their own right in which issues of power are contested along lines of race, class, ethnicity, gender, language, sexual orientation, and other forms of difference. The course considers ways in which schools may reproduce or contest the existing social order. The dynamic interplay of political context and the internal politics of schools will be studied theoretically and through specific issues such as language and immigration policy, affirmative action, educational vouchers, textbook selection, and educational reform movements. This course satisfies the self, society, & modern world requirement.

LSE 255
INTERNATIONAL STUDIES IN EDUCATION
Undergraduate
This course focuses on a variety of key educational issues in countries or regions outside of the United States. Through a comparative approach, possible issues that will be examined include: aims and purposes of education and schooling; economic, political, social and cultural contexts of educational policies and practices; similarities and differences in organization and structure of educational systems; equity and social justice; relationships between home, community and educational institutions; education, development, and issues of social change; and dynamics at the global level that affect education in local environments.

LSE 258
EDUCATION AND SOCIAL JUSTICE
Undergraduate
This course is designed to examine education within a philosophical framework which focuses upon the relatively great potential of education as an agent for social justice and change. Through the examination of current issues and concerns, students are expected to engage in critical analysis, reflect upon theoretical frameworks, examine public policies and values, and consider ways in which schools and educators can promote the development of social justice. The course will focus on one or several of the following topics: gender, ethnicity, language and culture, and social class and economic opportunity. Attention will be given to the issues of institutional responses to differences, equity, access and outcomes. This course satisfies the Self, Society, & Modern World requirement.

LSE 300
EDUCATION AND LITERATURE
Undergraduate
This course is designed to engage students in critical reflection, commentary, and evaluation of literature, informed by theoretical as well as aesthetic considerations. Literary works will be interpreted and analyzed regarding interactions between form and content, as well as effects of authors' treatment of material upon the construction of meaning. Primary goals are the enhancement of understanding, appreciation and enjoyment of literature. Social and cultural dimensions of literature will also be addressed within the context of examining educational issues such as: what it means to become educated in culturally diverse contexts; construction of identity; the development of values and world views; the individual in relationship to community and/or society; and relationships among artistic works, human experiences and education. This course satisfies the arts and literature requirement.

LSE 310
CONTEMPORARY ISSUES IN EDUCATION
Undergraduate
This is a variable topics course which examines the way current, significant issues affect, and are affected by education. Each quarter the course will focus on a contemporary problem or question with broad social, political, or cultural implications and will examine it from a multicultural perspective. Examples of topics are: homelessness, immigration and public education, privatization and corporate involvement in schools, youth culture and education, or the use and misuse of measures of achievement and ability. The course will explore the topic from multiple perspectives and draw on multiple disciplines. This course satisfies the self, society, & modern world requirement.

LSE 354
CULTURE, CONTEXT AND LEARNING
Undergraduate
This course is based on the premise that learning is situated in the context of dynamic interpersonal relationships through which critical thinking may be fostered and ideas challenged. Students will examine the intellectual, emotional, and intrapsychic processes by which knowledge is constructed and shaped by cultural meanings which validate particular forms of thought and structures of knowledge. Various theories of learning will be discussed as they inform educational practices and their underlying assumptions will be examined. In addition, this course will engage the cultural nature of all human activity, cognitive processes, and bodies of knowledge. Attention will be given to their historical role of race and class as they determine what bodies of knowledge and processes of learning are validated within the dominant culture. Students will engage in self-reflective experiences, theoretical analyses, and community based activities to examine the various meanings constructed as people learn within social and cultural contexts. This course satisfies the self, society, & modern world requirement.
LSE 362  
IDENTITY AND EDUCATION  
Undergraduate  
This variable topics course will focus on how individuals and groups take on identities and how education and schooling affect the process. It will use multiple perspectives and a variety of contexts (such as family, community, nation, and international communities) to analyze how notions of self are developed, forged, and named and how these notions change over time. It will also examine how identities are constructed in relationship to issues such as ethnicity, class, gender, sexual orientation, language, religion, culture, age, and ability and their interconnections in the lived experience of individuals and groups. This course satisfies the self, society, & modern world requirement.

LSE 380  
PHILOSOPHICAL ISSUES IN EDUCATION  
Undergraduate  
This course is a critical inquiry to major philosophical writings in education. This course satisfies the philosophical inquiry requirement. PREREQUISITE(S): PHL 100; SCU 207 highly recommended.

LSE 404  
CHILD REARING ACROSS CULTURES  
Graduate  
Study of child-rearing practices, the effects of culture on cognitive development and the implications for teaching strategies for the child whose first language is not English.

LSE 420  
COMPARATIVE EDUCATION  
Graduate  
This course is devoted to the study of historical and contemporary issues related to comparative education—with an emphasis upon early childhood, elementary, and secondary levels. Through a comparative study of educational public policy, we will examine assumptions about the aims and purposes of education and schooling in terms of economic, political and social dimensions. Major topics and issues addressed will include the following: examining what it means to be educated; examining similarities and differences in the ways developed and developing countries educate children and youth; the organization and structure of educational institutions; disconcerting implicit and explicit values in different approaches to teaching and learning; relationships between schools and communities; education and the issues of change and social justice.

LSE 430  
EDUCATION AND SOCIAL JUSTICE  
Graduate  
A variable-topics course designed to examine education within a philosophical framework which focuses upon the relatively great potential of education as an agent for social justice and change. Through the examination of current issues and concerns, students are expected to engage in critical analysis, reflect upon theoretical frameworks, examine public policies and values, and consider ways in which schools and educators can promote the development of social justice. Each time the course is offered it will focus on one of the following topics: gender; ethnicity; language and culture; or social class and economic opportunity. For each topic, attention will be given to the issues of institutional responses to differences, equity, access and outcomes. (CROSS-LISTED with LSE 258)

LSE 438  
GENDER AND EDUCATION  
Graduate  
A variable-topics course designed to actively engage students in examination of the literature and issues related to gender and education. Curriculum, teaching and learning, achievement, and the organization structure and culture of schools are among the key concerns. Gender will be addressed as it intersects with other forms of inequality and difference: race, ethnicity, class, etc. Each time the course is offered it will focus on a particular topic, but for each topic attention will be given to issues about institutional responses to inequality and differences.

LSE 450  
DYNAMICS OF AFRICAN-AMERICAN CULTURE  
Graduate  
This course is intended for those interested in cultural and human relations in order that they may examine the contributions of the black person to American Culture; gain a functional understanding of the social, economic and political development of the black person on America itself. (Cross-listed with SOC 490).
LSE 460
INTERNATIONAL STUDIES IN EDUCATION
Graduate
This variable-topics course will focus upon educational issues in a particular country or region outside of the United States. Through comparative study, a number of issues will be addressed: aims and purposes of education and schooling; economic, political, social and cultural contexts of educational policies; similarities and differences in organization and structure of educational systems; relationships between home, community and educational institutions; education, development and issues of social change.

LSE 461
INTERNATIONAL STUDIES IN TEACHING AND LEARNING
Graduate
This variable-topics course will focus upon aspects of curriculum, teaching and learning in a particular country or region outside of the United States. It requires work in the chosen country or region under the guidance of teachers familiar with its educational practices. The course will examine how curriculum is organized, developed and implemented in classrooms and schools with concentration on particular subjects or levels. From a comparative perspective, particular attention will be paid to the values and assumptions underlying curriculum and teaching.

LSE 462
INTERNATIONAL FIELD EXPERIENCES IN EDUCATION
Graduate
Through clinical experience outside of the United States, students will observe, participate in and reflect upon teaching and learning in cultural settings that differ from their own. This field experience abroad provides an opportunity to develop an understanding of what it means to be educated in the context of another society or culture. The intent of this experience is to add more global perspective to one’s own professional knowledge and practice. Variable credit, ranging from 2-8 quarter hours can be earned, dependent upon the nature and duration of this field experience.

LSI 96
FIELD EXPERIENCE FOR DUAL CERTIFICATION
Graduate
(non-credit) Required of all Dual Certification students. Observations and participatory experience with children and youth in a school or agency. The observation hours are a prerequisite for student teaching and related professional courses. A total of 200 hours are required.

LSI 300
INTRO TO SPECIAL EDUCATION I: EXCEPTIONALITY & LEARNING
Undergraduate
This course explores exceptionality, its theories, research, and foundations as well as processes of learning as they are rooted in the domain of special education. Focus will be on typical and atypical growth from pregnancy through age 21 including cognitive, physical, emotional, linguistic, social, and sensory areas and the impact of disability on learning. An introduction to the field of special education and an overview of the categories of disability will also be provided. The course addresses the psychology of the exceptional child including the learning disabled.

LSI 301
INTRO TO SPECIAL EDUCATION II - FOUNDATIONS AND CHARACTERISTICS
Undergraduate
This course introduces the theoretical, historical, and legal foundations of special education as well as models for assessment, placement, and instruction. The course also focuses on the psychology, characteristics and learning needs of the various types of behavioral, emotional, physical and cognitive and learning disabilities. The course addresses the identification of the exceptional child including without limitation the learning disabled.

LSI 300 is a prerequisite for this course.
LSI 302
INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION: CONTENT AREA
Undergraduate
This course provides an introduction to teaching exceptional students with mild, moderate and severe disabilities and includes state learning standards, curriculum, assessment, planning, instruction in the content areas, and accommodations for diverse students with disabilities in a variety of settings. Candidates learn to use research and assessment data to guide planning and differentiate instruction in the content areas. Applied activities will focus on teaching science to students with disabilities K-12. The course addresses the methods of instruction for the exceptional child including without limitation the learning disabled.

LSI 314 and Advanced Teacher Candidate Standing are prerequisites for this course.

LSI 303
CLASSROOM AND BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION
Undergraduate
This course covers theoretical approaches to and associated strategies for classroom and behavior management, the development of supportive learning environments to maximize motivation, attention, and engagement for exceptional learners in a variety of educational settings. Candidates learn to use assessment data to understand behavior and guide selection and application of principles of social-emotional learning and classroom/behavior in culturally and linguistically diverse classrooms. Attention will be given to the Illinois Social/Emotional Learning Standards. Candidates are introduced to functional behavioral assessment (FBA) and behavior intervention plans (BIP), as well as how to monitor growth and development in targeted areas. Strategies to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem and decrease self-injurious behaviors are considered.

LSI 302, LSI 329 and Advanced Teacher Candidate Standing are prerequisites for this course.

LSI 310
TEACHING MATHEMATICS TO EXCEPTIONAL STUDENTS I: FOUNDATIONS
Undergraduate
This course provides the theoretical, content, and pedagogical foundations for teaching mathematics to diverse exceptional learners across all grade levels. Candidates review and deepen their own knowledge of basic math content with emphasis on number, number systems, operations, fractions, decimals, percent and measurement. They learn how to develop exceptional students' abilities to think and reason as well as build computation and problem-solving skills. Attention is given to Illinois Common Core standards and how to support exceptional students when introducing new concepts and correct misconceptions. The course covers informal assessment/progress monitoring, using assessment data to plan instruction and match instruction to exceptional student needs, and organizing instruction for exceptional learners in whole-class, small-group, and individual settings.

LSI 303, LSI 324 and Advanced Teacher Candidate Standing are prerequisites for this course. LSI 303, LSI 324 and Advanced Teacher Candidate Standing are prerequisites for this course.

LSI 311
TEACHING MATHEMATICS FIELD EXPERIENCE LAB
Undergraduate
In this Lab, taken with LSI 310, candidates provide math instruction to diverse, at-risk and exceptional students in the lower grades, and use informal assessments and progress monitoring to guide instructional practices and differentiation for exceptional students. Supervision, coaching, and mentoring in implementing effective instructional strategies is provided by program faculty. The Lab introduces the concept of documenting impact on student learning. This experience is offered in an on-campus facility that serves diverse at-risk learners and students with disabilities. COREQUISITE: LSI 310

Advanced Teacher Candidate Standing is a prerequisite for this class.

LSI 312
TEACHING MATHEMATICS TO EXCEPTIONAL STUDENTS II: INSTRUCTION
Undergraduate
In this course candidates continue to learn/review mathematics content along with pedagogical content skills for exceptional learners across all grade levels with an emphasis on algebra and geometry. The course emphasizes identifying individual exceptional needs, strategies, curriculum, and connecting classroom assessment to instruction for exceptional, diverse, and at-risk math learners. Attention is given to Illinois Common Core standards. Candidates practice connecting math knowledge to other disciplines and incorporating reading and writing into math instruction. The course provides a comprehensive model for effective instruction for exceptional learners that includes informal assessment to determine student needs, flexible grouping, skilled content delivery, progress-monitoring, and technology to support learning.
LSI 313
TEACHING MATHEMATICS LAB II
Undergraduate
In this Lab, taken with LSI 312, candidates provide math instruction to diverse, at-risk and exceptional students in the lower grades, and use informal assessments and progress monitoring to guide instructional practices and differentiation for exceptional students. Supervision, coaching, and mentoring in implementing effective instructional strategies is provided by program faculty. The Lab introduces the concept of documenting impact on student learning. This experience is offered in an on-campus facility that serves diverse at-risk learners and students with mild-moderate disabilities.

LSI 314
TEACHING LITERACY TO EXCEPTIONAL STUDENTS
Undergraduate
This course covers the theoretical and historical foundations of literacy instruction for diverse, at-risk, and exceptional learners from PK-21. Topics include the theoretical and historical foundations of literacy instruction, oral language development as it relates to literacy, and foundational constructs of reading (i.e., phonological awareness, phonics, fluency, vocabulary, and comprehension). Strategies and methods for addressing the needs of middle and high school students with literacy deficits will also be addressed. Emphasis will be placed on understanding literacy development PK-12, utilizing the Common Core standards, analyzing and applying research-based instructional practices, and using assessment to guide instruction to meet the need of diverse literacy learners (at-risk and with disabilities). The course also examines informal assessments to determine student progress in reading, spelling, and writing. This course includes 10 hours of field experience.

LSI 315
TEACHING LITERACY FIELD EXPERIENCE LAB
Undergraduate
In this Lab, taken with LSI 329, candidates provide reading and writing instruction to exceptional students and use informal assessments and progress monitoring to guide instructional practices and differentiation. Supervision, coaching, and mentoring in implementing effective instructional strategies for exceptional students are provided by program faculty. The course develops the concept of documenting impact on student learning. This experience is offered in an on-campus facility that serves at-risk literacy learners and students with disabilities. COREQUISITE: LSI 329.

Advanced Teacher Candidate Standing is a prerequisite for this class.

LSI 316
TEACHING LITERACY TO EXCEPTIONAL STUDENTS II: INSTRUCTION
Undergraduate
This course focuses on literacy development for diverse, at-risk, and exceptional, learners in third grade and higher, including those with mild-moderate disabilities. Differences in reading abilities will be examined in light of providing appropriate, effective, and meaningful literacy instruction. Philosophical approaches, theoretical models, assessment measures, and practical implications for working with exceptional readers will be analyzed. Attention will be given to the literacy learning process, Common Core standards, the interaction of reading and learning in the content areas, and the connections between reading and writing in the upper grades. The course continues the examination of informal assessment to determine monitor exceptional student progress in reading, spelling, and writing. Uses of technology in literacy learning will also be examined.

LSI 317
TEACHING LITERACY LAB II
Undergraduate
In this Lab, taken with LSI 316, candidates provide reading and writing instruction to exceptional students in the upper grades and use informal assessments and progress monitoring to guide instructional practices and differentiation. Supervision, coaching, and mentoring in implementing effective instructional strategies for exceptional students are provided by program faculty. The course develops the concept of documenting impact on student learning. This experience is offered in an on-campus facility that serves at-risk literacy learners and students with mild-moderate disabilities.
LSI 320
COLLABORATION AND SPECIAL EDUCATION
Undergraduate
This course covers theoretical models as well as ethical and practical strategies for collaborating with professionals and paraprofessionals in schools and communities as well as students with disabilities and their families. Candidates consider models of co-teaching and of Response-to-Intervention and learn strategies for effective collaboration with general education teachers and training of paraprofessionals. Candidates also consider the dynamics of families and of schools and how to plan for and initiate family involvement to maximize the learning experience of the student with disabilities. Attention is given to interpersonal communication strategies and how to use communication strategies to foster collaboration.

LSI 327 and Advanced Teacher Candidate Standing are prerequisites for this course.

LSI 321
FORMAL ASSESSMENT IN SPECIAL EDUCATION
Undergraduate
This course considers the theoretical, legal, ethical, and technical aspects of formal assessment in special education as well as models of nondiscriminatory assessment in the context of the requirements of special education law. Candidates gain knowledge of a variety of formal assessments including their purposes, characteristics, and limitations. They learn how to select, adapt, administer, score, interpret, and communicate the results of class-wide and individual assessments. Attention is given to collaborative assessment and educational planning based on assessment results, particularly the development IEP goals, objectives, and recommendation for instruction.

LSI 303, LSI 324 and Advanced Teacher Candidate Standing are prerequisites for this course. LSI 303, LSI 324 and Advanced Teacher Candidate Standing are prerequisites for this course.

LSI 322
TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES I: ACADEMIC & LIFE SKILLS
Undergraduate
This course provides the theoretical and practical basis for teaching academic and life skills to students with more significant disabilities as well as the theoretical and practical aspects of educational transitions for students with disabilities. Candidates will learn the principle of partial participation and how to align curriculum with state learning goals as well as strategies for teaching academic skills to the greatest possible extent while keeping goals high but attainable so that learners can succeed. Candidates will also learn how to balance teaching of academics with independent living skills, participation in community activities, personal safety, health, and relationship skills, self-management, and decision-making. Candidates learn outcomes-based special education planning for early transitions, transitions between educational levels, and transition to work or higher education. This course includes 10 hours of field experience.

LSI 321, LSI 310 and Advanced Teacher Candidate Standing are prerequisites for this course.

LSI 323
TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES II: COMMUNICATION & SOCIAL SKILLS
Undergraduate
This course offers strategies for assessing and teaching oral language and communication skills to students with more significant disabilities, including ways to increase communication and generalize across settings. Candidates learn how to employ technology to aid communication, including selection and use of augmentative and alternative communication (AAC) devices. Equal attention is given to the theoretical and developmental aspects of behavior and social skills as well as curriculum and strategies for teaching social skills. Training and support of paraprofessionals related to communication and social skills are also covered.

LSI 322 and Advanced Teacher Candidate Standing are prerequisites for this course.

LSI 324
PRACTICUM I: INCLUSION SETTING
Undergraduate
One school morning per week for 10 weeks of supervised practicum (30 hours total). In this course, candidates are introduced to teaching in a general education inclusion classroom. Candidates will interact with students and will plan and conduct small-group and large-group instruction in collaboration with the cooperating teacher. Taken in conjunction with LSI 325 Topics in Special Education. Faculty advisors and the Director of Student Teaching, working in conjunction with individual students, will determine appropriate practicum placements.

LSI 302, LSI 329 and Advanced Teacher Candidate Standing are prerequisites for this course.
**LSI 325**
TOPICS IN SPECIAL EDUCATION  
Undergraduate  
This course will cover professional and ethical standards in special education and other variable topics such as inclusion, technology, managing a resource room, bullying, transition, Common Core Standards, and tiers of instruction in Response to Intervention. In addition, the course functions as a seminar for LSI 324 Practicum Experience I and provides support as candidates participate in practicum experiences. The course continues to develop skills for documenting impact on student learning, improving practice, developing a personal philosophy of special education, and planning for professional growth. COREQUISITE: LSI 324.

Advanced Teacher Candidate Standing is a prerequisite for this class.

**LSI 326**
TRANSITIONAL AND VOCATIONAL PLANNING  
Undergraduate  
This course examines the theoretical and practical aspects of educational transitions for students with disabilities. Processes of human change will be considered as well as the importance of networking and collaboration among families, educators, other service providers to facilitate transitions. The course focuses on outcomes-based special education planning for early transitions, transitions between educational levels, and transition to work or higher education. The course includes prioritizing social, vocational and community living goals, IEP transition requirements, and writing transition plans. Attention will be given to vocational assessment, planning, and curricula.

**LSI 327**
PRACTICUM II: SELF-CONTAINED SETTING  
Undergraduate  
One school morning per week for 10 weeks of supervised practicum (40 hours total). In this course, candidates are introduced to teaching in a self-contained, special education classroom. Candidates will interact with students and will plan and conduct small-group and large-group instruction in collaboration with the cooperating teacher. Taken in conjunction with LSI 328 Contemporary Issues in Special Education. Faculty advisors and the Director of Student Teaching, working in conjunction with individual students, will determine appropriate practicum placements.

LSI 323 and Advanced Teacher Candidate Standing are prerequisites for this course.

**LSI 328**
CONTEMPORARY ISSUES IN SPECIAL EDUCATION  
Undergraduate  
This course will review professional and ethical standards in special education and address timely or controversial issues in special education instruction such as new developments in technology, updates in special education legislation, assessment and identification of learning disabilities, high-stakes testing in No Child Left Behind, progress monitoring in RTI, and new developments in alternative assessments. In addition, this course functions as a seminar for LSI 327 Practicum Experience II and provides support as candidates continue their practicum experience. The course continues to develop skills for documenting impact on student learning, improving practice, developing a personal philosophy of special education, and planning for professional growth. COREQUISITE: LSI 327.

Advanced Teacher Candidate Standing is a prerequisite for this class.

**LSI 329**
TEACHING LITERACY IN THE CONTENT AREAS  
Undergraduate  
This course addresses the integration of reading, writing, and oral language into the content areas (with a focus on English/language arts and history/social studies). Candidates learn to assess the reading needs of students in content area courses and to design, select, modify, and evaluate a wide range of materials for the content areas. The course goes beyond teaching a set of isolated generic reading comprehension skills and provides strategies that can be applied across content areas to prepare diverse, at-risk, and exceptional students to read, write, talk, and think critically about complex texts, and to develop positive literacy identities. Attention is given to incorporating Common Core standards and IEP goals into instruction.

LSI 314 and Advanced Teacher Candidate Standing are prerequisites for this course.
LSI 346
STRATEGIES FOR MAINSTREAMING AND INCLUSION
Undergraduate
Focus will be on the practical problems related to the integration of exceptional children and youth into regular classrooms. Identification, characteristics, programs, curricular variations, and techniques for securing maximum development of students with a variety of special needs with emphasis on learning disabilities. The course also covers historical background, as well as current legal and service provision issues, including mainstreaming and inclusion.

Advanced Teacher Candidate Standing or an Exercise Science or World Language Education major and Junior Standing are prerequisites for this class.

LSI 383
STUDENT TEACHING SEMINAR
Undergraduate
This seminar course provides support for candidates as they begin their student teaching experience. In addition to and in conjunction with student teaching, candidates will complete a project designed to document their ability to impact student learning based on teaching.

Advanced Teacher Candidate Standing is a prerequisite for this class.

LSI 384
CAPSTONE IN SPECIAL EDUCATION
Undergraduate
Designed primarily as a culminating and integrating experience, this course uses a seminar approach to support candidates during student teaching and to help them clarify and reflect upon the relationship of concepts of their major with those in the liberal studies program. Candidates will make connections between their own theoretical and professional orientations, their liberal studies education, and the Urban Professional Multicultural Model.

Advanced Teacher Candidate Standing is a prerequisite for this class.

LSI 385
STUDENT TEACHING IN SPECIAL EDUCATION: ELEMENTARY
Undergraduate
Five school days per week in supervised teaching experience for 8 weeks. Candidates will also attend a student teaching seminar (LSI 383 or LSI 384). Faculty advisors and the Director of Student Teaching, working in conjunction with individual students, will determine appropriate student teaching placements.

Advanced Teacher Candidate Standing is a prerequisite for this class.

LSI 386
STUDENT TEACHING IN SPECIAL EDUCATION: SECONDARY
Undergraduate
Five school days per week in supervised teaching experience for 8 weeks. Candidates will also attend a student teaching capstone seminar (LSI 383 or LSI 384). Faculty advisors and the Director of Student Teaching, working in conjunction with individual students, will determine appropriate student teaching placements.

Advanced Teacher Candidate Standing is a prerequisite for this class.

LSI 387
FOUNDATIONS OF LITERACY AND SPECIAL EDUCATION FOR THE MIDDLE GRADES
Undergraduate
Introduction to disabilities and the historical and legal foundations of special education. This course will prepare candidates to address the emotional, social, psychological, and cognitive needs of students with disabilities, with a particular emphasis on addressing the needs of students with reading and learning disabilities at the middle school level, including developmental and remedial instruction and support.

***This course counts toward Reading Teacher endorsement. Co-requisites for this course are MGE 321 and MGE 331.In this course, students will:1. Discuss the historical and legal foundations of special education2. Identify the characteristics of students with disabilities, with an emphasis on high incidence disabilities3. Demonstrate understanding of the foundational skills that underlie reading and comprehension4. Learn strategies for working with struggling readers, with and without disabilities, at the middle school level, including development and remedial instruction and support
LSI 402
INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION
Graduate
This course provides an introduction to teaching exceptional students with mild, moderate and severe disabilities and includes state learning standards, curriculum, assessment, planning, instruction in the content areas, accommodations, grouping, and technology for diverse students with disabilities in a variety of settings. Candidates learn to use research and assessment data to guide planning and differentiate instruction in the content areas. Applied activities will focus on teaching science and social studies to student with disabilities K-12.

Status as a Graduate Education student is a prerequisite for this class.

LSI 403
CLASSROOM AND BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION
Graduate
This course covers theoretical approaches to and associated strategies for classroom and behavior management, the development of supportive learning environments to maximize motivation, attention, and engagement for exceptional learners in a variety of educational settings. Candidates learn to use assessment data to understand behavior and guide selection and application of principles of social-emotional learning and classroom/behavior in culturally and linguistically diverse classrooms. Candidates are introduced to social/emotional learning standards, functional behavioral assessment (FBA) and behavior intervention plans (BIP), as well as how to monitor growth and development in targeted areas. Strategies to increase the individual's self-awareness, management, control, reliance, and esteem and decrease self-injurious behaviors are considered.

Status as a Graduate Education student is a prerequisite for this class.

LSI 405
TEACHING LITERACY TO EXCEPTIONAL LEARNERS
Graduate
This course focuses on understanding literacy development in general, and for diverse, at-risk, and exceptional learners with mild-moderate disabilities, specifically. Differences in reading abilities will be examined in light of providing appropriate, effective, and meaningful literacy instruction. Philosophical approaches, theoretical models, assessment measures, and strategies and techniques for working with exceptional learners will be analyzed. Attention will be given to the literacy learning process, including the interaction between language, reading, and writing abilities. An overview of informal assessments that can be used to monitor exceptional student progress in reading, spelling, and writing will be provided and the uses of technology in literacy learning examined.

Status as a Graduate Education student is a prerequisite for this class.

LSI 409
TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES
Graduate
This course offers strategies for assessing and teaching academic, life, communication, and social skills to students with more significant disabilities, including transition and vocational planning. Candidates will learn how to align curriculum with state learning standards and how to balance the teaching of academics with independent living skills, participation in community activities, and personal safety and health. Candidates will learn to manage physical and health concerns as well as learn how to employ technology to aid communication, including selection and use of augmentive and alternative communication (AAC) devices. In addition, candidates will train support staff in each of these areas.

Status as a Graduate Education student is a prerequisite for this class.

LSI 410
TEACHING MATHEMATICS TO EXCEPTIONAL LEARNERS
Graduate
This course provides the theoretical, content, and pedagogical knowledge and skills for teaching mathematics through problem solving across all grade levels to diverse exceptional learners. Candidates review and deepen their own knowledge of basic math content with emphasis on number, number systems, operations, fractions, decimals, percent and measurement, algebra and geometry. They learn how to develop exceptional students' abilities to think and reason as well as build computation and problem-solving skills. Attention is given to Illinois Common Core standards and how to support exceptional students when introducing new concepts and correcting misconceptions. The course provides a comprehensive model for effective instruction for exceptional learners that include using assessment data to plan instruction and match instruction to exceptional student needs, flexible grouping, skilled content delivery, progress monitoring, and technology to support learning.

Status as a Graduate Education student is a prerequisite for this class.
LSI 416
PRACTICUM IN SPECIAL EDUCATION I
Graduate
In this course, candidates are introduced to assessing and teaching exceptional students. Candidates will interact with students and participate in elements of the Individual Education Program (IEP) planning process, including but not limited to evaluating students’ response to intervention, analyzing results of formal assessment data, writing measurable goals and objectives, discussing transition, planning large group, small group, and individual instructional sessions, etc. This course is taken in conjunction with LSI 440 Survey of Exceptional Learners: Psychology and Education and LSI 421 Formal Assessment in Special Education. Faculty advisors and the Director of Student Teaching, working in conjunction with individual students, will determine appropriate practicum placements.

Status as a Graduate Education student is a prerequisite for this class.

LSI 417
PRACTICUM IN SPECIAL EDUCATION II
Graduate
In this course, candidates are introduced to teaching in a general education inclusion classroom. Candidates will interact with students and will plan and conduct small-group and large-group instruction in collaboration with the cooperating teacher. Taken in conjunction with LSI 402 Instruction and Differentiation in Special Education and LSI 410, Teaching Math to Exceptional Students. Faculty advisors and the Director of Student Teaching, working in conjunction with individual students, will determine appropriate practicum placements.

Status as a Graduate Education student is a prerequisite for this class.

LSI 418
PRACTICUM IN SPECIAL EDUCATION III
Graduate
In this course, candidates are introduced to teaching in a self-contained, special education classroom. Candidates will interact with students and will plan and conduct small-group and large-group instruction in collaboration with the cooperating teacher. Taken in conjunction with LSI 403 Classroom and Behavior Management in Special Education and LSI 409 Teaching Students with Significant Disabilities. Faculty advisors and the Director of Student Teaching, working in conjunction with individual students, will determine appropriate practicum placements.

Status as a Graduate Education student is a prerequisite for this class.

LSI 419
TEACHING LITERACY LAB
Graduate
Taken in conjunction with LSI 405 Teaching Literacy to Exceptional Students, candidates provide literacy (i.e., language, reading, spelling, writing) instruction to exceptional students and use informal assessments and progress monitoring to guide instructional practices and differentiation. Supervision, coaching, and mentoring in implementing effective instructional strategies for exceptional students is provided by program faculty. The course develops the concept of documenting impact on student learning. This experience is offered in an on-campus facility that serves at-risk literacy learners and students with mild-moderate disabilities.

Status as a Graduate Education student is a prerequisite for this class.

LSI 421
FORMAL ASSESSMENT IN SPECIAL EDUCATION
Graduate
This course considers the theoretical, legal, ethical, and technical aspects of formal assessment in special education as well as models of nondiscriminatory assessment in the context of the requirements of special education law. Candidates gain knowledge of a variety of formal assessments including their purposes, characteristics, and limitations. They learn how to select, adapt, administer, score, interpret, and communicate the results of class-wide and individual assessments. Attention is given to collaborative assessment and educational planning based on assessment results, particularly the development Individual Education Program (IEP) goals, objectives, and recommendation for instruction.

Status as a Graduate Education student is a prerequisite for this class.
INTRODUCTION TO READING ASSESSMENT

This course introduces students to the foundational concepts of reading assessment, with an emphasis on the multiple roles of assessment in today's schools: to evaluate, to classify, and to guide instruction. Students will be introduced to formal and informal measures of reading achievement and development, and will have scaffolded opportunities to administer, interpret, and use results for instructional planning. Additional topics to be covered include characteristics of informal and formal assessment (e.g., test construction, reliability and validity, and non-discriminatory testing), and the roles of assessment in the diagnosis and identification of reading disabilities. Students will be introduced to case report writing to deepen their understanding of reading difficulties as well as to clearly communicate assessment findings to a variety of individuals, including parents.

Status as a Graduate Education student is a prerequisite for this class.

FOUNDATIONS OF LITERACY: ASSESSMENT AND INSTRUCTION I

This course focuses on understanding the foundations of literacy (i.e., oral language, reading, spelling, and writing) in emergent and developing learners (preschool through 3rd grade). The history of theoretical models is explored in relation to current educational policies and practices. Topics include understanding the developmental process, utilizing a variety of informal assessments, and selecting research-based instructional practices. A strong emphasis is placed on designing standards-based lesson plans and the integration of narrative and expository texts to meet the unique needs of individual children, including those with identified disabilities and/or who exhibit learning challenges.

Status as a Graduate Education student is a prerequisite for this class.

DEVELOPING LITERACY: ASSESSMENT AND INSTRUCTION II

This course focuses on the development of literacy (i.e., oral language, reading, spelling, and writing) abilities for students at the intermediate and secondary levels (4th-12th grade). Topics include understanding the developmental process, utilizing a variety of informal assessments, and selecting research-based instructional practices. A strong emphasis is placed on designing standards-based lesson plans and the integration of narrative and expository texts to meet the unique needs of individual students. Strategies for providing differentiated instruction and interventions for students who require remediation of foundational skills, including those with identified disabilities and/or who exhibit learning challenges, are also explored.

LSI 431 and status as an Advanced Masters Education student are a prerequisite for this class.

ASSESSMENT AND DIAGNOSTIC TEACHING OF READING

This course is designed to give the student an understanding of the characteristics of children with reading difficulties, the process of diagnostic evaluation, test interpretation and report writing, and strategies for intervention. It is also designed to give practical experience with selected tests used to identify specific reading needs. Emphasis will be given to the use of case study material to analyze and interpret assessment data, write assessment results, and develop instructional recommendations.

LSI 430 and status as an Advanced Masters Education student are a prerequisite for this class.

LITERATURE FOR SUCCESSFUL AND STRUGGLING READERS

This course will familiarize students with different genres of quality children's literature and how to select and use books that are appropriate and meaningful for children and youth with and without reading disabilities. Students will discuss, analyze, and critique literary elements (author's style of writing, character development, setting, mood, and theme), determine estimated readability levels, and engage in reader response activities that promote critical discussion and a personal interaction with text. Students will become familiar with authors, illustrators, and books that represent diverse cultures, races, ethnic and ability groups, and develop meaningful literature extensions that support various curricular areas, develop literacy skills, and promote an enjoyment of reading.

Status as an Education student in the LSI program is a prerequisite for this class.
LSI 435
LITERACY PROGRAMS: CURRICULUM AND COLLABORATION
Graduate
This course will prepare students to assume a leadership role within a school or district in selecting, implementing, and evaluating literacy instructional programs. Students will be supported in using educational research to inform decision-making and identifying effective methods and curriculum, particularly for students with identified disabilities and/or those who exhibit learning challenges. Approaches to collaborating with relevant stakeholders (e.g., administrators, teachers, school-based professionals, parents, and community members) and advocating for curricular change will also be explored.

Status as a Graduate Education student is a prerequisite for this class.

LSI 437
LEADERSHIP AND PROFESSIONAL DEVELOPMENT IN LITERACY
Graduate
In this course, an emphasis will be placed on developing the necessary skills to support school-based professionals in the effective implementation of literacy instruction and assessment. Applying models of professional development and coaching, students will identify a variety of resources to design professional development activities that include modeling, scaffolding, evaluation, and reflection. Aspects of change theory and its application to creating school-wide professional development plans will also be examined.

LSI 431, LSI 432, and LSI 543 or LSI 544 (or equivalent) and status as a Graduate Education student are prerequisites for this class.

LSI 438
LITERATURE-BASED AND CONTENT AREA LITERACY INSTRUCTION
Graduate
This course is designed to contextualize content area literacy and comprehension strategy instruction in the framework of high-quality expository texts and literature for children and adolescents. A standards-based and disciplinary focus will guide the course, allowing students to make connections with content area learning across reading, writing, speaking and listening. Students will learn strategies to use across genres, as well as explicit, research-based instructional practices in comprehension for students with learning difficulties and identified disabilities. Students will also learn the characteristics of engaging, quality literature and well-structured, accessible expository texts, and apply this learning to support classroom and content-area teachers in selecting books to engage K-12 students of a variety of backgrounds and skill levels.

LSI 440
SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION
Graduate
A survey of exceptional learners and characteristics of students with both high- and low-incidence disabilities, with consideration of placements appropriate for children with such disabilities. Emphasis on historical, theoretical, practical and legal implications and issues. The course also addresses the importance of developing and maintaining collaborative relationships with parents and professionals in order to maximize the academic, social, and emotional benefits of all learners.

LSI 442
SURVEY AND CHARACTERISTICS OF THE EXCEPTIONAL LEARNER
Graduate
A survey of exceptional learners and characteristics of students with both high and low incidence disabilities, with consideration of alternative placements appropriate for children with various disabilities including the learning disabled. Emphasis on historical, theoretical, practical and legal implications and issues, as well as on the roles of special education professionals, including consultation and collaboration, in inclusion of exceptional learners.

LSI 443
PSYCHOLOGICAL TESTS AND METHODS IN DIAGNOSIS
Graduate
Principles of measurement and test construction including an evaluation of standardized test instruments. Principles of broad-based assessment involving case history, criterion-referenced tests and informal assessment. Emphasis on understanding the strengths and limitations of a wide variety of assessment instruments.
LSI 446
PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
Graduate
Identification, characteristics, programs, schools, curricular variations, techniques for securing maximal development. Includes historical background, current legal and service provision issues including mainstreaming and inclusion.

T&L 425 and Advanced Teacher Candidate Standing or status as a TEACH student are prerequisites for this class.

LSI 456
ADVANCED ISSUES AND STRATEGIES IN SPECIAL EDUCATION
Graduate
This course will examine current trends, issues, and strategies in the field of special education. This is an advanced course that will consider topics related to inclusion, overrepresentation, and transition services such as modifying curriculum, positive behavioral supports, collaboration and co-teaching, teacher scheduling, student scheduling, behavioral and academic data collection within general education classrooms, communication with families, developing and implementing IEP's, and managing paraprofessionals. Prerequisite: LSI 442 or LSI 446 or equivalent.

LSI 457
SEMINAR AND RESEARCH IN SPECIAL EDUCATION
Graduate
This course examines current research in special education including topics such as the social construction of special education; the assumptions of deficit vs. difference models of educational services; the overrepresentation of students of color and students from lower socioeconomic status backgrounds in special education; placement settings, inclusion, and service delivery models; and issues related to the short and long-term effects of special education on the lives of students with disabilities. Students select and pursue a topic of research interest and complete a professional portfolio. (Prerequisites: LSI 458, LSI 467, LSI 468, LSI 469).

LSI 458
TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES I
Graduate
Introduction to the theoretical and practical approaches to instruction for students with high incidence disabilities across ages and levels of severity. Emphasis on developing an understanding of supportive learning environments, classroom and behavior management; developing collaborative practices with multiple service providers and families to meet the needs of diverse learners with high incidence disabilities. Strategies and materials for improving the social, emotional, and academic adjustment and functioning of students with high incidence disabilities are examined. Includes teaching social and emotional curricula; developing and implementing functional behavioral assessment; and monitoring growth and development in targeted areas. Strategies to increase the individual's self awareness, self-management, self control, self reliance, and self esteem are considered.

(LSI 440 and Learning Behavior Specialist 1) or (LSI 442 and Dual Certification) is a prerequisite for this class.

LSI 461
COLLABORATIVE PRACTICE AND SPECIAL EDUCATION
Graduate
The purpose of this course is to develop pre-service teachers' understanding of the importance of developing and maintaining collaborative relationships with parents and professionals in educational environments. Students will develop an understanding of professional and legal responsibilities, networks, organizations, and services available for students with disabilities and their families. Students will also examine various educational models for working collaboratively with teachers, parents, and support personnel in classrooms and schools. Students will articulate a personal philosophy and strategies for working collaboratively with families, teachers, paraprofessionals, and other professionals within educational environments.

LSI 462
INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES I: ACCESSING GENERAL EDUCATION CURRICULUM
Graduate
This course focuses general theories of learning, instructional modifications, accommodations, grouping strategies, technology, and assessments used for helping to provide students with disabilities access to general education curricula. Course topics will focus on the effectiveness of these strategies for working with students with mild, moderate, and severe disabilities. Students will begin to articulate a personal philosophy and approaches designed to enhance the educational experiences of children and youth with disabilities and they will begin to examine the relationship between schooling and long term outcomes.
LSI 465
INDUCTION INTO THE FIELD OF EDUCATION
Graduate
Designed primarily as a culminating course experience at the graduate level, this course utilizes a seminar approach to help students clarify their understanding of issues related to special education, general education, and teaching in urban schools. All students will prepare a portfolio based on their experiences within the graduate program. These portfolios will contain evidence of each student's development during the program and students will make connections between their own theoretical, philosophical, and professional orientations and the Urban Professional Multicultural Model.

LSI 467
TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES II
Graduate
Continued study of the theoretical and practical approaches to instruction for students with high incidence disabilities across ages and levels of severity. Translation of diagnostic information into teaching strategies and development of an instructional plan (IEP) including transition needs. Emphasis on understanding theoretical models of literacy, literacy development, instructional strategies, and adjusting literacy instruction to meet the needs of diverse learners. Principles of diagnostic teaching will be discussed. Specific teaching techniques and materials will be reviewed, including appropriate uses of technology.

(LSI 440 and Learning Behavior Specialist 1) or (LSI 442 and Dual Certification) is a prerequisite for this class.

LSI 468
TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES I
Graduate
Introduction to the theoretical and practical approaches to instruction of children with low incidence disabilities including functional assessment and instructional strategies, curricular options and adaptations, as well as levels of participation and accommodation in the general curriculum. Emphasis will be placed on understanding theoretical models of language development and communication, instructional strategies for language and communication, and adjusting language instruction to meet the needs of diverse learners. Candidates will explore individualized planning (IEPs), transition needs, integration of related services into the instructional program, and strategies and materials for improving the social, emotional, and academic functioning of diverse students with low-incidence disabilities.

(LSI 440 and Learning Behavior Specialist 1) or (LSI 442 and Dual Certification) is a prerequisite for this class.

LSI 469
TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES II
Graduate
Continued study of the theoretical and practical approaches to instruction for diverse students with low incidence disabilities. Focuses on addressing the intellectual, educational, physical, motor, health, social, and transitional needs of diverse students with more severe low incidence disabilities. Examination of etiological factors, growth, development, and long-term outcomes. Developing collaborative efforts with family and multiple care and service providers is addressed. Provides strategies to facilitate maintenance and generalization of both academic and non-academic skills across learning environments. Includes experiences with assistive technology, community-based instruction, and designing and implementing a functional curriculum when needed.

(LSI 440 and Learning Behavior Specialist 1) or (LSI 442 and Dual Certification) is a prerequisite for this class.

LSI 470
STUDENT TEACHING IN SPECIAL EDUCATION
Graduate
Five school days per week in supervised teaching experience for 12-weeks. Candidates will also attend a student teaching seminar (LSI 471) one day per week where they will discuss special education topics related to this experience. Faculty advisors and the Director of Student Teaching, working in conjunction with individual students, will determine appropriate student teaching placements.

LSI 471
STUDENT TEACHING IN SPECIAL EDUCATION SEMINAR
Graduate
This seminar course provides support for candidates as they begin their student teaching experience. In addition and in conjunction with student teaching, candidates will complete a project designed to document a candidate's ability to impact student learning based on three to five days of teaching (edTPA).
LSI 475
METHODS OF TEACHING EARLY CHILDHOOD STUDENTS WITH LOW INCIDENCE DISABILITIES
Graduate
This course will focus on examining the developmental and learning characteristics of young children with low incidence disabilities. In specific, this course will focus on educating early childhood students with Autism Spectrum Disorders and those with Intellectual Disabilities. One of the primary goals of this course is to understand the learning needs of these children, and examine and evaluate various educational and therapeutic methods of working with them. A major part of this course will be devoted to characteristics associated with and interventions for children with Autism Spectrum Disorders.

LSI 476
SPECIAL EDUCATION CURRICULUM AND STRATEGIES FOR EARLY CHILDHOOD: HIGH INCIDENCE DISABILITIES
Graduate
Study of the theoretical and practical approaches to instruction for young children with high incidence disabilities. Emphasis placed on the development of supportive learning environments, using special curricular and behavioral management strategies for all early childhood settings; application of collaborative practices with multiple service providers and families to meet the needs of diverse learners with high incidence disabilities. Strategies and materials for improving the social, emotional, and academic adjustment and functioning of young children with high incidence disabilities are examined. Includes teaching social and emotional curricula; implementing functional behavioral assessment; and monitoring growth and development in targeted areas. Strategies to increase the young child are self-awareness, self-management, self control, self reliance, and self esteem are considered. Application of diagnostic information into teaching strategies and implementation of an instructional plan (IEP) is a central tenet of the course. (Pre-requisite: SCG 404 and T&L 427) 25 clock hours for Level II Experience.

LSI 487
FOUNDATIONS OF LITERACY AND SPECIAL EDUCATION FOR THE MIDDLE GRADES
Graduate
Introduction to disabilities and the historical and legal foundations of special education. This course will prepare candidates to address the emotional, social, psychological, and cognitive needs of students with disabilities, with a particular emphasis on addressing the needs of students with reading and learning disabilities at the middle school level, including developmental and remedial instruction and support.

LSI 542
PRACTICUM IN LITERACY ASSESSMENT
Graduate
This practicum course provides students with an opportunity to apply theory to practice in assessing and teaching struggling literacy learners. Under the supervision of program faculty, students are responsible for completing a comprehensive assessment battery with a struggling literacy learner, interpreting results across assessments, developing and implementing an instructional plan, writing a case report, and discussing results with family members and/or other stakeholders.

LSI 543
PRACTICUM IN LITERACY INSTRUCTION AND ASSESSMENT
Graduate
This practicum course provides students with an opportunity to apply theory to practice in teaching struggling literacy learners. Under the supervision of program faculty, students are responsible for developing, implementing, and evaluating an individual learning plan for a client(s) that includes on-going assessment of learning objectives. Students write a case report, summarizing outcomes of instructional sessions, to communicate progress towards goals to a variety of individuals, including parents.

LSI 430 and status as an Advanced Masters Education student are a prerequisite for this class.

LSI 431 and status as an Advanced Masters Education student are a prerequisite for this class.
LSI 544
PRACTICUM IN LITERACY INSTRUCTION, ASSESSMENT, AND COLLABORATION
Graduate
This practicum course provides students with an opportunity to apply theory to practice in teaching struggling literacy learners. Under the supervision of program faculty, students are responsible for developing, implementing, and evaluating an individual learning plan for a client(s) that includes on-going assessment of learning objectives. Students write a case report, summarizing outcomes of instructional sessions, to communicate progress towards goals to a variety of individuals, including parents. Collaboration with peers for professional growth, which involves providing feedback on each other’s practices, is also emphasized.

LSI 431, LSI 432 and status as an Advanced Masters Education student are a prerequisite for this class.

LSI 548
INDEPENDENT STUDY IN READING AND OTHER LEARNING DISABILITIES
Graduate
REREQUISITE(S): Permission of instructor, department chair and associate dean.

LSI 549
THESIS RESEARCH IN SPECIALIZED INSTRUCTION
Graduate
A Master of Arts candidate conducts original research, writes a thesis, and presents an oral defense before a committee of faculty members. PREREQUISITE(S): SCG 410 and approved thesis proposal.

LSI 552
PRACTICUM EXPERIENCE WITH HIGH INCIDENCE DISABILITIES
Graduate
Six weeks of supervised field experience in a cooperating school working with students with high incidence disabilities, together with structured opportunities for feedback and discussion of issues and problems encountered.

LSI 440, LSI 458 and LSI 467 are a prerequisite for this class.

LSI 553
PRACTICUM EXPERIENCE WITH LOW INCIDENCE DISABILITIES
Graduate
Six weeks of supervised field experience in a cooperating school working with low incidence disabilities, together with structured opportunities for feedback and discussion of issues and problems encountered.

LSI 585
STUDENT TEACHING AND SEMINAR IN SPECIAL EDUCATION-ELEMENTARY EDUCATION
Graduate
Five school days per week in supervised teaching experience for a full academic quarter. Students will also attend a student teaching seminar one day per week where they will discuss issues related to this experience. Faculty advisors and the Director of Student Teaching, working in conjunction with individual students, will determine appropriate student teaching placements. Permission required.

LSI 597
EARLY CHILDHOOD EDUCATION SPECIAL EDUCATION PRACTICUM
Graduate
Supervised teaching in a cooperating school serving young children with disabilities for three hundred clock hours; arranged in collaboration with supervising faculty member and the Field Experience Office. Candidates will reflect upon their teaching experiences with young children with disabilities; collaborate with colleagues and instructor to identify alternative strategies for problematic situations. Application and approval required. Open only to DePaul students.

LSI 600
REGISTERED STUDENT IN GOOD STANDING
Graduate
(0 credit) Registration is this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.
LSI 606
REVIEW OF LITERATURE
Graduate
This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life-long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching data bases. In other words, students will need to be able to ask and answer such questions as “What is known about? What are major issues and themes?”

LSI 607
INTEGRATIVE PAPER
Graduate
Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it relates to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical application of a theory, or conversely, developing/refining a theory based on investigations made in the field. In other words, as graduates encounter new theories and practices they will need to be able to investigate and evaluate them, asking and answering questions about “How theories work.”

LSI 608
CAPSTONE IN LANGUAGE, LITERACY, AND SPECIALIZED INSTRUCTION
Graduate
Culminating experience(s) that help(s) students acquire the qualities of professionalism and leadership needed to play a significant role in one's professional education community. Students are expected to situate and understand educational issues in a larger context; keep current in and be able to organize and present a body of research on an education-related question; connect research with practical, professional activity; demonstrate mastery of a sub-field of a discipline; write in a format that meets accepted scholarly criteria and participate in an ongoing professional conversation. A final product such as master's paper(s), comprehensive exam, or collection of professional work products is required.

LSI 625
CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING)
Graduate
(0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required. Registration limited to three terms.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

LSP 110
DISCOVER CHICAGO
Undergraduate
Discover Chicago courses acquaint first-year students with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations, and issues. Students also learn about university life, resources, and strategies for academic success. Learning is accomplished through a variety of means including first-hand observation, active participation, personal discovery, reflection, discussion, and encounters with Chicagoans both in the classroom and on excursions. The course begins with Immersion Week one week prior to the official start of the Autumn Quarter, then continues through the first eight weeks of the quarter. Students select from a variety of Chicago-related topics. First-year students must register to take either LSP 110 (Discover Chicago) or LSP 111 (Explore Chicago) during their first quarter at DePaul. Students will receive credit for only one section of Chicago Quarter (Discover or Explore). Courses are offered during the Autumn Quarter and are available to first-year students only. Formerly ISP 103. (Honors students take HON 110.)

LSP 111
EXPLORE CHICAGO
Undergraduate
Explore Chicago courses acquaint first-year students with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations, and issues. Students also learn about university life, resources, and strategies for academic success. Learning is accomplished through a variety of means including first-hand observation, active participation, personal discovery, reflection, discussion, and encounters with Chicagoans both in the classroom and on excursions. Students select from a variety of Chicago-related topics. First-year students must register to take either LSP 110 (Discover Chicago) or LSP 111 (Explore Chicago) during their first quarter at DePaul. Students will receive credit for only one section of Chicago Quarter (Discover or Explore). Courses are offered during the Autumn Quarter and are available to first-year students only; limited additional sections are offered later in the year. Formerly ISP 102. (Honors students take HON 111.)
LSP 112
FOCAL POINT SEMINAR
Undergraduate
Focal Point Seminars provide first-year students with the opportunity to learn how to closely examine a single topic, such as a significant person, place, event, text, idea, or issue. Students discover the complexity of a subject by studying it from the perspectives of multiple disciplines and different fields of inquiry, and by reading and writing extensively about it. Because the class is a seminar, students also debate the topic through lively class discussions. Students select from a variety of topics. Students will receive credit for only one section of LSP 112. Courses are offered during the Winter and Spring Quarters and are intended for first-year students.

WRD 103 or HON 100 is a prerequisite for this class.

LSP 120
QUANTITATIVE REASONING & TECHNOLOGICAL LITERACY I
Undergraduate
This course provides a mathematical foundation for students to become confident and critical users of quantitative information of all kinds: numerical, graphical, and verbal. Students analyze data from a wide variety of fields, making and critiquing quantitative arguments. Mathematical topics include proportional reasoning and rates, the making and interpretation of graphs, linear and exponential models, logarithms, and finance. The course is taught in a hands-on laboratory environment where students are introduced to computer tools for data analysis and presentation. PREREQUISITE(S): MAT 100, MAT 101, or demonstrating readiness via the math placement test taken at matriculation. As an alternative to taking LSP 120, this requirement can be met by passing a separate LSP 120 Proficiency Exam (see qrc.depaul.edu). A student whose major requires calculus is exempt from this requirement. Formerly ISP 120.

ISP 110 or MAT 100 or MAT 101 or placement by test is a prerequisite for this class.

LSP 121
QUANTITATIVE REASONING AND TECHNOLOGICAL LITERACY II
Undergraduate
This course provides more advanced mathematical and computational methods in the analysis and interpretation of quantitative information. Topics include databases, descriptive statistics, measures of association and their interpretation, elementary probability theory, and an introduction to algorithms and computer programming. The course is taught in a hands-on laboratory environment where students are introduced to advanced computer tools for data analysis, including databases and a professional statistical software package. PREREQUISITE(S): LSP 120 or a passing score on the LSP 120 Proficiency Exam. As an alternative to taking LSP 121, this requirement can be met by passing a separate LSP 121 Proficiency Exam (see qrc.depaul.edu). A student whose major requires calculus is exempt from this requirement. Formerly ISP 121.

LSP 120 or (MAT 147 or above) is a prerequisite for this class.

LSP 199
INDEPENDENT STUDY
Undergraduate
Permission of instructor and of First-Year Program Director required before registration.

LSP 200
SEMINAR ON MULTICULTURALISM IN THE UNITED STATES
Undergraduate
This course provides the opportunity for students to learn about some dimension of multiculturalism relevant to the United States, as considered in the context of the global community. Multiculturalism includes questions of ethnicity, race, class, gender, language, religion, and sexual orientation. Courses pay attention to the history of multiculturalism; examine the experiences and perspectives of at least three distinct cultural groups; develop a critical perspective about meanings of multiculturalism; and investigate the historical roots of inequalities related to differences in class, ethnicity, gender, age, language, religion, ability, and sexual orientation. Topics of seminars vary and students select a course that interests them. Students can complete only one course numbered LSP 200. Formerly ISP 200.

At least Sophomore Standing is a prerequisite for this course.

LSP 201
TRANSFER CAREER SEMINAR
Undergraduate
This course, exclusively for transfer students, considers career preparation in the context of the college of Liberal Arts and Social Sciences. Students will be made aware of LAS's academic, institutional and co-curricular resources as they pertain to future career success. Discussion and reading will center on values and skills learned in liberal arts education and their applicability in the wider world. This course also provides a space for students to share their experience as transfer students. As such, a transfer student mentor contributes to this class.
LSP 320
PEER EDUCATION THEORY AND PRACTICE
Undergraduate
This course is designed to introduce students to the principles and practices of how to mentor first-year students into the academic, intellectual and social life of the University. The course also prepares students to serve, if selected, as peer educators for incoming students in the upcoming autumn quarter. Formerly ISP 320.

LSP 321
PEER EDUCATION THEORY AND PRACTICE II
Undergraduate
This course is designed to support students chosen to serve as peer educators with the principles and practices of how to mentor first-year students into the academic, intellectual and social life of the University. Formerly ISP 321.

LST 113
LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES
Undergraduate
An examination of the diverse nature of Latino religion, from its indigenous roots to its institutional forms, within the social and political context of American culture. Cross-listed with REL 113. Formerly LST 290.

LST 145
PRINCIPLES OF THE ARTS OF THE AMERICAS
Undergraduate
This is an introduction to major developments in art from the ancient indigenous cultures of the Americas (especially those of Meso- and South America), through the period of European colonialism (especially Spanish and English), to the modern art movements across the newly sovereign nations, including the United States and Canada. The broad chronology and geography necessitates a sampling of artistic forms across times, with issue-oriented lectures and occasional discussion. Cross-listed as HAA 145.

LST 200
FOUNDING MYTHS AND CULTURAL CONQUEST IN LATIN AMERICA
Undergraduate
This course challenges students to connect the cataclysmic formation of the Latin Americas from the cultures of Europe, Africa, and the Native (indigenous) peoples with the processes that inform our modern world. Colonialism, social stratification and forms of conflict and rebellion all played pivotal roles in the formation of Latin America from origins to the 18th century. The history and culture of the region is presented from many perspectives and across many disciplines.

LST 201
STRUGGLE AND RESISTANCE IN LATIN AMERICA
Undergraduate
Latin America is more than a geographical reality. This interdisciplinary course asks how Latin America has been forged through local and global struggles for economic sovereignty, political self-determination, social and cultural identities in the 19th, 20th, and 21st centuries. Students will be introduced to the histories of economic dependence after the dawn of political independence, the intertwined dynamics of U.S. interventionism and Latin American resistance, the making of indigenous movements, as well as the interrelated issues of gender, race, and sexuality.

LST 202
CONSTRUCTING LATINO COMMUNITIES
Undergraduate
This course is an interdisciplinary introduction to Latino Studies. It explores the socio-historical background of the major Latino groups in the United States, and the economic, political, and cultural factors that converge to shape Latino group identity. This course examines contemporary issues affecting Latinos including the evolution of Latino ethnicity, immigration, transnationalism and the formation of Latino communities, activism, and media representations of Latinos.
LST 203
MEDIA AND CULTURAL STUDIES ACROSS THE AMERICAS
Undergraduate
LST 203 is an introduction to media and cultural studies with a specific focus on cultural transactions in the American hemisphere, particularly as they reflect the relationship of the U.S. to Latin America, Central America, Mexico, and the Caribbean. This course studies the history of national and cultural identities and social struggle, especially with regard to a north/south relationship, imperialism, revolution and social change, tourism, globalization, postcolonialism and the construction of gender, sexuality, race, and ethnicity. Students examine how relationships across the Americas have been depicted in popular culture and the social and political meanings of these representations.

LST 218
SPAIN AND PORTUGAL
Undergraduate
A geographical exploration of Spain and Portugal's history, culture, politics and society. This course focuses on critical periods, events, and socio-political forces that substantially influenced these countries and demonstrate their role as one of Europe's key links to Latin America and Africa. Cross listed with GEO 218.

LST 243
MAYA ART AND ARCHITECTURE
Undergraduate
The “Classic Period” Maya (circa 0-900CE) are the source of modern interest for their graceful naturalism in a wide range of artforms and for their impressive architecture whose ruins today are found scattered across Southern Mexico, the Yucatan Peninsula, Guatemala, Belize, and Honduras. This class will explore the political, social, economic and religious imperatives behind the soaring temples, intriguing ballcourts, stately public sculptures, delicately painted vases, complex manuscripts and much more. We will situate the art of the Maya relative to other Mesoamerican cultures, particularly those of the Olmec, Teotihuacan and Aztec, and with respect to the Spanish colonial invasion. Other themes include aesthetics, materiality, gender, interpretive methodologies, and the impact of hieroglyphics and calendrics on the study of Maya art. Cross listed with HAA 243.

LST 244
ART OF MESOAMERICA
Undergraduate
This survey of art of the ancient Andes (circa 1000BC-1530AD) focuses on the most artistically significant civilizations of South America and some of the difficulties encountered in studying them. Lectures explore visual traditions as diverse as the people they reflect; cultures to be covered include the Nazca, Moche, Tiahuanaco, Wari and Inca of Peru. We consider the relationship between form and content, and the relationship between art and its social context, as we much as we can understand it; however, especially because of the scarcity of primary source texts for the material, the class will also regularly raise questions of methodology in what is often identified as "pre-Columbian" scholarship. Cross-listed with HAA 244.

LST 245
ART OF THE ANDES
Undergraduate
This survey of art of the ancient Andes (circa 1000BC-1530AD) focuses on the most artistically significant civilizations of South America and some of the difficulties encountered in studying them. Lectures explore visual traditions as diverse as the people they reflect; cultures to be covered include the Nazca, Moche, Tiahuanaco, Wari and Inca of Peru. We consider the relationship between form and content, and the relationship between art and its social context, as we much as we can understand it; however, especially because of the scarcity of primary source texts for the material, the class will also regularly raise questions of methodology in what is often identified as "pre-Columbian" scholarship. Cross-listed with HAA 245.

LST 246
ART IN THE SPANISH AMERICAN EMPIRE
Undergraduate
This course offers a critical survey of the art of colonial Latin America (circa 1520s-1820s), from the Caribbean to Mexico, Central America, and South America. Framed by the Spanish Conquest of the 16th century and Independence in the early 19th century, lectures will survey state-sanctioned arts of the Iberian colonizers, including the foundations of the Catholic Church across the "New World" landscape. Race will be a frequent issue of discussion as we consider both indigenous American and African participation in social realities and artistic practice in this colonial context. Cross-listed with HAA 246 and CTH 250. Formerly LST 248.
LST 247
ART OF THE ANCIENT AMERICAS
Undergraduate
This class surveys the art of the ancient Americas (circa 1000 BCE-1520 AD), with a focus on the most artistically significant civilizations of Mesoamerica and South America, and some of the difficulties encountered in studying them. Lectures will explore visual traditions as diverse as the people they reflect; cultures to be covered include the Olmec, Maya and Aztec of Mesoamerica, and the Moche and Inca of Peru. Since most of these cultures did not use the written word, the class will also regularly raise questions of methodology in pre-Columbian scholarship.

LST 249
MODERN LATIN AMERICAN ART
Undergraduate
This lecture class is a survey of Latin American art created since the Wars of Independence which helped to create the modern nations in the 19th century (i.e. 1820s through the present). Lectures consider the struggle of artists to articulate newly sovereign identities through visual production, even as complicated relationships with Europe and increasingly, the United States, continue. Topics covered include Latin American modernism, surrealism, radical arts, and social realism, with a special consideration of post-revolutionary Mexican mural painting. Cross-listed with HAA 247.

LST 252
LATIN AMERICAN POLITICS
Undergraduate
An examination of the history of Latin America and the major institutions, social sectors, and actors that shape the political life of the region. The course focuses on the development of revolutionary regimes and movements as well as military regimes and their demise during the transition to democracy. Cross-listed with PSC 252.

LST 268
MEXICAN ART
Undergraduate
This survey situates the art of Greater Mexico in its rich historical context, from the territory on the eve of the Spanish Conquest to the early decades of the 21st century. From Aztec imperial art to colonial works, to efforts at nation-building through visual forms, the story of Mexican art is characterized by political and social change. Readings, lectures and discussion will touch on critical issues of race, class and gender, and take up themes such as miscegenation, indigenism, nationalism, and Mexico's place in the global art world. We will study famous works, such as the Aztec Calendar Stone, the Catholic image of the Virgin of Guadalupe, the post-revolutionary murals of Diego Rivera and the more intimate paintings of Frida Kahlo, but we will also consider less familiar art that has been equally important in the construction of Mexico and its identities. Cross-listed with HAA 248.

LST 285
AFRO-HISPANIC LITERATURE IN TRANSLATION
Undergraduate
In this 200-level course in literature (for credit in the Arts and Literature learning domain of the Liberal Studies Program), we will seek to determine what distinguishes the Afro-Hispanic novel, short story, drama or poetry from other works in these genres. We will read works that have been translated into English from their original Spanish versions and analyze how the use of language, imagery and narrative voice reflect the experience of people of African descent in the Spanish-speaking world as seen (or heard) in the text and context of these works. In addition, we will explore how race, class, politics and culture interact and find expression in Afro-Hispanic literature. Cross-listed with ABD 285.

LST 290
LATINO/A LIBERATION TRADITIONS
Undergraduate
What does liberation mean in the context of the Americas today? How have people of Latin American descent -- both in Latin America and the United States -- connected conceptions of liberation to related ideas of liberty and freedom, as well as to notions of political revolution, cultural identity, and prophetic forms of religious faith? This course examines how these questions have been theorized across the Latino/a Americas, especially as they relate to questions of religion. Topics include liberation philosophy, critical pedagogy, prophetic religion, cultural praxis, Latina feminism, and decolonial thought. Cross-listed with REL 290.
LST 291
LOOKING FOR GOD IN LATIN AMERICA
Undergraduate
An examination of religious traditions such as Catholicism, indigenous religions, and Protestantism in Latin America, with special focus on how these traditions have been transplanted and reshaped upon entry into varied Latino communities in the United States. Historical analyses of the Latin American roots of these traditions will provide contextualization for the ongoing examination of transnational religious cultures in the U.S. Cross-listed with REL 291.

LST 300
SPECIAL TOPICS IN LATIN AMERICAN STUDIES
Undergraduate
SPECIAL TOPICS IN LATIN AMERICAN STUDIES

LST 303
BORDER MATTERS: LITERATURE & CULTURE IN THE LATINO/A BORDERLANDS
Undergraduate
In this course we will study the values and dynamic that is promoted in different Latino communities in the United States. In order to give context to the present situation of Latinos in the U.S. we will study some of the social issues in the countries of origin which have resulted in immigration and their encounter with borderlands. The notion of a Latina and Latino cultural “borderlands” has proven a ubiquitous and powerful conceptual paradigm in recent years, organizing distinct ethnic groups (Cuban American, Mexican American, Central American, Puerto Rican, etc.) according to the rubrics of pan-ethnic identity labels (Hispanic, Latina/Latino, etc.) and transnational geographies (Latin America, the Americas, etc.). This course will examine a wide range of Latino/a literary expressions produced in the Latina/Latino borderlands, particularly in areas of cultural contact and conflict. While the most obvious focus will be the Texas-Mexico border region, including ongoing efforts to establish the public meaning of the Alamo, additional borderlands, literal and figurative, will be considered. The Latina and Latino borderlands have also inspired critics and theorists to imagine postmodern, post national subject formations, in which questions of ethnicity, gender, and sexuality are shifted from the margins to the center of critical discourse. We will therefor investigate the use and limits of recent “border theory”.

LST 305
LATINO COMMUNITIES AND SOCIAL ENGAGEMENT
Undergraduate
In-depth, critical examination of different Latino communities. Topics include: Mexican-American Community, Puerto Rican Community and Cuban-American Communities.

LST 306
LATINO COMMUNITIES IN CHICAGO
Undergraduate
This course studies Latino Communities, focusing on their cultural and historical constructions from a community based learning experience.

LST 307
GROWING UP LATINO/ LATINA I N THE U.S.
Undergraduate
A critical as well as a community based examination of the experiences of growing up as a Latino/Latina person in the United States.

LST 308
MOTHERHOOD IN LATINO COMMUNITIES
Undergraduate
This is an intellectual, as well as a community based exploration of motherhood in Latino communities and the theories of motherhood in feminist criticism throughout Latin America. Other topics: fatherhood, the extended family and the community as family.

LST 309
SOCIAL ENGAGEMENT AND LATINO FAMILIES
Undergraduate
Social Engagement And Latino Families
DePaul University Autumn 2015-2016 Page 1920 of 2506

LST 310
SPECIAL TOPICS: LATINOS IN THE U.S.
Undergraduate
SPECIAL TOPICS: LATINOS IN THE U.S.

LST 311
CONTEMPORARY ISSUES AND SOCIAL ENGAGEMENT
Undergraduate
Contemporary Issues And Social Engagement

LST 312
LATINA/O SEXUALITIES
Undergraduate
In this course the construction of sexuality as experienced by Latina/as will be examined through the analysis of recent interdisciplinary scholarship, literary selections and other popular cultural forms. We consider how gender and sexuality are constructed, enacted, represented, and communicated in a range of Latino/a communities and subcultures. Our analysis of readings/films/music will allow us to understand the changing and contested meanings of gender and sexuality within Latino/a culture.

LST 321
GLOBALIZATION IN THE AMERICAS
Undergraduate
In this course, we examine the processes of globalization in the Americas. The world seems to be a smaller place--accessible through the internet and global markets--and national borders seem to be more porous than ever before. Various agents--corporations, people, political organizers and organizations--are able to work on a global scale. Many critics argue that globalization has created a larger division between the wealthy and the poor. How has globalization affected the way we live our lives? In this course, we discuss the many debates around globalization and the political situation in Latin America, North America, and the Caribbean as well as the global justice movements that address inequity and injustice. You will become familiar with these debates and their histories, particularly with the growing anti-globalization position taken by many political leaders in Latin America. In this course, you will take a position regarding this contemporary political arena and become well-acquainted with various trends, policies, and activist movements around globalization. You will analyze your place in this political arena and determine how you will negotiate your position. We discuss the impact and organization of international activism from anti-globalization movements to global justice movements. We will discuss and debate strategies for resistance. We access many of these issues through cultural productions (film, tv, advertisements, etc) that address the difficult dilemmas of neo-liberalism (rule of the market).

LST 322
MEXICAN CINEMA
Undergraduate
In this course we analyze the history and practice of a national cinema in relation to government film policy, filmmaking practices and programs, intellectual and cultural context, and national and popular concerns. We study various facets of Mexican cinema from conceptions of race/gender/sexuality, major figures of cinema, and the current conditions of Mexican Cinema. We will explore Mexican Cinema in relation to other film industries of the Americas, especially in relation to the United States and Hollywood and to the oppositional political practices of the New Latin American cinema of the sixties and seventies.

LST 330
LATINOS IN EDUCATION
Undergraduate
This course examines historical and current issues related to the education of Latinos in the US that range from PK-12 to higher education. The course explores the sociolinguistic, historical, sociocultural, legal and political contexts that shape the educational experiences of Latinos in the US, paying particular attention to policy and the current state of affairs in the education of Latinos. The Latino Diaspora will also be explored.

LST 336
EXPERIENCING MEXICAN ART
Undergraduate
The history of Mexican art in the Modern era. Some sections of this course will engage students in studio problems that address specific issues in the history of Mexican culture.
LST 338  
COLONIAL LATIN AMERICAN ART  
Undergraduate  
This course will survey painting, sculpture, architecture, and the decorative arts in the Americas from contact with Europe up through independence movements of the 19th century. Special attention will be given to the intersection of artistic production with broad social, economic and political trends.

LST 348  
INDIGENOUS POLITICAL STRUGGLES  
Undergraduate  
This course explores the struggles for social justice and the right to have rights by indigenous peoples. It emphasizes contemporary cases and the cultural contexts in which indigenous political strategies have developed and transformed. It uses historical data to understand the issues faced by indigenous peoples. Students conduct research on indigenous struggles and their connections to other social movements at the local, national, and international levels.

LST 358  
REVOLUTIONS AND PEASANT REBELLIONS  
Undergraduate  
Analyzes the most important revolutions and peasant rebellions of the twentieth century as well as the most relevant cases from previous periods, such as the French Revolution. Cross-listed with SOC 358.

LST 375  
MEXICO CITY (WORLD CITIES)  
Undergraduate  
From its origins as Tenochtitlan, the preordained capital of the Aztec Empire, through its identification as a "new Rome" dominated by the Spanish Crown in the Viceregal period, to its status as the largest metropolitan area in the Western Hemisphere (and the second largest in the world), Mexico City was born to impress the imagination. This class explores the development of the great city of Mexico in light of major historical events and cultural expressions. Discussions will focus especially on urban planning, key architecture, outdoor sculpture, and public spectacles over the centuries. Cross-listed with HAA 375.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

LST 390  
SENIOR SEMINAR  
Undergraduate  
A capstone course that integrates the students' prior course work and experiences by allowing the student to define a final culminating project. The seminar functions as a coordinated independent study course with extensive participation of Latin American and Latino Studies Program faculty.

LST 392  
INTERNSHIP  
Undergraduate  
INTERNSHIP

LST 394  
THESIS  
Undergraduate  
THESIS

LST 395  
TRAVEL/STUDY  
Undergraduate  
TRAVEL/STUDY
LST 399
INDEPENDENT STUDY
Undergraduate
INDEPENDENT STUDY

MAT 94
BASIC ALGEBRA
Undergraduate
The objective of this course is to increase the students' competence in working with ordinary arithmetic, using a large variety of practical problems and situations from basic sciences as motivation. Formerly WRC 104.

MAT 95
INTRODUCTORY ALGEBRA
Undergraduate
An introduction to functions, linear equations, linear inequalities, absolute values, systems of linear equations, exponents, and polynomials. Formerly WRC 204.

MAT 094 or placement is a prerequisite for this course.

MAT 100
INTRODUCTION TO QUANTITATIVE REASONING
Undergraduate
An introduction to the algebra needed for quantitative reasoning with a focus on functions and modeling. This course emphasizes the applications of elementary algebra and the use of functions to model and analyze real-world situations. Topics include functions from graphical, tabular, and symbolic points of view and models using linear, quadratic, power, exponential, and logarithmic functions. Graphing technology is used extensively. This course is prerequisite to LSP 120 and is intended for students continuing on to LSP 120. This course is not recommended for students whose plan of study includes calculus.

MAT 094 or placement is a prerequisite for this course.

MAT 101
INTERMEDIATE ALGEBRA
Undergraduate
Functions, factoring, rational expressions, roots, radicals, quadratic equations, quadratic inequalities. Course meets for an additional 1 hour lab session each week for enrichment and problem solving.

MAT 095 is a prerequisite for this class.

MAT 110
FOUNDATIONS OF MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS I
Undergraduate
This course gives students a deeper understanding of the foundations of elementary mathematics. Topics include problem solving, number systems, the decimal system, the number line, rounding, fractions, percentages, addition and subtraction.

MAT 101 or LSP 120 or equivalents or placement by test is a prerequisite for this class.

MAT 111
FOUNDATIONS OF MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS II
Undergraduate
This course gives students a deeper understanding of the foundations of elementary mathematics. Topics include problem solving, fractions, percentages, addition, subtraction, multiplication, and division.

MAT 110 is a prerequisite for this class.
Students with very little mathematical background and little or no computing background will be given a brief introduction to the use of Microsoft Excel for mathematical purposes. This will be followed by a brief discussion of chance, gambling, and probability. Several popular games (such as lotteries, roulette, craps, and poker) will be considered both from a theoretical point of view and by means of very simple computer simulation. At the end, we will discuss briefly topics from game theory such as zero-sum games and game with cooperation.

MAT 094 or placement is a prerequisite for this course.

MAT 115
MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS III
Undergraduate
Continuation of Math 110-111.

MAT 111 is a prerequisite for this class.

MAT 130
PRECALCULUS
Undergraduate
Functions and their graphs, exponential and logarithmic functions, inverse functions, polynomial and rational functions.

MAT 101 or placement by test is a prerequisite for this class.

MAT 131
TRIGONOMETRY
Undergraduate
Trigonometric functions, inverse trigonometric functions, trigonometric identities, laws of sines and cosines, polar coordinates and complex plane.

MAT 130 or equivalents or placement by test is a prerequisite for this class.

MAT 135
BUSINESS CALCULUS I
Undergraduate
Differential calculus of one or more variables with business applications.

MAT 130 or equivalent is a prerequisite for this class.

MAT 136
BUSINESS CALCULUS II
Undergraduate
Integral calculus, matrix algebra, and probability theory with business applications.

MAT 135 or equivalent is a prerequisite for this class.

MAT 137
BUSINESS STATISTICS
Undergraduate
Basic concepts of statistics and applications; data analysis with the use of Excel; theoretical distributions; sampling distributions; problems of estimation; hypothesis testing; problems of sampling; linear regression and correlation.

MAT 136 or equivalent is a prerequisite for this class.
MAT 140
DISCRETE MATHEMATICS I
Undergraduate
Combinatorics, graph theory, propositional logic, singly-quantified statements, operational knowledge of set theory, functions, number systems, methods of direct and indirect proof.

MAT 130 or above or equivalents or placement by test is a prerequisite for this class.

MAT 141
DISCRETE MATHEMATICS II
Undergraduate
Methods of direct and indirect proof, set theoretic proofs, sequences, mathematical induction, recursion, multiply-quantified statements, relations and functions, complexity.

MAT 140 is a prerequisite for this class.

MAT 147
CALCULUS WITH INTEGRATED PRECALCULUS I
Undergraduate
Limits, continuity, the derivative, rules of differentiation, and applications, with precalculus review included for each topic. The full MAT 147-8-9 sequence covers all the material of MAT 150-1-2 plus additional precalculus material.

MAT 130 or equivalents or placement by test is a prerequisite for this course.

MAT 148
CALCULUS WITH INTEGRATED PRECALCULUS II
Undergraduate
Extrema, curve sketching, related rates, definite and indefinite integrals, applications of the integral, exponential and logarithmic functions, with precalculus review included for each topic.

MAT 147 is a prerequisite for this class.

MAT 149
CALCULUS WITH INTEGRATED PRECALCULUS III
Undergraduate
Techniques of integration, L'Hopital's rule, improper integrals, Taylor polynomials, series and sequences, first-order differential equations, with precalculus review included for each topic.

MAT 148 is a prerequisite for this class.

MAT 150
CALCULUS I
Undergraduate
Limits, continuity, the derivative, rules of differentiation, applications of the derivative, extrema, curve sketching, and optimization. This course meets for an additional 1-hour lab session each week for enrichment and problem solving.

MAT 131 or placement by test is a prerequisite for this course.

MAT 151
CALCULUS II
Undergraduate
Definite and indefinite integrals, the Fundamental Theorem of Calculus, applications of the integral, exponential and logarithmic functions, inverse trigonometric functions, techniques of integration. This course meets for an additional 1-hour lab session each week for enrichment and problem solving.

MAT 150 or MAT 155 or MAT 160 is a prerequisite for this class.
MAT 152
CALCULUS III
Undergraduate
L'Hôpital's rule, improper integrals, sequences and series, Taylor polynomials. This course meets for an additional 1-hour lab session each week for enrichment and problem solving.

MAT 151 or MAT 161 or MAT 171 is a prerequisite for this class.

MAT 155
SUMMER CALCULUS I
Undergraduate
Limits, continuity, the derivative, rules of differentiation, applications of the derivative, extrema, curve sketching, and optimization. Definite and indefinite integrals, the Fundamental Theorem of Calculus, applications of the integral.

MAT 131 or placement by Mathematics Diagnostic Test is a prerequisite for this class.

MAT 156
SUMMER CALCULUS II
Undergraduate
Further applications of the integral, exponential and logarithmic functions, inverse trigonometric functions, techniques of integration. L'Hôpital's rule, improper integrals, sequences and series, Taylor polynomials.

MAT 148, MAT 151, MAT 155, or MAT 161 is a prerequisite for this class.

MAT 160
CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I
Undergraduate
Limits, continuity, the derivative, rules of differentiation, applications of the derivative, extrema, curve sketching, and optimization. This course meets for an additional 1.5-hour lab session each week for enrichment and problem solving.

MAT 131 or placement by test is a prerequisite for this class.

MAT 161
CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II
Undergraduate
Definite and indefinite integrals, the Fundamental Theorem of Calculus, applications of the integral, exponential and logarithmic functions, inverse trigonometric functions, techniques of integration. This course meets for an additional 1-hour lab session each week for enrichment and problem solving.

MAT 150 or MAT 155 or MAT 160 or MAT 170 is a prerequisite for this class.

MAT 162
CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III
Undergraduate
L'Hôpital's rule, improper integrals, sequences and series, Taylor polynomials. This course meets for an additional 1.5-hour lab session each week for enrichment and problem solving.

MAT 151 or MAT 161 or MAT 171 is a prerequisite for this class.

MAT 170
CALCULUS I WITH SCIENTIFIC APPLICATIONS
Undergraduate
The course covers the following topics using examples from the sciences: Functions as models, logarithmic scale graphing, exponential growth and decay, difference equations and limits of sequences, geometric series, functions and limits, trigonometric functions and their limits, continuity, limits at infinity, the derivative, differentiation rules, derivatives of trigonometric and exponential functions, related rates, derivatives of inverse and logarithm functions. Course meets for an additional lab session each week during which time students will work on applied mathematics projects based on the topics covered in the course. Students majoring in the sciences should consult with their major department to decide between the 160 and 170 sequences.

MAT 131 or placement by test is a prerequisite for this class.
MAT 171
CALCULUS II WITH SCIENTIFIC APPLICATIONS
Undergraduate
The course covers the following topics using examples from the sciences: Applications of the derivative including approximation and local linearity, differentials, extrema and the Mean Value Theorem, monotonicity and concavity, extrema, inflection points, graphing, L'Hopital's Rule, optimization, and the Newton-Raphson method, antiderivatives, the definite integral, Riemann sums, the Fundamental Theorem of Calculus, area, cumulative change, average value of a function, and techniques of integration: substitution rule and integration by parts. Course meets for an additional lab session each week during which time students will work on applied mathematics projects based on the topics covered in the course. Course meets for an additional lab session each week during which time students will work on applied mathematics projects based on the topics covered in the course.

MAT 150 or MAT 155 or MAT 160 or MAT 170 is a prerequisite for this class.

MAT 172
CALCULUS III WITH DIFFERENTIAL EQUATIONS
Undergraduate
This course is designed for students in the life sciences and covers some topics from MAT 152, differential equations and an introduction to the Calculus of functions of several variables. Specific topics are as follows. Numerical integration, partial fraction expansions, Taylor approximations of a function, differential equations, separation of variables, slope fields, Euler's existence theorem, polygonal approximations to solutions of differential equations, the logistic equation and allometric growth models, equilibria of differential equations and their stability, applications of stability theory, functions of several variables, partial derivatives, directional derivative and the gradient. Course meets for an additional lab session each week during which time students will work on applied mathematics projects based on the topics covered in the course.

MAT 151 or MAT 161 or MAT 171 is a prerequisite for this class.

MAT 207
HISTORY OF PROBABILITY AND STATISTICS
Undergraduate
History Of Probability And Statistics

MAT 215
INTRODUCTION TO MATHEMATICAL REASONING
Undergraduate
An introduction to basic concepts and techniques used in higher mathematics courses: set theory, equivalence relations, functions, cardinality, techniques of proof in mathematics. The emphasis is on problem solving and proof construction by students. The department recommends that students take this course no later than the spring quarter of the sophomore year.

MAT 149 or MAT 152 or MAT 156 or MAT 162 or MAT 172 is a prerequisite for this class.

MAT 220
LINEAR ALGEBRA WITH APPLICATIONS
Undergraduate
(Primarily for non-mathematics majors.) Systems of linear equations, matrices and matrix algebra, determinants, applications to linear programming, graph theory.

MAT 141 or MAT 148 or MAT 151 or MAT 155 or MAT 161 or MAT 171 is a prerequisite for this class.

MAT 242
ELEMENTS OF STATISTICS
Undergraduate
Descriptive statistics, elements of probability, the binomial and normal probability models; large and small sample hypothesis testing, correlation and regression analysis. Use of computer packages. This course does not count toward mathematics major credit. Cross-listed with SOC 279.

(MAT 095 and MAT 100) or MAT 101 or placement are prerequisites for this class.
MAT 260
MULTIVARIABLE CALCULUS I
Undergraduate
Vectors, dot and cross products, lines and planes, cylinders and quadric surfaces, vector-valued functions, parametrization of plane curves and three dimensional curves, arc length, curvature and normal vector, functions of several independent variables, partial derivatives, the chain rule, directional derivatives, differentials, extreme values.
MAT 149 or MAT 152 or MAT 156 or MAT 162 or MAT 172 is a prerequisite for this class.

MAT 261
MULTIVARIABLE CALCULUS II
Undergraduate
Lagrange multipliers, double and iterated integrals, area by double integrals, triple integrals, triple integrals in cylindrical and spherical coordinates, line integrals, vector fields, conservative vector fields and potential functions, Green's Theorem, surface integrals, Stokes' Theorem, Gauss' Theorem.
MAT 260 is a prerequisite for this class.

MAT 262
LINEAR ALGEBRA
Undergraduate
Systems of linear equations and matrices; vectors in n-space; vector spaces: linear combinations, linear independence, basis; linear transformations, change of basis, eigenvalues and eigenvectors.
MAT 260 is a prerequisite for this class.

MAT 301
HISTORY OF MATHEMATICS
Undergraduate
History of mathematics with problem solving.
A grade of C-minus or better in MAT 215 or MAT 141, or instructor permission is a prerequisite for this class.

MAT 302
COMBINATORICS
Undergraduate
Methods of counting and enumeration of mathematical structures. Topics include generating functions, recurrence relations, inclusion relations, and graphical methods.
A grade of C-minus or better in MAT 215 or MAT 141, or instructor permission is a prerequisite for this class.

MAT 303
THEORY OF NUMBERS
Undergraduate
A study of properties of integers: divisibility; Euclid's Algorithm; congruences and modular arithmetic; Euler's Theorem; Diophantine equations; distribution of primes; RSA cryptography.
A grade of C-minus or better in MAT 215 or MAT 141, or instructor permission is a prerequisite for this class.

MAT 304
DIFFERENTIAL EQUATIONS
Undergraduate
Linear equations, systems with constant coefficients, series solutions, Laplace transforms, and applications. Formerly MAT 338.
MAT 149 or MAT 152 or MAT 156 or MAT 162 is a prerequisite and MAT 261 is a corequisite for this class.
MAT 309  
TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS  
Undergraduate  

SE 364 is a prerequisite for this class.

MAT 310  
ABSTRACT ALGEBRA I  
Undergraduate  
The first quarter of a 3-quarter sequence. Topics in the sequence include the integers; abstract groups, rings, and fields; polynomial rings; isomorphism theorems; extension fields; and an introduction to Galois theory. MAT 303 is highly recommended.  

MAT 262 and (a C-minus or better in MAT 215 or MAT 141), or instructor permission is a prerequisite for this class.

MAT 311  
ABSTRACT ALGEBRA II  
Undergraduate  
A continuation of topics from MAT 310: Groups, rings, fields, polynomial rings, isomorphism theorems, extension fields, and an introduction to Galois theory.  

A grade of C-minus or better in MAT 310 or instructor permission is a prerequisite for this class.

MAT 312  
ABSTRACT ALGEBRA III  
Undergraduate  
A continuation of topics from MAT 311: Groups, rings, fields, polynomial rings, isomorphism theorems, extension fields, and an introduction to Galois theory.  

A grade of C-minus or better in MAT 311 or instructor permission is a prerequisite for this class.

MAT 320  
GEOMETRY I  
Undergraduate  
Incidence and separation properties of planes; congruences; the parallel postulate; area theory; ruler and compass construction.  

A grade of C-minus or better in MAT 215 or MAT 141, or instructor permission is a prerequisite for this class.

MAT 321  
GEOMETRY II  
Undergraduate  
Introduction to solid geometry and noneuclidean geometry (hyperbolic and spherical models); other special topics.

MAT 323  
DATA ANALYSIS AND STATISTICAL SOFTWARE I  
Undergraduate  
Computing with a statistical package. Introduction to data analysis, elementary statistical inference, regression and correlation. This course does not count toward mathematics major credit. (CROSS-LISTED AS CSC 323)  

MAT 130 or placement by test is a prerequisite for this class.

MAT 324  
DATA ANALYSIS & STATISTICAL SOFTWARE II  
Undergraduate  
Advanced features and applications of the statistical package used in 323. (CROSS-LISTED WITH CSC 324)
MAT 326
SAMPLE SURVEY METHODS
Undergraduate

MAT 349 or MAT 353 is a prerequisite for this class.

MAT 328
DESIGN OF EXPERIMENTS
Undergraduate
Linear models and quadratic forms. Single, two and several-factor experiments, incomplete designs, confounding and fractional factorial experiments. Response surfaces and partially balanced incomplete block designs.

MAT 349 or MAT 353 is a prerequisite for this class.

MAT 330
METHODS OF COMPUTATION AND THEORETICAL PHYSICS I
Undergraduate
Computational and theoretical methods in ordinary differential equations, complex numbers, systems of equations, phase plane analysis, and bifurcations. Applications to damped, driven oscillators, and to electronics.

MAT 331
METHODS OF COMPUTATION AND THEORETICAL PHYSICS II
Undergraduate
Computational and theoretical methods in ordinary differential equations, complex numbers, systems of equations, phase plane analysis, bifurcations. Applications to damped, driven oscillators, electronics.

MAT 261 is a prerequisite for this class.

MAT 335
REAL ANALYSIS I
Undergraduate
Real number system, completeness, supremum, and infimum, sequences and their limits, lim inf, lim sup, limits of functions, continuity.

(MAT 149 or MAT 152 or MAT 156 or MAT 162) and (a grade of C-minus or better in MAT 141 or MAT 215) is a prerequisite for this class.

MAT 336
REAL ANALYSIS II
Undergraduate
Properties of continuous functions, uniform continuity, sequences of functions, differentiation, integration. To follow 335 in the Winter Quarter.

MAT 337
COMPLEX ANALYSIS
Undergraduate
Complex functions; complex differentiation and integration; series and sequences of complex functions.

MAT 261 is a prerequisite for this class.

MAT 340
TOPOLOGY
Undergraduate
An introduction to point-set topology: metric spaces, topological spaces, continuity, connectedness, and compactness.

(A grade of C-minus or better in MAT 215 or MAT 141) and (A grade of C-minus or better in MAT 220 or MAT 262) or instructor permission is a prerequisite for this class.
MAT 341
STATISTICAL METHODS USING SAS
Undergraduate

Successful completion of the programming course required as part of the Math Core Curriculum or instructor permission is a prerequisite for this class.

MAT 342
ELEMENTS OF STATISTICS II
Undergraduate
Multiple regression, correlation, analysis of variance, time series, and sampling. Course content and emphases will vary with students' needs and backgrounds.

MAT 137 or MAT 157 or MAT 323 or MAT 348 is a prerequisite for this class.

MAT 343
BUSINESS STATISTICS II
Undergraduate
Multiple regression, correlation, analysis of variance, time series and sampling. Statistical theory applied to business. Use of statistical computing packages. Course content will vary with the needs and desires of individual students. (FORMERLY BMS 342)

A grade of C-minus or better in MAT 137 or instructor permission is a prerequisite for this class.

MAT 348
APPLIED STATISTICAL METHODS
Undergraduate
Introduction to statistical software (which will be used throughout the course). Descriptive statistics; elementary probability theory; discrete and continuous probability models; principles of statistical inference; Simple linear regression and correlation analysis.

MAT 148 or MAT 151 or MAT 155 or MAT 161 or MAT 171 is a prerequisite for this class.

MAT 349
APPLIED STATISTICAL METHODS II
Undergraduate
A continuation of Mathematics 348. Multiple regression; analysis of frequency data, ANOVA and some experimental designs; nonparametric inference and time series analysis. Use of statistical software.

A grade of C-minus or better in MAT 348 or instructor permission is a prerequisite for this class.

MAT 351
PROBABILITY AND STATISTICS I
Undergraduate
Probability spaces, combinatorial probability methods, discrete and continuous random variables and distributions, moment generating functions, development and applications of the classical discrete and continuous distributions.

MAT 261 is a prerequisite for this class.

MAT 352
PROBABILITY AND STATISTICS II
Undergraduate
Joint probability distributions and correlation; law of large numbers and the central limit theorem; sampling distributions and theory of estimation.

A grade of C-minus or better in MAT 351 or instructor permission is a prerequisite for this class.
A grade of C-minus or better in MAT 352 or instructor permission is a prerequisite for this class.

MAT 354
MULTIVARIATE STATISTICS
Undergraduate
The multivariate normal distribution. Hypothesis tests on means and variances including the multivariate linear model. Classification using the linear discriminant function. Principal components and factor analysis. PREREQUISITE(S): MAT 353 and 262, or consent of instructor.
(CROSS-LISTED WITH MAT 454)
MAT 262 and MAT 353 are a prerequisite for this class.

MAT 355
STOCHASTIC PROCESSES
Undergraduate
MAT 353 is a prerequisite for this class.

MAT 356
APPLIED REGRESSION ANALYSIS
Undergraduate
Simple linear, multiple, polynomial and general regression models. Selection of best regression equation and examination of residuals for homoscedasticity and other diagnostics. Use of statistical software. Cross-listed with MAT 456.
MAT 353 and (MAT 220 or MAT 262) is a prerequisite for this class.

MAT 357
NONPARAMETRIC STATISTICS
Undergraduate
MAT 349 or MAT 353 is a prerequisite for this class.

MAT 358
APPLIED TIME SERIES AND FORECASTING
Undergraduate
Development of the Box-Jenkins methodology for the identification, estimation, and fitting of ARIMA, and transfer-function stochastic models for the purpose of analyzing and forecasting stationary, non-stationary, and seasonal time series data. The course emphasizes practical time-series data analysis using computer packages and includes applications to economic, business, and industrial forecasting. Cross-listed with MAT 512.
MAT 341 and MAT 353 are a prerequisite for this class.

MAT 359
SIMULATION MODELS AND MONTE CARLO METHOD
Undergraduate
Techniques of computer simulation of the classical univariate and multivariate probability distribution models, and such random processes as random walk, Markov chains, and queues. Cross-listed with MAT 459.
MAT 341 and MAT 353 are a prerequisite for this class.
MAT 361
ACTUARIAL SCIENCE I
Undergraduate
The Theory of Interest: Theory and applications of compound interest to annuities, amortization schedules, sinking funds, bonds, and yield rates. Cross-listed with MAT 461.

MAT 149 or MAT 152 or MAT 156 or MAT 162 is a prerequisite and MAT 351 is a corequisite for this class.

MAT 362
ACTUARIAL SCIENCE II
Undergraduate
Basic Contingencies: The theory and applications of contingency mathematics in life and health insurance, annuities, and pensions from both a probabilistic and a deterministic viewpoint. Topics include survival distribution and life tables, life insurance, and life annuities. Cross-listed with MAT 462.

A grade of C-minus or better in MAT 361 or instructor permission is a prerequisite and MAT 352 is a corequisite for this class.

MAT 363
ACTUARIAL SCIENCE III
Undergraduate

A grade of C-minus or better in MAT 362 or instructor permission is a prerequisite for this class.

MAT 364
STOCHASTIC RISK MODELS
Undergraduate
Distributional quantities, distribution properties and classification, frequency and severity models, aggregate loss and ruin models. Cross-listed with MAT 464.

MAT 353 is a prerequisite for this class.

MAT 365
STOCHASTIC SURVIVAL MODELS
Undergraduate
Construction of parametric and nonparametric models, model validation and selection, credibility theory, simulation techniques. Cross-listed with MAT 465.

MAT 353 is a prerequisite for this class.

MAT 366
MATHEMATICAL DEMOGRAPHY
Undergraduate
Introduction to demography; mortality table construction and methods of population and demographic analysis.

MAT 353 is a prerequisite for this class.

MAT 367
CREDIBILITY THEORY
Undergraduate
Credibility theory and loss distributions with applications to casualty insurance classification and rate making. Cross-Listed As MAT 467.

MAT 362 is a prerequisite for this class.
MAT 368
MATHEMATICAL FINANCE
Undergraduate
Financial derivatives, risk management, investment strategies, arbitrage, valuation, Put-call parity, the binomial model, option pricing, lognormal models for asset prices, Black-Scholes formula, value at risk and conditional tail expectation, Brownian motion and Ito's lemma, interest rate models. Cross-listed with MAT 468.

MAT 353 is a prerequisite for this class.

MAT 370
ADVANCED LINEAR ALGEBRA
Undergraduate
Vector spaces, basis and dimension; matrix representation of linear transformations and change of basis; diagonalization of linear operators; inner product spaces; diagonalization of symmetric linear operators, principal-axis theorem, and applications. Cross-listed MAT 470.

MAT 262 and (a grade of C-minus or better in MAT 215 or MAT 141) or instructor permission is a prerequisite for this class.

MAT 372
LOGIC AND SET THEORY
Undergraduate
Topics in axiomatic set theory, formal logic, and computability theory.

A grade of C-minus or better in MAT 215 or MAT 141, or instructor permission is a prerequisite for this class.

MAT 381
FOURIER ANALYSIS AND SPECIAL FUNCTIONS
Undergraduate
The course covers the basic principles of discrete and continuous Fourier analysis and some of its applications currently used in scientific modeling. Students will use the computer to implement the computational algorithms developed in the course. Some of the topics covered will include Fourier transforms and their application to signal and image processing, discrete Fourier series, the fast Fourier transform algorithm and applications to digital filtering, and the Radon transforms and its applications to tomography.

MAT 262 is a prerequisite for this class.

MAT 384
MATHEMATICAL MODELING
Undergraduate
Modeling of real world problems using mathematical methods. Includes a theory of modeling and a study of specific models, selected from deterministic, stochastic, continuous, and discrete models. Cross-listed with MAT 484.

(MAT 220 or MAT 262) and (MAT 348 or MAT 351) are a prerequisite for this class.

MAT 385
NUMERICAL ANALYSIS I
Undergraduate

(MAT 262 or MAT 220), (MAT 149 or MAT 152 or MAT 156 or MAT 162 or MAT 172) and a programming course required as part of the Math Core Curriculum or consent of instructor are a prerequisite for this class.

MAT 386
NUMERICAL ANALYSIS II
Undergraduate
Theory and algorithms for efficient computation, including the Fast Fourier transform, numerical solution of non-linear systems of equations. Minimization of functions of several variables. Sparse systems of equations and corresponding eigenvalue problems. (CROSS-LISTED WITH MAT 486 & CSC 386/486)

A grade of C-minus or better in MAT 385 or instructor permission is a prerequisite for this class.
MAT 387
OPERATIONS RESEARCH I: LINEAR PROGRAMMING
Undergraduate
The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. (CROSS-LISTED AS MAT 487)

(MAT 262 or 220) and (any introductory programming course) are prerequisites for this course.

MAT 388
OPERATIONS RESEARCH II: OPTIMIZATION THEORY
Undergraduate
Integer programming; non-linear programming; dynamic programming; queuing theory; game theory. (CROSS-LISTED AS MAT 488)

A grade of C-minus or better in MAT 387 or instructor permission is a prerequisite for this class.

MAT 389
OPERATIONS RESEARCH III
Undergraduate
Advanced Topics.

A grade of C-minus or better in MAT 388 or instructor permission is a prerequisite for this class.

MAT 390
MATHEMATICS READING AND RESEARCH
Undergraduate
The course provides students with a hands-on experience about research in mathematical sciences. Students attend seminars and research colloquia, and actively participate at discussions about the topics presented. Students reflect on the connections between various areas of modern mathematics, the challenges of structuring and solving problems, and the personal experience of doing mathematics. As a final project, each student prepares and presents a mathematical expository paper describing a current area of research, emphasizing its relevance to mathematics in general and its connections to real world problems. This course may be used to satisfy the junior-year experiential learning (JYEL) requirement.

MAT 391
STUDIES IN DEMOGRAPHY
Undergraduate
The course introduces students to the study by statistical methods of human populations in terms of type of data sources, population composition, growth, fertility, mortality, morbidity, health, migration, and urbanization. In addition, the course has a major component that emphasizes the study of current characteristics of the populations of developing countries in comparison with some developed countries including the United States of America. Students are required to present and submit a research project with comparative analysis of demographic statistics obtained on several developing and developed countries.

MAT 395
TOPICS IN MATHEMATICS
Undergraduate
Consult course schedule for current offerings. Course may be repeated for credit when title and content change. Variable credit allowed.

MAT 396
SENIOR THESIS RESEARCH
Undergraduate
A thesis option is available to mathematics majors who wish to pursue an extended independent project related to a theoretical or applied focus of the program. Students would work under the guidance of a faculty mentor. A total of 4 credits must be completed over the one or two quarters prior to the thesis submission. Interested students are strongly encouraged to enroll in MAT 390 during their junior year.
MAT 397
MATHEMATICAL PEDAGOGY: THEORY & PRACTICE
Undergraduate
Introduction to current theories and practices in college mathematics instruction; helps undergraduate mathematics majors develop a deeper understanding of fundamental mathematical concepts and an awareness of how people learn mathematical ideas, and prepares them to work as consultants in mathematics instruction. Mathematical tutoring practicum is required. Four credit hour course offered over a two quarter span during the autumn and winter quarters only. See instructor for further information. This course maybe used to satisfy the junior experiential learning requirement, but it does not count toward mathematics major or minor credit. Cross-listed with MAT 697.

MAT 398
SENIOR CAPSTONE SEMINAR
Undergraduate
Topics vary from year to year. This course does not count toward the mathematical major or minor credit.

MAT 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

MAT 400
APPLIED ABSTRACT ALGEBRA I
Graduate
Applied Abstract Algebra I

MAT 401
APPLIED ABSTRACT ALGEBRA II
Graduate
Applied Abstract Algebra II

MAT 421
BASIC BIOSTATISTICS
Graduate
This course includes both data analysis and experimental design, up to and including survival analysis such as used in the analysis of clinical trials. The course will be supplemented by standard topics with application areas relevant to drug development, including pharmacokinetics, clinical trials, bioequivalence, and pharmacoepidemiology.

MAT 422
GENE EXPRESSION ANALYSIS
Graduate
In this course, students will build on the principles of MAT 421 by considering experimental design and data analysis issues pertaining to gene expression and genome-wide association studies. Introduction to gene expression studies, multiple comparisons problem in microarray studies, introduction to genome-wide association studies and experimental design for GWAS - one and two-stage approaches will also be addressed.

MAT 400 is a prerequisite for this class.

MAT 421 and MAT 453 are a prerequisite for this class.
MAT 423
GENOME SEQUENCING
Graduate
The course provides a basic understanding of sequencer-based genetic analyses starting with the basics: what a genome sequencer is, how genome sequences are assembled, and the statistics involved in designing sequencer experiments. The course will also consider typical models of sequence evolution leading into coverage of approaches to sequence alignment and statistical phylogeny along with issues related to biomedical applications, detecting sequence variants, transcriptome and metagenome sequencing, and ChIP-Seq. RNA and protein folding will also be included.

MAT 453 or instructor consent is a prerequisite for this class.

MAT 434
TOPOLOGY
Graduate
An introduction to point-set topology: metric spaces, topological spaces, continuity, connectedness, and compactness.

ECO 435 or MAT 335 or equivalents is a prerequisite for this class.

MAT 435
MEASURE THEORY
Graduate
This is a course in Lebesque integration; the study of measure spaces and measurable functions; the basic theorems of Lebesque integration; Egoroff's theorem, the monotone limit theorem, the Lebesgue dominated convergence theorem; an introduction to Lp spaces, Holder's inequality, Minkowski's inequality; Fubini's theorem.

MAT 336 or MAT 434 is a prerequisite for this class.

MAT 436
FUNCTIONAL ANALYSIS
Graduate
This course is an introduction to the basic theory of functional analysis. Students will study normed, Banach, and Hilbert Spaces and the theory of bounded linear functionals and operators acting on them. The contraction mapping and the fixed point theorem are also studied with applications to sequence and function spaces.

MAT 434 and (MAT 370 or MAT 470) is a prerequisite for this class.

MAT 437
COMPLEX ANALYSIS
Graduate
Course topics: Complex functions; complex differentiation and integration; series and sequences of complex functions. Cross-listed with MAT 337.

MAT 261 and MAT 335 is a prerequisite for this class.

MAT 441
APPLIED STATISTICS I
Graduate
Parametric and non-parametric statistical inferential methods for the univariate and bivariate situations using SAS. Specific topics include classical and exploratory graphical & numerical methods of data descriptions; inference about means, medians, and associations including analysis of variance and linear regression. Data analytic projects are an integral part of the course.

MAT 441 is a prerequisite for this class.

MAT 442
APPLIED STATISTICS II
Graduate
A continuation of MAT 441. Repeated measures design, association, analysis of covariance, and multivariate relationships. Diagnostics and model building. Methods of categorical data analysis. Logistical regression and log-linear models. Data analytical projects using SAS are an integral part of the course.

MAT 441 is a prerequisite for this class.
MAT 443  
**APPLIED STATISTICS III**  
**Graduate**

A continuation of MAT 442. The course material generalizes univariate methods of inference to multivariate situations using SAS. Specific topics include canonical correlation, discriminate analysis, principal component analysis, factor analysis, and multivariate analysis of variance. Emphasis in the curse is on data analytic projects.

MAT 442 is a prerequisite for this class.

---

MAT 448  
**STATISTICAL METHODS USING SAS**  
**Graduate**


---

MAT 451  
**PROBABILITY AND STATISTICS I**  
**Graduate**

The course covers elements of probability theory; distributions of random variables and linear functions of random variables; moment generating functions; and discrete and continuous probability models.

MAT 260 is a corequisite for this class.

---

MAT 452  
**PROBABILITY AND STATISTICS II**  
**Graduate**


MAT 451 is a prerequisite for this class and MAT 261 is a corequisite for this class.

---

MAT 453  
**PROBABILITY AND STATISTICS III**  
**Graduate**

A continuation of MAT 452. More on hypothesis testing, most powerful, uniformly most powerful, and likelihood ratio tests. Introduction to the analysis of variance; linear regression; categorical data analysis, and nonparametric methods of inference.

MAT 452 is a prerequisite for this class.

---

MAT 454  
**MULTIVARIATE STATISTICS**  
**Graduate**

The multivariate normal distribution. The general linear model. Multivariate regression and analysis of variance; discriminant analysis; principal component and factor analysis; applications and use of statistical software. Cross-listed with MAT 354.

MAT 453 is a prerequisite for this class.

---

MAT 455  
**STOCHASTIC PROCESSES**  
**Graduate**


MAT 453 is a prerequisite for this class.
**MAT 456**
**APPLIED REGRESSION ANALYSIS**
*Graduate*
Simple linear, multiple, polynomial and general linear regression models. Model diagnostics; Model selection and Validation. Cross-listed with MAT 356.

MAT 453 is a prerequisite for this class.

**MAT 457**
**NONPARAMETRIC STATISTICS**
*Graduate*
Inference concerning location and scale parameters, goodness of fit tests, association analysis and tests of randomness using distribution free procedures. Bootstrap techniques. Smoothing methodologies. Cross-listed with MAT 357.

MAT 453 is a prerequisite for this class.

**MAT 458**
**STATISTICAL QUALITY CONTROL**
*Graduate*
History; Deming guide to quality; graphical techniques of process control; Schewhart's control charts for means, ranges, standard deviations, individual measurements, and attributes; process capabilities and statistical tolerance; cumulative-sum charts. Product liability; acceptance sampling; product and process design; applications and case studies.

**MAT 459**
**SIMULATION MODELS AND MONTE CARLO METHOD**
*Graduate*
Techniques of computer simulation of the classical univariate and multivariate probability models, and such random processes as random walks, Markov chains, and queues. Cross-listed with MAT 359.

MAT 453 is a prerequisite for this class.

**MAT 460**
**TOPICS IN STATISTICS**
*Graduate*
One of the following topics: Clinical trials; Reliability and life testing; Categorical data analysis; Bootstrapping; Data Mining; Response Surface Methodology; Meta analysis; Survival Models.

MAT 453 or instructor consent is a prerequisite for this class.

**MAT 461**
**ACTUARIAL SCIENCE I: THEORY OF INTEREST**
*Graduate*
Theory of Interest: Theory and application of compound interest to annuities, amortization schedules, sinking funds, bonds, and yield rates. Cross-listed as MAT 361.

MAT 149 or MAT 152 or MAT 162 or MAT 172 is a prerequisite for this class and MAT 451 is a corequisite for this class.

**MAT 462**
**ACTUARIAL SCIENCE II: BASIC CONTINGENCIES**
*Graduate*
Basic Contingencies: The theory and applications of contingency mathematics in life and health insurance annuities and pensions, from both a probabilistic and a deterministic viewpoint. Topics include survival distribution and life tables, life insurance and life annuities. Cross-listed as MAT 362.

MAT 461 is a prerequisite for this class and MAT 452 is a corequisite for this class.
MAT 463
ACTUARIAL SCIENCE III: ADVANCED CONTINGENCIES
Graduate
Advanced Contingencies: A continuation of MAT 462. Topics include net premiums, net premium reserves, multiple life functions, multiple decrement models, and valuation theory for pension plans. Cross-listed with MAT 363.

MAT 464
STOCHASTIC RISK MODELS
Graduate
Introduction to risk theory and applications. Economics of insurance, individual risk models for short-term and single-term, collective risk models over an extended period, and applications. Cross-listed with MAT 364.

MAT 465
STOCHASTIC SURVIVAL MODELS
Graduate
Mathematical methods for population analysis and survival models. Cross-listed with MAT 365.

MAT 466
MATHEMATICAL DEMOGRAPHY
Graduate
Introduction to demography, mortality table construction and methods of population and demographic analysis.

MAT 467
CREDIBILITY THEORY
Graduate
Credibility theory and loss distributions with applications to casualty insurance classification and ratemaking.

MAT 468
MATHEMATICAL FINANCE
Graduate
This course will be required of students in the Financial Mathematics concentration. The main topics will be stochastic calculus and partial differential equations leading up to a derivation of the Black-Scholes option pricing model and its variants, along with discrete methods. This course should also be of interest to students of applied mathematics and physics. There will be opportunity to analyze real option data in conjunction with theory. Possible additional topics would include numerical methods, dividends, options on futures and exotic options. Cross-listed with MAT 368.

MAT 470
ADVANCED LINEAR ALGEBRA
Graduate
Vector spaces, basis and dimension; matrix representation of linear transformations and change of basis; diagonalization of linear operators; inner product spaces; diagonalization of symmetric linear operators, principal-axis theorem, and applications. Cross-listed as MAT 370.

MAT 462 is a prerequisite for this class.

MAT 453 is a prerequisite for this class.

MAT 453 is a prerequisite for this class.
MAT 471  
GROUP THEORY  
Graduate  
Course topics: Classes of groups; actions of groups on sets; Sylow theorems; decomposition of groups; structure of finite abelian groups.

MAT 472  
FIELDS AND GALOIS THEORY  
Graduate  
Course topics: Commutative rings and fields; irreducible polynomials and field extensions, adjunction of roots, algebraic extensions, splitting and normal fields, cyclic extensions, the Galois group, and the Fundamental theorem of Galois theory. Cross-listed with MAT 312.  
(MAT 311 or MAT 473) and MAT 471 are prerequisites for this course.

MAT 473  
RINGS AND MODULES  
Graduate  
Course topics: Rings and Algebras; classes of unique factorization domains; modules and principal isomorphism theorems, classes of modules, decomposition of finitely generated modules; Jordan and rational canonical form of a matrix.  
MAT 311 or MAT 471 is a prerequisite for this class.

MAT 481  
FOURIER ANALYSIS AND SPECIAL FUNCTIONS  
Graduate  
The course covers the basic principles of discrete and continuous Fourier analysis and its applications. Some of the topics covered are Fourier series, discrete Fourier transforms, fast Fourier transforms, and Fourier transforms.  
MAT 262 is a prerequisite for this class.

MAT 484  
MATHEMATICAL MODELING  
Graduate  
Modeling of real world problems using mathematical methods. Includes a theory of modeling and a study of specific models, selected from deterministic stochastic, continuous and discrete models. Cross-listed as MAT 384.  
(MAT 220 or MAT 262) and (MAT 451 or MAT 348) are a prerequisite for this class.

MAT 485  
NUMERICAL ANALYSIS I  
Graduate  
MAT 220 or MAT 262 is a prerequisite for this class.

MAT 486  
NUMERICAL ANALYSIS II  
Graduate  
MAT 485 is a prerequisite for this class.
MAT 487
OPERATIONS RESEARCH I: LINEAR PROGRAMMING
Graduate
The linear programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. Cross-listed with MAT 387.
MAT 453 is a prerequisite for this class.

MAT 488
OPERATIONS RESEARCH II: OPTIMIZATION THEORY
Graduate
Integer programming; nonlinear programming; dynamic programming. Cross-listed as MAT 388.
MAT 487 is a prerequisite for this class.

MAT 489
QUEUING THEORY WITH APPLICATIONS
Graduate
Discrete and continuous-time Markov chain models, Queuing systems, and topics from renewal and reliability theory.
MAT 453 is a prerequisite for this class.

MAT 494
GRAPH THEORY AND NETWORK FLOWS
Graduate

MAT 495
DYNAMIC PROGRAMMING
Graduate

MAT 496
GAME THEORY
Graduate
The minimax theorem for two-person, zero-sum games. Two-person general-sum games and noncooperative person games; Nash equilibrium.

MAT 498
PROBLEM SOLVING IN MATHEMATICS
Graduate
Course topics: problem solving in various topics from GRE Subject examination in Mathematics. Consult course schedule for current offerings. Course may be repeated for credit when title and content change.

MAT 512
APPLIED TIME SERIES AND FORECASTING
Graduate
Development of the Box-Jenkins methodology for the identification, estimation and fitting of ARIMA, and transfer-function stochastic models for the purpose of analyzing and forecasting stationary, non-stationary, and seasonal time series data. The course emphasizes practical time series data analysis, using computer packages and includes applications to economic, business and industrial forecasting.
MAT 341 or MAT 348 or MAT 453 is a prerequisite for this class.

Cross-listed as MAT 326.

MAT 527 is a prerequisite for this class.

MAT 528
DESIGN AND ANALYSIS OF EXPERIMENTS
Graduate
Single-factor fixed, random and mixed designs with and without restrictions on randomizations, including randomized block designs, Latin & Graeco-Latin squares. Factorial and fractional factorial experiments. Nested and split-plot designs. Confounding and response surface methodology.

MAT 527 is a prerequisite for this class.

MAT 595
GRADUATE THESIS RESEARCH
Graduate
A thesis option is available to graduate students who wish to pursue an extended independent project. Students would work under the guidance of a faculty mentor. A total of 4 credits must be completed over the one or two quarters prior to the thesis submission.

MAT 596
ADVANCED TOPICS IN ALGEBRA
Graduate
Consult course schedule for current offerings. Course may be repeated for credit when title and content change.

MAT 597
ADVANCED TOPICS IN ANALYSIS
Graduate
Consult course schedule for current offerings. Course may be repeated for credit when title and content change.

MAT 598
ADVANCED PROBLEM SOLVING IN ALGEBRA AND ANALYSIS
Graduate
Course topics: problem solving in various topics in Algebra and Analysis. Consult course schedule for current offerings. Course may be repeated for credit when title and content change.

MAT 599
INDEPENDENT STUDY
Graduate
Offered by arrangement. Approval by department chair required.

MAT 600
EXPERIMENTATION, CONJECTURE, AND REASONING WITH NUMBERS
Graduate
This course will focus on furthering the participants' number sense together with providing them with opportunities to: 1) Use and discuss the roles of experimentation, conjecture, and logical reasoning in developing mathematical understanding; 2) Appreciate the value of algebraic notation in problem solving by comparing solutions done both with and without algebra; 3) Engage in mathematical speaking and writing with discussion of (a) how to evaluate accurate vs. inaccurate statements, (b) what level of detail is appropriate in an answer given the point of the problem, (c) what ways of presenting solutions are suitable for various audiences; 4) Discuss the distinction between "how" a mathematical strategy works and "why" it works, and articulate the pedagogical value of knowing the "why."
MAT 605
GEOMETRY FOR MIDDLE SCHOOL TEACHERS
Graduate
An introduction to geometry designed to engage students in the construction, description, and analysis of geometric objects, including three-dimensional objects. These activities will be used to generate questions and hypotheses that will lead to more abstract concepts and general arguments. Emphasis throughout will be on informal reasoning, experimental methods, inductive as well as deductive arguments, local organization, and the development of mathematical thinking. Appropriate technology will be used to explore hypotheses and support mathematical reasoning. Topics will include: polyhedra, and their nets, cross sections, and projections; triangles, quadrilaterals, and polygons; congruence and similarity; the Pythagorean theorem; perimeter, area, and volume; circles and spheres, symmetry and transformations; and tessellations. The course will also include discussion and reflection on learning mathematics.

MAT 608
INVESTIGATING HIGH SCHOOL MATHEMATICS
Graduate
Drawing on high school mathematics content, students will identify and explore the mathematical themes that might form the content of a 12th grade capstone course. In the process, they will reflect on and discuss the major issues encountered when learning the mathematical concepts that form the basis of high school mathematics, identify ways to collaborate in order to improve mathematics learning, and identify ways in which they can take leadership roles in mathematics teaching and learning.

MAT 609
TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS
Graduate
Theories, methods, materials and techniques for teaching and learning mathematics in secondary and upper elementary schools. This course is required for students seeking secondary math certification.

MAT 610
CALCULUS FOR MATHEMATICS TEACHERS I
Graduate
A review of topics from precalculus using algebraic, numerical, and graphical perspectives including linear functions, exponential functions, logarithms, polynomials, and trigonometric functions. An introduction to limits, continuity, the derivative, and basic properties of real numbers. Introduction to graphing calculators and free graphing software with applications to classroom teaching.

MAT 611
CALCULUS FOR MATHEMATICS TEACHERS II
Graduate
A continuation of Math 610. The derivative and its applications, including optimization and related rates. Introduction to integration and numerical algorithms using graphing calculators. Offered every Winter.

MAT 612
CALCULUS FOR MATHEMATICS TEACHERS III
Graduate
A continuation of Math 611. Techniques of symbolic and numerical integration with geometric applications. Sequences, series, power series, and Taylor series. Offered every Spring.

MAT 618
TOPICS IN CALCULUS AND DIFFERENTIAL EQUATIONS
Graduate
Taylor's theorem, parametric equations, slope fields, Euler's method. The second half of the course will look at the history of calculus and the development of ideas such as limits, least upper bounds, convergence of series, countability, and cardinality.

MAT 612 is a prerequisite for this class.
MAT 620
GEOMETRY FOR MATHEMATICS TEACHERS
Graduate
Axiom systems, types of reasoning used in proofs, Euclidean geometry results with concentration on triangles and circles, introduction to non-Euclidean geometry, and introduction to geometry classroom software. Offered every Spring.

MAT 660 is a prerequisite for this course.

MAT 621
TRANSITION TO ALGEBRA FOR MIDDLE SCHOOL TEACHERS
Graduate
In this course, teachers will begin the study of algebra as a generalization of number and operation, building on their new understanding of those topics from previous courses. Careful attention to reasoning about the use of variables and understanding the logic behind solving equations and inequalities will aid in the transition to a full treatment of high school algebra. Teachers will be introduced to high quality resources that will help them create effective algebraic learning environments for their students.

MAT 600, MMT 401 and MAT 605 are a prerequisite for this class.

MAT 622
ALGEBRA FOR MIDDLE SCHOOL TEACHERS I
Graduate
This course is the first of a 3-quarter sequence designed in part to prepare elementary and middle grade teachers to teach an algebra class to qualified 8th grade students in their schools. It is based on a vision of mathematics instruction throughout the grades that continuously builds students’ algebraic skills and thinking. This first course in the sequence emphasizes problem-solving as an entry point into algebra for mathematics learners. Students see algebra as an active process for solving problems and as arising naturally as a way to generalize the laws of arithmetic, analyze patterns, and describe relationships in tables, graphs, and equations. In addition, students review and examine foundational concepts in algebra (variables, equations, relations, graphs, slopes of lines, and equations of lines) and are introduced to research on the development of algebraic thinking in middle grade students.

MAT 623
ALGEBRA FOR MIDDLE SCHOOL TEACHERS II
Graduate
The second course in the algebra sequence builds on the first and maintains emphases on problem-solving, deeper understanding of the central concepts of beginning algebra, and awareness of difficulties students have when encountering the subject for the first time. Topics include systems of linear equations, solving linear inequalities and systems of inequalities, absolute values equations and inequalities, and quadratic functions.

MAT 624
FUNCTIONS AND MODELING
Graduate
Advanced concepts in beginning algebra provide a basis for a deeper treatment of the relationship between functions and data, and lay the groundwork for the development of polynomial, exponential, and logarithmic models. The course will integrate the use of technology such as graphing calculators and spreadsheets.

MAT 631
HISTORY OF MATHEMATICS THROUGH PROBLEM SOLVING FOR MATHEMATICS TEACHERS
Graduate
Topics include the development of calculus, probability theory, number theory, non-Euclidean geometry, and set theory. Offered every Winter.

MAT 620 and MAT 670 is a prerequisite and MAT 650 is a co-requisite for this class.

MAT 632
HISTORY AND CULTURAL FOUNDATIONS OF MATHEMATICS
Graduate
This course is a cross-cultural survey of the history of mathematics, with emphasis placed on the development of concepts encountered by students in elementary and middle school. The course will also serve as a capstone for the program in that it will include references to content from all the earlier courses and will explicitly ask teachers to make connections across the middle school mathematics curriculum. The students will complete a small group research project in which they choose a mathematical concept from the program and use it as a focal point to study the development of mathematical ideas across time and across cultures.
MAT 640  
MULTIVARIABLE CALCULUS FOR MATHEMATICS TEACHERS  
Graduate  
Functions of several variables, vectors, dot products and cross products, partial differentiation, directional derivatives, optimization, Lagrange multipliers, polar and spherical coordinates. Use of software packages to illustrate three dimensional objects.

MAT 612 is a prerequisite for this class.

MAT 641  
MULTIVARIABLE CALCULUS WITH LINEAR ALGEBRA FOR MATHEMATICS TEACHERS  
Graduate  
Multiple integration, line and surface integrals, change of variable in multiple integration, Green's and Stokes' theorems. An introduction to matrices, determinants, linear transformations, and eigenvalues.

MAT 640 and MAT 671 are a prerequisite for this class.

MAT 642  
MULTIVAR CALC FOR TEACHERS II  
Graduate  
Line and surface integrals, change of variable in multiple integration, Green's and Stokes' theorems.

MAT 640 is a prerequisite for this class.

MAT 643  
IDEAS OF CALCULUS IN THE MIDDLE SCHOOL CURRICULUM  
Graduate  
The course will introduce students to the "big ideas" of Calculus including limits, derivatives, and integrals. The course will emphasize how the mathematics in the middle school curriculum can lay a foundation for the study of continuous mathematics and to the role that Calculus plays in the sciences. In particular, direct connections to the topics of this course and the middle school curriculum will be made by studying activities from curriculum materials currently used in CPS that are relevant to the topics of Calculus. Trigonometry from the perspective of the middle school classroom will be used as the launching point for introducing the major ideas of the course. The course will also give the students the opportunity to understand the interplay between the concepts and tools they learned in the MMT 415-417 sequence and Calculus.

MAT 644  
DIFFERENTIAL EQUATIONS FOR MATHEMATICS TEACHERS  
Graduate  
This course will continue the study of differential equations (DE?s) begun in MAT 618. Topics include solutions and applications of linear DE?s, second order DE?s with constant coefficients; linear systems: eigenvalues and eigenvectors of matrices, phase portraits and explicit solutions; nonlinear planar systems: linearization and stability analysis.

MAT 618 and MAT 641 is a prerequisite for this class.

MAT 649  
DATA ANALYSIS AND PROBABILITY  
Graduate  
This course covers the fundamental concepts of probability that are part of the middle school curriculum and recent research findings on student learning of probability and classroom implications of this research. In addition, it covers the principles of graphically displaying, collecting and analyzing data with and without the use of technology. Topics will include measures of central tendency and dispersion, graphical representations of data (histograms, boxplots, bar charts, pie charts, and line graphs), and the design of experiments and simulations.

MAT 650  
PROBABILITY & STATISTICS FOR MATHEMATICS TEACHERS I  
Graduate  
Combinatorics, sets, probability, random variables, distribution and density functions, multiple integration, standard probability laws, jointly distributed random variables. Use of graphing calculators, applets, and software packages to illustrate concepts. Offered every Winter.

MAT 640 and MAT 660 are prerequisites for this course.
MAT 651
PROBABILITY & STATISTICS FOR MATHEMATICS TEACHERS II
Graduate
Central limit theorem, point and interval estimation of parameters, hypothesis testing, least squares and regression. Offered every Spring.
MAT 650 is a prerequisite for this class.

MAT 660
DISCRETE STRUCTURES FOR MATHEMATICS TEACHERS
Graduate
Logic and proof, number theory, sequences and mathematical induction, sets and functions, cardinality recursion, and introduction to combinatorics.

MAT 665
DISCRETE STRUCTURES WITH A TRANSITION TO HIGHER MATHEMATICS
Graduate
A transition to advanced courses having a greater emphasis on proof and abstraction. Techniques of proof, logic, sets and functions, number theory, recursive sequences, mathematical induction, and an introduction to combinatorics.

MAT 670
ABSTRACT ALGEBRA FOR MATHEMATICS TEACHERS
Graduate
Examines the integers, prime numbers, the Euclidean algorithm, the uniqueness of prime factorization, equivalence relations, rational numbers, real numbers, and complex numbers. Provides examples of groups, rings, and fields and also covers the Fundamental Theorem of Algebra, modular arithmetic, and roots of polynomials of small degree. Offered every Summer.
MAT 660 is a prerequisite for this course.

MAT 671
ABSTRACT AND LINEAR ALGEBRA FOR MATHEMATICS TEACHERS
Graduate
A continuation of Math 670. Examines the irreducibility of polynomials, criteria for solvability by radicals, rational values of trigonometric functions, difference functions, partial fraction decomposition, and geometric constructions with ruler and compass. Also examines linear independence, spanning sets, and the basis of a vector space. Along with Math 670, it provides the theoretical foundation for many topics covered in high school mathematics courses. Offered every Fall.
MAT 670 is a prerequisite for this class.

MAT 672
LINEAR ALGEBRA FOR MATHEMATICS TEACHERS
Graduate
An introduction to matrices, determinants, linear transformations, and eigenvalues.
MAT 671 is a prerequisite for this class.

MAT 680
REAL ANALYSIS FOR CALCULUS TEACHERS
Graduate
Construction and properties of the real numbers. Proofs of essential results from calculus such as the intermediate value theorem, extreme value theorem, mean value theorem, existence of the Riemann integral, and Taylor's theorem.
MAT 618 and MAT 660 are a prerequisite for this class.

MAT 699
TOPICS IN MATHEMATICS FOR TEACHERS
Graduate
Diverse topics in mathematical modeling or mathematical appreciation germane to the secondary school classroom.
This course examines the history of cinema as one of the most influential cultural forms of the 20th Century. We will study the aesthetic and technological developments of cinema during its first 50 years, as well as examine the social and economic factors shaping its history. Initially influenced by other art forms (theater, literature, painting) filmmaking quickly acquired its own formal system, language, and traditions. We will trace the changing styles, techniques, content, and methods of filmmaking as an art form, as popular culture, and as an industry. We will consider how cinema is bound to its social context via audience relations, economics, technology, and ideology. The limited scope of this course will cover primarily feature-length, narratives films as the dominant mode of filmmaking, although we will also look at the development of documentary and experimental filmmaking. The class will consist of lectures, screenings, and discussions.

This course covers the continued rise and development of cinema from 1945 to 1975. The course will have a dual focus, looking simultaneously at both the American studio system and international cinemas. The lectures, screenings, and discussions place equal emphasis on charting the development of cinematic techniques as well as examining the growth of specific national cinemas. In addition, the course surveys international stylistic trends in narrative, documentary, and avant-garde film. Students will acquire a broad understanding of the institutional, social, technological, and aesthetic forces that have shaped the development of cinema during the mid-twentieth century. Lab for film viewing required.

This final course in the film history sequence is designed to introduce students to a sense of modern film history and the multiple permutations of cinema around the globe. It presents film history from a global perspective, concentrating primarily on the development of new national and transnational cinemas. The course continues to chart the development of the American studios since the mid-1970s while examining the effects of media consolidation and convergence. Moreover, the course seeks to examine how global cinemas have reacted to and dealt with the formal influence and economic domination of Hollywood filmmaking on international audiences. Class lectures, screenings, and discussions will consider how cinema has changed from a primarily national phenomenon to a transnational form of communication in the 21st century.

This course examines the rise and growth of documentary forms, including audio, film, television, photography, literary journalism and ethnography. Students will study representative works from each documentary approach and learn to analyze the techniques of observation and representation at use in these pieces. Students will become familiar with major theoretical constructions of documentary and be able to use these analytical tools to critique documentary forms. Lab for film viewing required.

This course examines the history and heritage of Italian cinema through an analysis of critically acclaimed films produced in Rome. Topics of focus include the comparison of Italian and Hollywood constructions of historical settings, and the cinematic organization of visual space. The course features visits to the Roman sites where films examined in the course were produced. The course's goal is the development of an understanding of filmmakers' artistic choices and the expectations that they set up for their audiences through setting. Offered in conjunction with the Rome Film Studies Program.

This course provides an exploration of contemporary Italian culture through the medium of cinema. The course examines how cinema addresses complex social and political concerns in Italy. Topics and themes include health care; the transformation of the structure of the family; immigration and emigration; the perennial problem of organized crime; and the difficulties faced by the younger generations in their attempt to integrate into society. Italian film industry professionals and cultural historians will provide context and perspective on contemporary social issues facing Italy. Offered in conjunction with the Rome Film Studies Program.
MCS 271
MEDIA AND CULTURAL STUDIES
Undergraduate
This course provides students with a theoretical and methodological background in the interdisciplinary field of cultural studies, which considers media and culture as sites for the construction and contestation of race, class, gender, ethnicity, sexuality and nation. The course provides a foundation in critical cultural studies, ideology critique, critical race and gender studies, transnational media studies and active audience studies. Formerly Introduction to Radio, Television and Film.

MCS 273
STORYTELLING & STYLE IN CINEMA
Undergraduate
Course covers basic concepts and terminology of film and video as forms of art and mass culture. This course covers the aesthetic elements that constitute film and video texts: plot structures, sets, costumes and makeup, acting, lighting, cinematography, editing, and sound. By performing extensive textual analyses, students learn how the interaction of these elements produces meaning. Students also gain basics of how these concepts are practiced in film production. After mastering the aesthetic concepts, students also examine their use in three different modes of film: fiction, documentary, and the avant-garde. There is a required lab for film viewing. (Formerly Film/Video Analysis)

MCS 286
RADIO PRACTICUM
Undergraduate
Students who already actively participate at DePaul's radio station have the opportunity, depending on the station's needs, to produce on-air announcements, specialized broadcasts (weather, sports, University-based topics), newscasts, and assist station managers with their day-to-day responsibilities for MCS credit. In addition to working at the radio station, students must successfully complete a short research project on an approved topic.

MCS 290
MEDIA & CINEMA STUDIES WORKSHOP (VARIABLE TOPICS)
Undergraduate
This course allows students to sample a range of hands on, practical offerings in media and cinema studies that can enhance their knowledge and expertise. Two types of workshop classes are offered: research and production. Examples of Research Workshop topics can include film criticism, Survey Design, and Academic Writing Bootcamp. Examples of Production Workshop topics include non-linear editing with Final Cut Pro, Multimedia Design, and Video Camera Basics. Students may take a maximum of 4 credit hours of MCS 290 in the major, and a total of 8 credit hours.

MCS 331
TOPICS IN DOCUMENTARY STUDIES
Undergraduate
A rotating topics course that could focus on specific historical era or specific group of texts or documentarians from across film, television, audio, writing, and photography. Courses like Feminism & Documentary, and Political Documentary fit under this heading.

MCS 339
RADIO BROADCASTING
Undergraduate
The overall objectives of this course are to familiarize students with the history and practices of commercial and college radio broadcasting and to afford students hands-on broadcasting opportunities at our state-of-the-art radio station. Numerous topics and challenges facing modern radio stations will be discussed, including deregulation, copyright law, and decency standards. It is expected that upon successful completion of this course that students will be prepared for advanced broadcasting and production courses and radio and television internships.

MCS 341
TOPICS IN RADIO STUDIES
Undergraduate
Subjects rotate among several historical and conceptual topics, such as Rock Radio, Talk Radio, Gender and Radio, Radio and American Culture, etc. Students will have the opportunity to build upon the foundations of radio that are explored in other radio courses. Radio topics courses are considered advanced study in the subject area; therefore, students are encouraged to complete MCS 339 or MCS 342 prior to taking a radio topics course.
MCS 342
HISTORY OF TELEVISION & RADIO
Undergraduate
A history of radio, television, and cable that engages with elements such as programming, economics, industrial structures, audiences, government and industry policies, and social effects. The course includes viewing, analysis, and criticism of a wide variety of American programming.

MCS 343
MEDIA ETHICS
Undergraduate
Entertainment and social media dominate popular culture today in a way that begins to completely define American culture. In what ways do entertainment media impact society? As creators of media, what special responsibilities do we have? And as creators of entertainment media, how can we use these ethical theories in our daily practice? This course will examine the underlying ethical theories used when we try to arrive at ethical judgments about right and wrong. This course will concentrate on analyzing the impact of digital entertainment on an individual and society. The issue of balancing individual creativity vs. cultural impact, particularly on children, will be addressed. The course will culminate with the formulation of elements of an ethical code of conduct for every electronic (social) media, television professional and movie creator.

MCS 344
THE SEXUAL REVOLUTION: HOLLYWOOD IN THE 1960s
Undergraduate
The late 1960s are often described as a time of "Sexual Revolution" in America, with loosening standards and attitudes about sex and sexual practices. But was this period as "liberated" as it has appeared to be? Who was liberated by these new attitudes, and from what? How do attitudes about sexuality in the 1960s compare to our attitudes now? This course uses the study of American cultural history to examine perspectives of sexuality in the 1960s, and it focuses upon the films that Hollywood produced to represent this "new" sexuality. In the process, the course examines shifting definitions of gender and sexuality with which American culture was contending during this revolutionary time.

MCS 348
TOPICS IN FILM GENRE
Undergraduate
This course offers an historical examination of film genres, with a varying focus on one particular genre: film noir, musicals, melodrama, detective/gangster film, science fiction film, comedy, Western, animation, youth films. The course explores the relationship of genres to general social histories. Lab for film viewing required.

MCS 349
TOPICS IN FILM STUDIES
Undergraduate
Examination of a particular era of film history or national cinema, film movements, or moments in social history and their relationship to film production. Topics currently in rotation include Film Sound Studies, American Films of the 1970s, War and Film, feminist film, Psychoanalysis and Cinema, etc. Lab for film viewing required.

MCS 350
TOPICS IN GLOBAL CINEMA
Undergraduate
This course is designed as a critical study of global filmmakers and the issues surrounding cinema and its transnational circulation. The class will examine specific aspects of the growth and evolution of cinema and look at points of contact between different cultural discourses, national cinematic styles, genres, and reception. Artistic, social, political, and industrial issues will be examined to provide different models of cinematic creation and consumption. Recent topics have included Latin American Cinemas, Asian Cinemas, Transnational Cinema, New German Cinema, History of French Film, Contemporary Global Directors, etc. Lab for film viewing required.

MCS 351
TOPICS IN TELEVISION STUDIES
Undergraduate
This course offers advanced study of television as a unique audio-visual culture with its own history and styles. This course presumes basic knowledge of television terms and methods of media analysis. Studies of a selected aspect of television history, television criticism, or national television are offered regularly. Recent topics have included Global Television, Reality TV, American TV of the 1950s, Television News, etc.
MCS 352
TOPICS IN NEW MEDIA
Undergraduate
This course examines the effects of new and/or digital media on interpersonal communication, media industries, and/or media culture. Depending on the specific focus of this variable elective course, it might focus on economic, social, political, or aesthetic implications of new media, including the Internet, interactive games, and other new media technologies and applications.

MCS 353
TOPICS IN MEDIA STUDIES
Undergraduate
This is a rotating topics class for subjects that encompass a number of different media, including radio, television, film. Possible topics may include: Media and Politics, Contemporary News Media, Reception Studies, Popular Culture Studies, etc.

MCS 354
TOPICS IN MASS MEDIA
Undergraduate
This is a rotating topics class for subjects that span a broad range of media outlets, from radio, television, film, and new media to journalism, advertising, and public relations. Possible topics may include: Chinese Mass Media, Children's Media, Media and Censorship, Media Regulation, etc.

MCS 355
US TELEVISION AND SEXUALITY
Undergraduate
This course will examine the continued negotiation of sex and sexuality on American television. Whether through their structuring absence, head-on attendance, or mere subtle implication, sex and sexuality have been omnipresent within the medium since its proliferation in the late 1940s. Through lenses of TV, social history, and gender/sexuality criticism, this course will examine various ways in which sexual issues such as the marriage bed, female sexual agency, GLBT visibility, teen sex, and rape have made their ways onto and been pushed off of the small screen. It will also interrogate how these broad categories interact with TV's assumed social role, contemporary and historical notions of American values, and TV regulation.

MCS 356
TOPICS IN DOCUMENTARY PRODUCTION
Undergraduate
The course will focus on developing skills in conceptualizing, directing, and editing various styles of documentary films. Students will explore the documentary filmmaking process by viewing a range of documentary films and deconstructing/discussing their attributes, learning basic interview techniques and constructing narratives and stories. Emphasis will be placed on developing technical proficiencies in hand-held cinematography, location sound recording, and editing. Students will produce documentary projects in team groups throughout the term. Ultimately, the goal is for students to learn to define and interpret their own personal directorial approach to documentary filmmaking.

MCS 357
TOPICS IN TELEVISION PRODUCTION
Undergraduate
This is a rotating topics class for developing skills in the conceptualization, direction, and editing of television programs. Students will explore techniques of television storytelling and style. Students will produce projects throughout the term.

MCS 358
TOPICS IN COMICS STUDIES
Undergraduate
This is a rotating topics class for subjects pertaining to the study of the comics in media including comic books, graphic novels, webcomics, and other forms of sequential art and graphic narrative.
MCS 360
B-MOVIES
Undergraduate
This course will explore the role of the B-movie in film history: from its origins in the 1930s, through its evolution in the 1950s and all the way up to the modern critical application of the 'B' label to a variety of different film genres, styles and budgets. Students will examine the place of the B's within the overall contexts of both mainstream Hollywood cinema and low-budget filmmaking in general. Specific focus will be placed on issues of economic mode of production and how this impacts a film's aesthetics, as well as theories of cultural distinction regarding the notion of 'film trash' such as camp theory and cultism. A variety of films will be screened in class. Please take into consideration when choosing this course that we will screen films that may at times contain highly lurid, violent and/or sexual imagery.

MCS 361
FANDOM & PARTICIPATORY CULTURE
Undergraduate
This course introduces students to the world of media fandom. Fans are people who hold an emotional attachment to media texts. By investigating the types of media texts people connect to, as well as the work fans do in their community, students encounter new ways of participating with media. Students not only examine fans as cultural "producers," who make media just as much as they consume it, but also examine media from the point of view of a fan. This course also looks at how participating in fandom can aid the development of diversity and positive social change.

MCS 366
COMMUNICATION, TECHNOLOGY AND SOCIETY
Undergraduate
Survey of a variety of contemporary and historical issues related to the introduction and diffusion of communication technologies in society. Especially examines how new technologies, particularly the Internet, are transforming the communication landscape. Emphasis on issues of intellectual property, surveillance, privacy, regulation, message construction, and access will be central to this course.

MCS 373
AUDIO DOCUMENTARY
Undergraduate
This course uses hands-on projects so that students can explore the steps in the process of creating an audio documentary. Through practical application students consider questions that surround the interpretation of cultural experience. Additionally, students analyze a variety of approaches to audio documentary in an effort to understand better this significant form of storytelling.

MCS 375
LATINO/A TELEVISION AND MEDIA
Undergraduate
Drawing from Latin American and U.S. television studies, this course explores the political, industrial and cultural dynamics that shape televisual representations in Latin American television and/or Spanish language Television in the US. More specifically, Spanish-language television and media will be examined from interdisciplinary frameworks, which include the cultural analysis of televisual modes, national and international regulations of media production and distribution, histories of production, and ethnographies of viewing.

MCS 376
LATIN AMERICAN CINEMA
Undergraduate
This course examines the production, distribution and impact of cinema in the Latin American context. Transnational relations with other industries, such as Hollywood and the European film context will be considered. We will investigate how social, economic and political forces have shaped or are presently influencing and transforming national cinemas. Questions of identity and cultural difference, particularly in relation to immigration, diasporas, transnationalism, youth culture, class, gender, sexuality, race and ethnicity are central to the discussions. We will consider the diversity of styles and topics that are now redefining the cinema of the region.

MCS 383
TALKING ABOUT FILM: THEORY & CRITICISM
Undergraduate
This course is to familiarize students with a wide range of disciplines (film, art history, philosophy, psychology, etc.) and how these ideas both inflected the development of classical film theories as well as the evolution of cinema. Moreover, the scope of the course seeks to examine the overall process whereby theoretical discourse develops historically. Lab for film viewing required.

MCS 273 or instructor permission is a prerequisite for this course.
MCS 384
FILMMAKERS, FILM MOVEMENTS: PUTTING THEORY INTO ACTION
Undergraduate
This course will explore different movements and theories related to cinema through their conceptualization and/or execution by the filmmakers themselves. By examining such relationships, the course will highlight the inherent interconnectedness of film criticism and film production. Examples may include such movements as Mumblecore, Dogme 95, French New Wave, Feminist Film, and New Queer Cinema.

MCS 386
RADIO PRODUCTION
Undergraduate
Students will learn radio broadcasting and audio production techniques. Students will work in a lab environment to complete broadcast quality production work. Though the emphasis of the course will be on broadcast writing, speech, and production techniques, students will have the opportunity to perform on-air shifts at DePaul's radio station and complete non-traditional production work, such as podcasts.

MCS 389
TOPICS IN MEDIA PRODUCTION
Undergraduate
This course is a rotating topic course in areas of media production and may include classes such as Podcasting, Advanced Radio Production, Advanced Audio Documentary, Radio News, Multimedia Production, etc.

MCS 399
INDEPENDENT STUDY
Undergraduate
MCS 501
FILM AND MEDIA THEORY
Graduate
This course will serve as a foundation for students in theories of film, television, and new media. An engagement with areas such as formal analysis, television and film spectatorship, authorship, television flow, and media specificity will provide both a brief historical framework for these disciplines, as well as a survey of major texts. Readings will include scholars/theorists such as Sergei Eisenstein, David Bordwell, Laura Mulvey, Horace Newcomb, Raymond Williams, Nick Browne, and Henry Jenkins. Formerly MCS 501 Introduction to Media Studies.

Status as a Graduate Media and Cinema Studies student or department consent is a prerequisite for this class.

MCS 502
MEDIA AND CULTURAL STUDIES
Graduate
This course provides students with a theoretical and methodological background in the interdisciplinary field of cultural studies, which considers media and culture as sites for the construction and contestant of race, class, gender, ethnicity, sexuality and nation. The course provides a foundation in critical cultural studies, ideology critique, critical race and gender studies, transnational media studies and active audience studies.

Status as a Graduate Media and Cinema Studies student or department consent is a prerequisite for this class.

MCS 503
GLOBAL CINEMA/ MEDIA
Graduate
This course surveys a number of frameworks for understanding the global dynamics that constitute particular media cultures around the world. We will examine historical perspectives and debates concerning the processes of globalization and the media's constitutive role in impacting our conceptions of space and time across local, national and transnational terrains. Students will interrogate how the actions of nation states, civil society and transnational corporations impact media industries and ask how media representations are contested across registers of nation, region, citizenship, class, religion, labor, gender, Diaspora, race, migration and ethnicity.

Status as a Graduate Media and Cinema Studies student or department consent is a prerequisite for this class.
MCS 504
HISTORIOGRAPHY AND RESEARCH
Graduate
This course will offer critical perspectives and methods to film and media history and research. Areas of exploration will include how popular history and academic historiography interact, the way certain subjects and facts are emphasized over others, the different forms used to represent historical knowledge, and questions of history and memory. In addition to the assumptions, methods, and purposes of film/media histories, the course will also ask crucial questions regarding the nature of inquiry and the status of data and evidence. Students will learn how to address a specific research question through a variety of methodologies in a cogent and comprehensive manner. Students will also develop competency in writing a research proposal and using research tools such as Endnote and online journal databases.

Status as a Graduate Media and Cinema Studies student or department consent is a prerequisite for this class.

MCS 519
TOPICS FOR CAREER DEVELOPMENT IN MEDIA
Graduate
This course introduces students to possible areas for professional advancement in media and cinema. As a rotating topic, it will focus on four areas of development: archiving and curating; community activism; programming series and festivals; the practice of media criticism; and the use of digital media in various contexts. The courses under this rubric may include experiential learning opportunities.

Status as a Graduate Media and Cinema Studies student or department consent is a prerequisite for this class.

MCS 520
TOPICS IN MEDIA STUDIES
Graduate
This is a seminar that focuses on a particular area of media studies including, but not limited to, topics such as the contemporary media industries, kids media culture, television studies, music cultures, digital divide, race and media, celebrity culture, radio studies, war and media, gender and media, global television, new media studies and sexuality and media. Students may take this seminar repeatedly in different topic areas.

Status as a Graduate Media and Cinema Studies student or department consent is a prerequisite for this class.

MCS 521
TOPICS IN CINEMA STUDIES
Graduate
This is a seminar-level course that provides in-depth examinations of Cinema Studies topics. Topics vary from quarter to quarter and may include studies of film genres, film authorship, national cinemas, global cinema, gender in cinema, animation, film theory, early cinema, film aesthetics, race and representation, film sound studies, or other rotating topics.

Status as a Graduate Media and Cinema Studies student or department consent is a prerequisite for this class.

MCS 522
TOPICS IN CINEMA/MEDIA HISTORY
Graduate
Examination of a particular era of film history or national cinema, film movements, or moments in social history and their relationship to film production. Topics currently in rotation include American Films of the 1970s, Latin American Cinema, War and Film, New German Cinema, feminist film, etc. Examination of a particular eras or forms of television/media from a historical perspective. Topics could include but are not limited to: History of American Broadcasting, International Broadcasting Structures, Television Outside the Box, Public and Community Broadcasting, genre-specific histories, etc.

Status as a Graduate Media and Cinema Studies student or department consent is a prerequisite for this class.

MCS 523
TOPICS IN GLOBAL FILM & MEDIA
Graduate
This course surveys a number of frameworks for understanding the global dynamics that constitute particular media cultures around the world. We will examine historical perspectives and debates concerning the processes of globalization and the media's constitutive role in impacting our conceptions of space and time across local, national and transnational terrains. Students will interrogate how the actions of nation states, civil society and transnational corporations impact media industries and ask how media representations are contested across registers of nation, region, citizenship, class, religion, labor, gender, Diaspora, race, migration and ethnicity.

Status as a Graduate Media and Cinema Studies student or department consent is a prerequisite for this class.
MCS 530
NEW MEDIA AND CULTURE
Graduate
This seminar considers the cultural ramifications of new media in shaping life experience and opportunity. As interactive digital media technologies expand opportunities for social networking, text and instant messaging, file sharing, collaborative authoring, blogging, podcasting and mobile communication, this seminar asks how these new technologies impact identity formation, creative participation and concepts of public culture. Issues of concern include race, gender, class, sexuality, cultural citizenship, fandom, subcultures and democratic participation.

Status as a Graduate Media and Cinema Studies student or department consent is a prerequisite for this class.

MCS 531
MEDIA POLICY
Graduate
This seminar considers the regulatory policies that have shaped media culture including those governing ownership, content, labor and intellectual property. The focus is on how citizens, industries, governments and social movements have sought to impact the role of media in public and private life including issues such as civil rights, media conglomerations, sex and violence, free speech, public access, children's media, public radio/TV, fair use in copyright, international governance, commercialization and equal opportunity. Students engage with these issues through investigating historical and contemporary case studies within local and global contexts.

Status as a Graduate Media and Cinema Studies student or department consent is a prerequisite for this class.

MCS 532
ASIAN CINEMA/ MEDIA
Graduate
This seminar examines the cultural, social and economic contexts to Asian cinema/media. The course focuses on national and regional cinema/media industries and their transnational contexts of production, circulation and reception. Students consider questions of identity and cultural difference, particularly in relation to immigration, Diasporas, transnationalism, youth culture, class, gender, sexuality, race and ethnicity. As well as an historical survey, the course considers recent developments as digital technologies impact Asian media cultures.

Status as a Graduate Media and Cinema Studies student or department consent is a prerequisite for this class.

MCS 533
LATIN AMERICAN CINEMA/ MEDIA
Graduate
This seminar examines the production, distribution and impact of cinema and media in the Latin American context. We will view a range of works from major and minor industries and investigate how social, economic and political forces have shaped or are presently influencing and transforming national cinemas and their industries. Questions of identity and cultural difference, particularly in relation to immigration, diasporas, transnationalism, youth culture, class, gender, sexuality, race and ethnicity are central to the discussions. We will consider the diversity of styles and topics as much as the discursive and theoretical frameworks that in the past defined, or those that are now redefining, the cinema and media of the region.

Status as a Graduate Media and Cinema Studies student or department consent is a prerequisite for this class.

MCS 534
DOCUMENTARY STUDIES
Graduate
This course examines the rise and growth of documentary forms, including audio, film, television, photography, and literary journalism. Students will study representative works from each documentary approach and learn to analyze the techniques of observation and representation at use in these pieces. Students will become familiar with the social, aesthetic, and historical discourses of documentary and understand major theoretical and critical approaches of analyzing documentary forms. Students will become aware of the convergent and divergent qualities that are features of qualitative research, journalism, and documentary practice. Students will learn how documentary functions as a witness to personal and public histories.

Status as a Graduate Media and Cinema Studies student or department consent is a prerequisite for this class.
MCS 541
AUDI DOCUMENTARY
Graduate
This course uses hands-on projects so that students can explore the steps in the process of creating an audio documentary. Through practical application students consider questions that surround the interpretation of cultural experience. Additionally, students analyze a variety of approaches to audio documentary in an effort to understand better this significant form of storytelling.

Status as a Graduate Media and Cinema Studies student or department consent is a prerequisite for this class.

MCS 542
TOPICS IN PRODUCTION
Graduate
This is a seminar that focuses on a particular area of media production including, but not limited to, topics such as comedy writing, documentary production, and screenwriting. Students may take this seminar repeatedly in different topic areas. PREREQUISITE(S): Status as a Graduate Media and Cinema Studies student or professor approval is a prerequisite for this class.

Status as a Graduate Media and Cinema Studies student or department consent is a prerequisite for this class.

MCS 550
FANDOM AND ACTIVE AUDIENCES
Graduate
Fans, people who hold an emotional attachment to a particular object, have been the object of academic study for twenty years; yet, the study of audiences and reader/viewer-ship has a much longer and more detailed history that goes back hundreds of years. Why this fascination with the way people interpret and react to media? What is it about fans, audiences, or readers that holds such interest for academics? This course will explore the relationship between fans, academics, and cultural studies. Through an examination of the way fans and active audiences are studied, we can better understand our media, our texts, and our selves.

Status as a Graduate Media and Cinema Studies student or department consent is a prerequisite for this class.

MCS 575
DIGITAL MEDIA ETHICS
Graduate
This course provides students with the necessary background to investigate legal and ethical issues in digital technology and culture. Additionally, students practice digital literacy as an application of these ethical issues. This class offers topics including, but not limited to copyright, authorship, attribution, civics, vernacular creativity, Free Speech, filesharing, piracy, libel, access, participation, modes of control, net neutrality, etc., in order for students will come away with a sense of the ethical issues within today’s culture.

Status as a MA-DCMA or a MA-MCS student or department consent is a prerequisite for this class.

MCS 590
MEDIA & CINEMA STUDIES WORKSHOP (VARIABLE TOPICS)
Graduate
This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include survey design and focus groups.

Status as a Graduate Media and Cinema Studies student or department consent is a prerequisite for this class.

MCS 592
INDEPENDENT STUDY
Graduate
This is a 4-credit hour course reserved for independent coursework and specialization under the supervision of a faculty member. Students can propose to take this class after completing six 4-hour courses in the MCS program. Enrollment in this course requires the proposal of a student-designed syllabus that is approved by both the supervising professor and College of Communication administration. See website for Independent Study proposal form. PREREQUISITE(S): Status as a Graduate Media and Cinema Studies student is a prerequisite for this class. The student must have completed six 4-hour graduate courses prior to taking this course. Approval required.

Status as a Graduate Media and Cinema Studies student and Director consent is a prerequisite for this class.
MCS 599
RESEARCH THESIS
Graduate
Enroll in 599 during the term you plan to defend your thesis or complete your final project. This is a graded, 4-credit hour course. Tuition is charged and loan deferral is available. You must have a scheduled defense/completion date to be approved for this class. Your thesis/project advisor needs to communicate this date to the Graduate Studies Director for your program, before you are allowed to enroll.

Status as a Graduate Media and Cinema Studies student and Director consent is a prerequisite for this class.

MCS 601
ACTIVE DEGREE COMPLETION
Graduate
This is a 0-credit hour course that is available to students who are working actively toward the completion of a thesis or project. Enrollment in this course is limited to the two quarters prior to the defense of the thesis/project and requires graduate director approval and proof of work each quarter. No tuition is charged, only student fees (approx. $50), which allows you access to the library and other campus facilities. This course is graded as pass/fail. Eligible for loan deferral and student loans.

Status as a Graduate Media and Cinema Studies student is a prerequisite for this class.

MCS 602
CANDIDACY CONTINUATION
Graduate
This is a 0-credit hour course that requires permission from the graduate director. Students can enroll in 602 if they are finishing a course in which they received an incomplete (IN). If the student does not register for any regular courses in the quarter they plan to finish the incomplete, they can enroll in 602 and access the library and other campus facilities. No tuition is charged, only student fees (approx. $50). This course is graded as pass/fail. Not eligible for loan deferral or student loans.

Status as a Graduate Media and Cinema Studies student is a prerequisite for this class.

MED 95
CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH
Undergraduate
Required of all music education students. Observations and participation experience with children and youth in a school or agency. This course is a prerequisite for student teaching and related professional courses. This course serves as a pre-requisite for MED 392.

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.

MED 101
BRASS I
Undergraduate
Trumpet and french horn. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.

Status as an Undergraduate Music student is a prerequisite for this class.

MED 102
BRASS II
Undergraduate
Trombone, euphonium and tuba. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.

Status as an Undergraduate Music student is a prerequisite for this class.

MED 103
WOODWINDS I
Undergraduate
Clarinet and saxophone. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.

Status as an Undergraduate Music student is a prerequisite for this class.
MED 104
WOODWINDS II
Undergraduate
Oboe and bassoon. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.

Status as an Undergraduate Music student is a prerequisite for this class.

MED 105
STRINGS I
Undergraduate
Violin and viola. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.

Status as an Undergraduate Music student is a prerequisite for this class.

MED 106
STRINGS II
Undergraduate
Cello and string bass. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.

Status as an Undergraduate Music student is a prerequisite for this class.

MED 107
PERCUSSION I
Undergraduate
This course focuses on the fundamentals of instrumental percussion performance, pedagogy, and other related information. Open only to School of Music students.

Status as an Undergraduate Music student is a prerequisite for this class.

MED 108
PERCUSSION II
Undergraduate
This course focuses on the continued study of instrumental percussion performance, pedagogy, and other related information. Open only to School of Music students.

Status as an Undergraduate Music student is a prerequisite for this class.

MED 109
WOODWINDS III
Undergraduate
Flute. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information.

Status as an Undergraduate Music student is a prerequisite for this class.

MED 121
CLASS GUITAR
Undergraduate
This course focuses on the fundamentals of guitar performance and pedagogy. Students learn how to teach group guitar classes and accompany classroom teaching.

Status as an Undergraduate Music student is a prerequisite for this class.
MED 196
CLASS VOICE
Undergraduate
A developmental approach to singing that emphasizes a healthy approach to the child's singing voice, as well as the development of the participants' vocal skills.

Status as an Undergraduate Music student is a prerequisite for this class.

MED 200
MUSIC EDUCATION LAB ENSEMBLE
Undergraduate
This course is designed to provide music education majors with experience singing and playing secondary and tertiary instruments in a student led lab ensemble. The participants will also explore literature appropriate for 6-12 grade choral, wind, and string ensembles. Music education majors who have completed the conducting courses or are currently taking Conducting for the Music Educator will serve as conductors for the Lab Ensemble; music education majors who are currently in the methods mix may take this class as a music education elective and will serve as instrumentalists and singers in the ensemble. This class may be taken for two quarters (freshman. Sophomore, or senior year) as a one-credit music education elective (2 total quarter hours). The third year the class would be taken as the lab component of the Conducting for the Music Educator class.

Status as an Undergraduate Music student is a prerequisite for this class.

MED 201
CLASSROOM INSTRUMENTS
Undergraduate
The purpose of this course is to provide students with the opportunities to develop basic skills using instruments and sound sources appropriate for use in general music (K-8) classroom settings. This course will focus on: at least one voice of recorder, body percussion, barred Orff instruments, unpitched percussion, and drums. The skills and knowledge students attain from the course experience will better prepare them to play and teach these instruments to children in school settings and beyond.

Status as an Undergraduate Music student is a prerequisite for this class.

MED 202
COMPOSITION IN THE K-12 CLASSROOM
Undergraduate
Composition is one of the nine National Standards for Music Education and has become an important topic in public school music curricula. The purpose of this course is to introduce music education students to the use of composition in the music classroom form Kindergarten through 12th grade. We will explore composition as a process and a product, examine the historical roots of composition in schools, and work on building the necessary tools and techniques to be successful music educators who lead students through the process of composition.

Status as an Undergraduate Music student is a prerequisite for this class.

MED 203
FOUNDATIONS OF MUSIC TEACHING AND LEARNING I
Undergraduate
This course will focus on the development of culturally response practice in music classrooms and rehearsals. Culture will be studied from the perspective of language, race, ethnicity, religion, and sexual identity and related to the k-12 music context. This course is designed to address recent curricular requirements established by the Illinois State Board of Education.

MED 306 is a prerequisite for this class.

MED 204
FOUNDATIONS OF MUSIC TEACHING AND LEARNING II
Undergraduate
This course will introduce music education students to the use of data driven measures in the k-12 music classroom. Students will learn how to read research, apply research findings to instructional design, assess students, write rubrics, and revise curricula based on formative and summative assessments. This course is in response to the Illinois State Board of Education requirements for new teacher licensure.

MED 306 is a prerequisite for this class.
MED 300
ELEMENTARY & MIDDLE SCHOOL INSTRUMENTAL METHODS & LAB
Undergraduate
This course will serve to introduce students to the practical and philosophical aspects of teaching instrumental music at the elementary and middle school levels. Topics included will be: philosophies of teaching; comprehensive musicianship through performance (CMP); organization and administration of the instrumental music program; planning and curriculum; assessment; evaluation and measurement of teaching and learning; instructional and source materials; methods and techniques of instruction; observation of teaching situations. Students will review method books and literature, develop lesson and rehearsal plans, create assessments, and conduct visiting ensembles.

A petition to major is a prerequisite for this class.

MED 301
SECONDARY INSTRUMENTAL METHODS AND LAB
Undergraduate
The purpose of this course is to prepare students for secondary levels of instrumental music instruction. Primary goals include administrative responsibilities, teaching techniques, use of appropriate classroom materials (including repertoire selection), and appropriate means of student evaluation.

MED 300 is a prerequisite for this class.

MED 303
ELEMENTARY VOCAL-GENERAL METHODS & LAB
Undergraduate
This course is designed to introduce music education students to the world of the elementary general music classroom. Students will develop the skills and fundamental knowledge to function effectively in this environment. Course content includes readings, practical experiences in the field, peer teaching, self-evaluation, and work using a digital portfolio platform.

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.

MED 304
MIDDLE SCHOOL VOCAL METHODS AND LAB
Undergraduate
The course is designed to prepare music education majors to teach music in a middle school/junior high school setting. Students will learn how to design a vocal music program, including both general music and chorus. More specifically, the course will address 1) the adolescent personality, middle school philosophy, and emerging musical knowledge and skills, 2) choral music repertoire, the changing voice, and rehearsal techniques, and 3) general music curriculum and assessment, classroom management, and the use of technology for middle schools. As part of the course, students will be required to observe and interact with middle school general music classrooms and choruses.

This course is required for all vocal music education majors.

A petition to major is a prerequisite for this class.

MED 305
SECONDARY VOCAL METHODS AND LAB
Undergraduate
This course is designed to introduce music students to music education in k-12 settings. Students will learn about the different contexts where music is taught, learning modalities and applications in music classrooms, classroom management, and state and national standards for the arts. Course content will include readings, observations, and peer teaching.

MED 304 is a prerequisite for this class.

MED 306
INTRODUCTION TO MUSIC EDUCATION
Undergraduate
This course is designed to introduce music students to music education in k-12 settings. Students will learn about the different contexts where music is taught, learning modalities and applications in music classrooms, classroom management, and state and national standards for the arts. Course content will include readings, observations, and peer teaching.

Status as a Music student is a prerequisite for this class.
MED 307
ORCHESTRAL LITERATURE
Undergraduate
This course will provide students with a practical introduction to the various types of string and full orchestra literature available at the elementary, middle, and high school levels. Topics will include music source information, comprehensive musicianship in practice, score listening, score study and evaluation, source materials, grading of educational literature and copyright law.

A petition to major is a prerequisite for this class.

MED 308
ACCOMPANYING FOR THE MUSIC EDUCATOR
Undergraduate
The objectives of this course are to help students further develop practical keyboard facility and keyboard musicianship skills, reinforce musical and theoretical concepts presented in Musicianship classes, improve facility of reading piano music, establish keys of pieces by preparing scales, arpeggios, and chord progressions, and combine all of the above in teaching more effectively and confidently with good piano accompaniment for classroom/choral teaching.

A petition to major is a prerequisite for this class.

MED 309
AFRICAN DRUMMING FOR THE MUSIC EDUCATOR
Undergraduate
This course is designed to introduce music education students to the basics of African Drumming and how to incorporate this genre into the K-12 music classroom. Students will learn to drum, sing, and dance within this genre. They will also write lesson/unit plans that demonstrate their understanding of how to incorporate African Drumming in the music classroom.

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.

MED 310
MUSIC EDUCATION FOR THE EXCEPTIONAL CHILD
Undergraduate
A survey course highlighting special education mandates that affect music educators, including profiles of giftedness and various areas of disability. Alternative teaching strategies and classroom management techniques are also addressed. Teaching observations are a required component of this course.

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.

MED 311
MARCHING BAND TECHNIQUES
Undergraduate
Basic marching techniques and movements, selection and use of music, design and charting of shows using digital medium.

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.

MED 313
CHORAL LITERATURE
Undergraduate
This course will provide students with a practical introduction to the various types of choral literature available for elementary, middle school and high school vocal ensembles. Topics will include music source information, listening, octavo study and evaluation, and the development of the students' personal musicianship through ear training.

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.

MED 316
LITERATURE FOR WIND ORGANIZATIONS
Undergraduate
A general survey of literature will be undertaken as well as specific projects related to school groups, wind chamber and ensemble organizations, and concert bands.

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.
MED 325
TECHNOLOGY FOR MUSIC EDUCATORS
Undergraduate
This course will acquaint the music education major with a variety of music technology hardware and software applications, which may be used effectively for instruction in the music classroom and studio. Developing lesson plans and projects are required components of this course.

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.

MED 340
CONDUCTING FOR THE MUSIC EDUCATOR
Undergraduate
This course will equip the music educator with the preliminary abilities to teach from the podium (i.e. in a performance ensemble setting). It will provide a sequential and methodical approach to the knowledge, skills, and attitudes that are necessary for effective and efficient teaching in the performing ensemble classroom.

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.

MED 360
TOPICS IN MUSIC EDUCATION
Undergraduate
Concentrated study of a selected area of music education.

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.

MED 365
INTRODUCTION TO KODALY
Undergraduate
This course will cover the philosophy and basic teaching tools promoted by Zoltan Kodaly. Participants will finish with an abundance of new songs, games, activities and techniques that will energize, organize, and perhaps transform their teaching. Daily schedule will include pedagogy, musicianship, folk music materials, and special topics such as instruments in the classroom and classical music connections for elementary students.

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.

MED 380
KODALY: LEVEL I
Undergraduate
Using high quality traditional folk music as the initial core musical material, Kodaly-inspired musician educators engage their students in joyful, sequential, developmentally-appropriate, child-centered, interactive, sound-based instruction. During an intensive two-week summer workshop, the Level I Kodaly Certification program introduces the Kodaly approach in a three-part program: musicianship, Kodaly pedagogy, and folk music and materials.

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.

MED 381
KODALY: LEVEL II
Undergraduate
Continued intensive study of materials, techniques, and pedagogy for sequential skill and curriculum development in beginning level concepts and elements for developing dictation and sight-reading skills; repertoire for singing, moving, and listening. Folk music materials and analysis; continuation of personal retrieval system. Modes, diatony, simple functional harmony; Conducting. Chorus.

Status as a Music Education student and MED 380 or completion of Kodaly Level I at another accredited program is a prerequisite for this class.
MED 382
KODALY: LEVEL III
Undergraduate
Continued intensive study of materials, techniques, and pedagogy for sequential skill and curriculum development in intermediate level concepts and elements for developing dictation and sight-reading skills; repertoire for singing, moving, and listening. Folk music materials and analysis; continuation of personal retrieval system. Modes, diatony, simple functional harmony; Musicianship, Kodaly Pedagogy, Folk Music and materials, and Chorus.

Status as a Music Education student and MED 381 or Kodaly Level II at another accredited institution is a prerequisite for this class.

MED 383
DALCROZE: LEVEL I
Undergraduate
Eurythmics, solfege, improvisation, pedagogy, composition, and body technique.

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.

MED 386
ORFF: LEVEL I
Undergraduate
Introduction to Orff-Schulwerk through the process of integrating rhythm and movement, speech and song, rhythm instruments, Orff instruments, and soprano recorder for creative music-making with children in pre-school, elementary grades, and those with special needs; emphasis on materials in major and minor pentatonic scales.

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.

MED 390
ORFF: LEVEL II
Undergraduate
Continuation of all aspects of the Schulwerk process; emphasis on a variety of materials, vocal, instrumental, and improvisational techniques for children in the middle and upper elementary grades; introduction of alto recorder; experience with dorian, aeolian, phrygian modes, major and minor tonalities.

Status as a Music Education student and MED 386 or completion of Orff Level I at another accredited institution is a prerequisite for this class.

MED 391
ORFF: LEVEL III
Undergraduate
Advanced course leading to certificate in Orff-Schulwerk; additional exploration of Schulwerk materials found in volumes 35 and techniques of contemporary music; further development of skills in arranging rhythmic, speech, movement, and melodic materials for a variety of educational settings; recorder ensemble, lesson planning, and teaching opportunities.

Status as a Music Education student and MED 390 or completion of Orff Level II at another accredited institution is a prerequisite for this class.

MED 392
STUDENT TEACHING
Undergraduate
A variety of supervised and directed experiences in the teaching of music in elementary and secondary schools. The teaching in schools is supplemented with conferences, evaluations, and seminars. COREQUISITE(S): MED 393.

MED 300, MED 303, MED 306, MED 310, MED 095 and status as a Music Education major is a prerequisite for this class.

MED 393
STUDENT TEACHING SEMINAR
Undergraduate
A seminar meeting will be held every week for the purpose of sharing experiences and discussing challenges. In addition, important certification and graduation requirements will be covered. School of Music faculty will host these meetings. COREQUISITE(S): MED 392.

MED 300, MED 303, MED 306, MED 310, MED 095 and status as a Music Education major is a prerequisite for this class.
MED 398
INDEPENDENT STUDY
Undergraduate
An in-depth study of a music education topic under the supervision of a faculty member. (Departmental permission required).

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.

MED 400
CULTURALLY RESPONSIVE MUSIC EDUCATION: EXPLORING CONCEPTS, THEORIES, AND PRACTICE IN K-12 CLASSROOMS
Graduate
The American classroom has been changing radically over the past two decades. Currently, one in nine children is the child of an immigrant, with most immigrants coming from Latin America and Asian countries. The changing demographic of American schools is in stark contrast to the face of the teaching profession, which is predominantly white and female. The purpose of this course is to introduce music educators to the concepts and theories that ground culturally responsive pedagogy, and to provide a framework for adaptation of this pedagogy into the music classroom.

Status as a Graduate Music Education student is a prerequisite for this class.

MED 401
SEMINAR IN MUSIC EDUCATION I: PHILOSOPHY OF MUSIC EDUCATION
Graduate
The courses are designed 1) to develop a philosophical and historical perspective of music education; 2) to study the psychology of music; 3) to study topics in curriculum design; 4) to encourage study and research in areas of student interest and need; and 5) to study contemporary issues in music education that can have significant impact on classroom teaching.

Status as a Graduate Music Education student is a prerequisite for this class.

MED 402
SEMINAR IN MUSIC EDUCATION II: PSYCHOLOGY OF MUSIC TEACHING & LEARNING
Graduate
The courses are designed 1) to develop a philosophical and historical perspective of music education; 2) to study the psychology of music; 3) to study topics in curriculum design; 4) to encourage study and research in areas of student interest and need; and 5) to study contemporary issues in music education that can have significant impact on classroom teaching.

MED 401 is a prerequisite for this class.

MED 403
SEMINAR IN MUSIC EDUCATION III: CURRICULUM DEVELOPMENT IN MUSIC EDUCATION
Graduate
The courses are designed 1) to develop a philosophical and historical perspective of music education; 2) to study the psychology of music; 3) to study topics in curriculum design; 4) to encourage study and research in areas of student interest and need; and 5) to study contemporary issues in music education that can have significant impact on classroom teaching.

MED 402 is a prerequisite for this class.

MED 404
HISTORY OF MUSIC EDUCATION IN THE UNITED STATES
Graduate
This class will provide graduate music education majors with the opportunity to develop historical frameworks for their understanding of the teaching profession. Students will gain a perspective of music education history, in order to better understand the present and future. Students will be expected to question the nature and value of music, in order to gain a sense of purpose in your teaching. Throughout the quarter, historical issues will be addressed in relation to the practice of teaching.

Status as a Graduate Music Education student is a prerequisite for this class.
MED 405
ACCOMPANYING FOR THE MUSIC EDUCATOR
Graduate
The objectives of this course are to help students further develop practical keyboard facility and keyboard musicianship skills, reinforce musical and theoretical concepts presented in Musicianship classes, improve facility of reading piano music, establish keys of pieces by preparing scales, arpeggios, and chord progressions, and combine all of the above in teaching more effectively and confidently with good piano accompaniment for classroom/choral teaching.

Status as a Graduate Music Education student is a prerequisite for this class.

MED 406
ORCHESTRAL LITERATURE
Graduate
This course will provide students with a practical introduction to the various types of string and full orchestra literature available at the elementary, middle, and high school levels. Topics will include music source information, comprehensive musicianship in practice, score listening, score study and evaluation, source materials, grading of educational literature and copyright law.

Status as a Graduate Music Education student is a prerequisite for this class.

MED 409
AFRICAN DRUMMING FOR THE MUSIC EDUCATOR
Graduate
This course is designed to introduce music education students to the basics of African Drumming and how to incorporate this genre into the k-12 music classroom. Students will learn to drum, sing, and dance within this genre. They will also write lesson/unit plans that demonstrate their understanding of how to incorporate African Drumming in the music classroom.

Status as a Graduate Music Education student is a prerequisite for this class.

MED 410
MUSIC EDUCATION FOR THE EXCEPTIONAL CHILD
Graduate
A survey course highlighting special education mandates that affect music educators, including profiles of giftedness and various areas of disability. Alternative teaching strategies and classroom management techniques are also addressed.

Status as a Graduate Music Education student is a prerequisite for this class.

MED 411
MARCHING BAND TECHNIQUES
Graduate
Basic marching techniques and movements, selection and use of music, design and charting of shows using digital medium.

Status as a Graduate Music Education student is a prerequisite for this class.

MED 413
CHORAL LITERATURE
Graduate
This course will provide students with a practical introduction to the various types of choral literature available for elementary, middle school and high school vocal ensembles. Topics will include music source information, listening, octavo study and evaluation, and the development of the students' personal musicianship through ear training.

Status as a Graduate Music Education student is a prerequisite for this class.

MED 425
TECHNOLOGY FOR MUSIC EDUCATORS
Graduate
This course will acquaint the music education major with a variety of music technology hardware and software applications, which may be used effectively for instruction in the music classroom and studio. Developing lesson plans and projects are required components of this course.

Status as a Graduate Music Education student is a prerequisite for this class.
Using high quality traditional folk music as the initial core musical material, Kodaly-inspired musician educators engage their students in joyful, sequential, developmentally-appropriate, child-centered, interactive, sound-based instruction. During an intensive two-week summer workshop, the Level I Kodaly Certification program introduces the Kodaly approach in a three-part program: musicianship, Kodaly pedagogy, and folk music and materials.

Status as a graduate Music Education student or non-degree graduate music student is a prerequisite for this class.

MED 481
KODALY: LEVEL II
Graduate
Continued intensive study of materials, techniques, and pedagogy for sequential skill and curriculum development in beginning level concepts and elements for developing dictation and sight-reading skills; repertoire for singing, moving, and listening. Folk music materials and analysis; continuation of personal retrieval system. Modes, diatony, simple functional harmony; Conducting. Chorus.

Status as a graduate Music Education student or non-degree graduate music student is a prerequisite for this class.

MED 483
KODALY: LEVEL III
Graduate
Continued intensive study of materials, techniques, and pedagogy for sequential skill and curriculum development in intermediate level concepts and elements for developing dictation and sight-reading skills; repertoire for singing, moving, and listening. Folk music materials and analysis; continuation of personal retrieval system. Modes, diatony, simple functional harmony; Musicianhip, Kodaly Pedagogy, Folk Music and materials, and Chorus.

Status as a graduate Music Education student or non-degree graduate music student is a prerequisite for this class.

MED 486
ORFF: LEVEL I
Graduate
Introduction to Orff-Schulwerk through the process of integrating rhythm and movement, speech and song, rhythm instruments, Orff instruments, and soprano recorder for creative music-making with children in pre-school, elementary grades, and those with special needs; emphasis on materials in major and minor pentatonic scales.

Status as a graduate Music Education student or non-degree graduate music student is a prerequisite for this class.

MED 490
ORFF: LEVEL II
Graduate
Continuation of all aspects of the Schulwerk process; emphasis on a variety of materials, vocal, instrumental, and improvisational techniques for children in the middle and upper elementary grades; introduction of alto recorder; experience with dorian, aeolian, phrygian modes, major and minor tonalities.

Status as a graduate Music Education student or non-degree graduate music student is a prerequisite for this class.

MED 491
ORFF: LEVEL III
Graduate
Advanced course leading to certificate in Orff-Schulwerk; additional exploration of Schulwerk materials found in volumes 35 and techniques of contemporary music; further development of skills in arranging rhythmic, speech, movement, and melodic materials for a variety of educational settings; recorder ensemble, lesson planning, and teaching opportunities.

Status as a graduate Music Education student or non-degree graduate music student is a prerequisite for this class.
MED 492
TECHNIQUES OF RESEARCH IN MUSIC EDUCATION
Graduate
This course will examine the basic questions, issues and theoretical frameworks central to the purpose, conceptualization, conduct, writing, reading, and the use of educational research as a means for informing educational theory, practice and policy.

Status as a Graduate Music Education student is a prerequisite for this class.

MED 498
MASTERS CANDIDATE RESEARCH
Graduate
Status as a Graduate Music Education student is a prerequisite for this class.

MED 499
INDEPENDENT STUDY
Graduate
An in-depth study of a music education topic under the supervision of a faculty member. (Departmental permission required).

Status as a Graduate Music Education student is a prerequisite for this class.

MEN 1
WIND SYMPHONY
Undergraduate
The Wind Symphony is an ensemble designed to prepare wind and percussion students for careers as performers, teachers, and other careers in music. The goal is to achieve a high level of musicianship through repertoire selected by the instructor and rehearsal/performance preparation demonstrated by the individual members of the ensemble. While setting a high performance expectation, a productive and meaningful music-making environment will also be fostered. All MEN courses are repeatable courses. Placement audition required.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 2
ENSEMBLE 20+
Undergraduate
Study, interpretation, rehearsal and performance of living composers' music and 20th century masterpieces, with focus on music for mixed ensembles of 8-25 players; acquisition of interpretive skills and instrumental techniques necessary for playing contemporary music.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 23
CONCERT CHOIR
Undergraduate
Rehearsal and performance of choral works from a variety of styles and historical periods. An audition is required before the first rehearsal of the quarter.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 30
CHAMBER ORCHESTRA
Undergraduate
Study, rehearsal, and performance of masterpieces of the smaller orchestra repertoire, both traditional and contemporary; acquisition of a high level of musicianship as well as professional skills needed for orchestra playing, with emphasis on interpretative, listening, and blending abilities. Placement audition required.

Status as an Undergraduate Music student is a prerequisite for this class.
MEN 31
SYMPHONY ORCHESTRA
Undergraduate
Study, rehearsal, and performance of masterpieces of the orchestral repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra. Placement Audition Required.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 37
WIND ENSEMBLE
Undergraduate
Study, rehearsal, and performance of masterpieces of wind literature, both traditional and contemporary, with focus on music for ensembles of 8-30 players; acquisition of necessary musical and professional skills for playing in such an ensemble. All MEN courses are repeatable courses. Placement audition required.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 41
CHAMBER MUSIC
Undergraduate
A practical application of chamber music performance techniques for advanced instrumentalists and vocalists. Activities include coaching sessions, class participation, and public performances.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 47
UNIVERSITY SINGERS
Undergraduate
An advanced choral ensemble of selected voices. Audition required. All MEN courses are repeatable courses.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 101
WIND SYMPHONY
Undergraduate
The Wind Symphony is an ensemble designed to prepare wind and percussion students for careers as performers, teachers, and other careers in music. The goal is to achieve a high level of musicianship through repertoire selected by the instructor and rehearsal/performance preparation demonstrated by the individual members of the ensemble. While setting a high performance expectation, a productive and meaningful music-making environment will also be fostered. All of the MEN courses are repeatable courses. Placement audition required.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 123
CONCERT CHOIR
Undergraduate
Rehearsal and performance of choral works from a variety of styles and historical periods. Open to all DePaul undergraduates by audition.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 130
CHAMBER ORCHESTRA
Undergraduate
Study, rehearsal, and performance of masterpieces of the smaller orchestra repertoire, both traditional and contemporary; acquisition of a high level of musicianship as well as professional skills needed for orchestra playing, with emphasis on interpretative, listening, and blending abilities. Placement audition required.

Status as an Undergraduate Music student is a prerequisite for this class.
MEN 131
SYMPHONY ORCHESTRA
Undergraduate
Study, rehearsal, and performance of masterpieces of the orchestral repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra. All of the MEN courses are repeatable courses.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 221
WIND ENSEMBLE
Undergraduate
Study, rehearsal, and performance of masterpieces of wind literature, both traditional and contemporary, with focus on music for ensembles of 8-30 players; acquisition of necessary musical and professional skills for playing in such an ensemble. All of the MEN courses are repeatable courses.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 231
UNIVERSITY SINGERS
Undergraduate
An advanced choral ensemble of selected voices. All of the MEN courses are repeatable courses. Open to all DePaul undergraduates by audition.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 241
CHAMBER MUSIC
Undergraduate
A practical application of chamber music performance techniques for advanced instrumentalists and vocalists. Activities include coaching sessions, class participation, and public performances.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 300
AFRICAN MUSIC ENSEMBLE
Undergraduate
Students will learn musical techniques and repertory from cultures of Africa and the African diaspora. Course activities may include instrumental techniques, singing, and dancing. No prior experience with African music necessary.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 301
ENSEMBLE 20+
Undergraduate
Study, interpretation, rehearsal and performance of living composers' music and 20th century masterpieces, with focus on music for mixed ensembles of 8-25 players; acquisition of interpretive skills and instrumental techniques necessary for playing contemporary music.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 400
ENSEMBLE 20+
Graduate
Study, interpretation, rehearsal and performance of living composers' music and 20th century masterpieces, with focus on music for mixed ensembles of 8-25 players; acquisition of interpretive skills and instrumental techniques necessary for playing contemporary music.

Status as a Graduate Music student is a prerequisite for this class.
MEN 401
WIND SYMPHONY
Graduate
The Wind Symphony is an ensemble designed to prepare wind and percussion students for careers as performers, teachers, and other careers in music. The goal is to achieve a high level of musicianship through repertoire selected by the instructor and rehearsal/performance preparation demonstrated by the individual members of the ensemble. While setting a high performance expectation, a productive and meaningful music-making environment will also be fostered. All MEN courses are repeatable courses. Placement audition required.

Status as a Graduate Music student is a prerequisite for this class.

MEN 402
WIND SYMPHONY
Graduate
The Wind Symphony is an ensemble designed to prepare wind and percussion students for careers as performers, teachers, and other careers in music. The goal is to achieve a high level of musicianship through repertoire selected by the instructor and rehearsal/performance preparation demonstrated by the individual members of the ensemble. While setting a high performance expectation, a productive and meaningful music-making environment will also be fostered. All MEN courses are repeatable courses. Placement audition required.

Status as a Graduate Music student is a prerequisite for this class.

MEN 406
CONCERT CHOIR
Graduate
Rehearsal and performance of choral works from a variety of styles and historical periods. All MEN courses are repeatable courses. Open to graduate students only. Audition required.

Status as a Graduate Music student is a prerequisite for this class.

MEN 407
SYMPHONY ORCHESTRA
Graduate
Study, rehearsal, and performance of masterpieces of the orchestral repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra. Placement Audition Required.

Status as a Graduate Music student is a prerequisite for this class.

MEN 408
WIND ENSEMBLE
Graduate
Study, rehearsal, and performance of masterpieces of wind literature, both traditional and contemporary, with focus on music for ensembles of 8-30 players; acquisition of necessary musical and professional skills for playing in such an ensemble. All MEN courses are repeatable courses.

Status as a Graduate Music student is a prerequisite for this class.

MEN 409
UNIVERSITY SINGERS
Graduate
An advanced choral ensemble of selected voices. Placement audition required. All MEN courses are repeatable courses. Open to graduate students only. Audition required.

Status as a Graduate Music student is a prerequisite for this class.

MEN 410
CHAMBER MUSIC
Graduate
A practical application of chamber music performance techniques for advanced instrumentalists and vocalists. Activities include coaching sessions, class participation, and public performances.

Status as a Graduate Music student is a prerequisite for this class.
MEN 411  
ENSEMBLE 20+  
Graduate  
Study, interpretation, rehearsal and performance of living composers' music and 20th century masterpieces, with focus on music for mixed ensembles of 8-25 players; acquisition of interpretive skills and instrumental techniques necessary for playing contemporary music.  
Status as a Graduate Music student is a prerequisite for this class.

MEN 412  
CHAMBER ORCHESTRA  
Graduate  
Study, rehearsal, and performance of masterpieces of the smaller orchestra repertoire, both traditional and contemporary; acquisition of a high level of musicianship as well as professional skills needed for orchestra playing, with emphasis on interpretative, listening, and blending abilities. Placement audition required.  
Status as a Graduate Music student is a prerequisite for this class.

MEN 414  
AFRICAN MUSIC ENSEMBLE  
Graduate  
Students will learn musical techniques and repertory from cultures of Africa and the African diaspora. Course activities may include instrumental techniques, singing, and dancing. No prior experience with African music necessary.  
Status as a Graduate Music student is a prerequisite for this class.

MEN 423  
CONCERT CHOIR  
Graduate  
Rehearsal and performance of choral works from a variety of styles and historical periods. An audition is required before the first rehearsal of the quarter.  
Status as a Graduate Music student is a prerequisite for this class.

MEN 430  
CHAMBER ORCHESTRA  
Graduate  
Study, rehearsal, and performance of masterpieces of the smaller orchestra repertoire, both traditional and contemporary; acquisition of a high level of musicianship as well as professional skills needed for orchestra playing, with emphasis on interpretative, listening, and blending abilities. Placement audition required.  
Status as a Graduate Music student is a prerequisite for this class.

MEN 431  
SYMPHONY ORCHESTRA  
Graduate  
Study, rehearsal, and performance of masterpieces of the orchestral repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra. All MEN courses are repeatable courses. Placement audition required.  
Status as a Graduate Music student is a prerequisite for this class.

MEN 437  
WIND ENSEMBLE  
Graduate  
Study, rehearsal, and performance of masterpieces of wind literature, both traditional and contemporary, with focus on music for ensembles of 8-30 players; acquisition of necessary musical and professional skills for playing in such an ensemble. All MEN courses are repeatable courses. Placement audition required.  
Status as a Graduate Music student is a prerequisite for this class.
MEN 441
CHAMBER MUSIC
Graduate
A practical application of chamber music performance techniques for advanced instrumentalists and vocalists. Activities include coaching sessions, class participation, and public performances.

Status as a Graduate Music student is a prerequisite for this class.

MEN 447
UNIVERSITY SINGERS
Graduate
An advanced choral ensemble of selected voices. All MEN courses are repeatable courses. Placement audition required.

Status as a Graduate Music student is a prerequisite for this class.

MEN 498
INDEPENDENT STUDY
Graduate
An in-depth study of a music ensemble topic under the supervision of a faculty member. (Departmental permission required).

Status as a Graduate Music student is a prerequisite for this class.

MGE 300
INTRODUCTION TO MIDDLE GRADES EDUCATION
Undergraduate
This course is an introduction to critical, creative, and reflective middle grades teaching practice. Students in this course examine goals and theories of middle grades education and inquire into the meaning and practice of fostering equitable, intellectually rich, socially just, and compassionate learning environments for diverse middle grades youth. Students are introduced to learning about young adolescents in the context of instruction in the four main subject areas. ***The course meets in the afternoon and integrates community and/or after school field experience with young adolescents into coursework. Co-requisite for this course is SCU 335. In this course, students will: 1. Examine and critique goals and theories of middle grades education. 2. Examine the meaning and practice of fostering equitable, intellectually rich, socially just, compassionate learning environments for middle grades youth. 3. Explore and articulate practices that support young adolescents' learning in middle grades classrooms. 4. Recognize the importance of, articulate the meaning of, and begin to practice critical, creative, reflective teaching practice. 5. Create instructional plans that reflect clearly articulated purposes and understanding of young adolescents.

Junior standing is a prerequisite for this class.

MGE 301
LITERACY IN THE MIDDLE GRADES CONTENT AREAS I
Undergraduate
This course introduces students to theories of literacy and multiple literacies in the context of teaching language arts, mathematics, science, and social studies. Students will be introduced to content area literacy practices for middle grades learners, including writing instruction strategies and processes, reading comprehension strategy instruction, including vocabulary and textbook comprehension strategies, role of talk in instruction, integration of group and whole class discussion of text, issues of motivation and engagement in literacy learning, and differentiated instruction for English Language learners, students experiencing difficulty or those in need of additional challenge. ***This course counts toward Reading Teacher endorsement. Co-requisites for this course are BBE 350 and MGE 311. In this course students will: 1. Examine theoretical and philosophical bases for content area literacy instruction. 2. Experience, study, and evaluate instructional strategies, materials, and assessment tools designed to improve students' reading and writing in the content areas; 3. Identify how to integrate speaking, reading, writing and listening for increased learning of content and for fostering critical thinking); 4. Develop strategies for instructing students whose first language is not English, those experiencing difficulties, and those in need of additional challenge.

MGE 311
SUPERVISED FIELD EXPERIENCE
Undergraduate
This course is a supervised, 25 hour, Level 1 field experience that provides students opportunities to apply the course content of MGE 301 and BBE 350. Co-requisites for this course are MGE 301 and BBE 350. In this course, students will: 1. Implement and reflect on lesson plans relevant to middle grades learners from diverse backgrounds. 2. Observe, analyze, and discuss expert middle grades teachers' instructional practices.
MGE 321
THE WHOLE CHILD: CONCEPTIONS OF HEALTHY YOUNG ADOLESCENCE
Undergraduate
This course introduces varying conceptions of healthy young adolescence, taking into account physical health and development, social and emotional health, mental health, and the contextual factors that shape healthy adolescence. Co-requisites for this course are LSI 387 and MGE 331. In this course, students will: 1. Articulate diverse theories of what it means to be "healthy" throughout young adolescence. 2. Develop instructional plans that consider the diverse interpretations of a healthy young adolescence. 3. Create classroom environments that are sensitive to the health of young adolescents. 4. Communicate, model, and engage young adolescents in the habits of mind necessary for healthy young adolescence.

MGE 331
SUPERVISED FIELD EXPERIENCE
Undergraduate
This course is a supervised, 25 hour, Level 1 field experience that provides students opportunities to apply the course content of MGE 321 and LSI 387. Co-requisites for this course are MGE 321 and LSI 387. In this course, students will: 1. Implement and reflect on lesson plans relevant to middle grades learners from diverse backgrounds. 2. Observe, analyze, and discuss expert middle grades teachers' instructional practices.

MGE 341
CURRICULAR LITERACY IN THE MIDDLE GRADES CONTENT AREAS II
Undergraduate
This course provides teacher candidates with theories and practical strategies for becoming critical consumers and evaluators of middle grades curriculum in the context of each of the four main content areas (mathematics, language arts, science, and social studies) as well as helping them explore the potential of various technologies as components of a classroom assessment system. Co-requisites for this course are CSL 377, MGE 351 and MGE 361. In this course, students will: 1. Examine and identify the range of curricular resources available for middle grades teaching in the content areas. 2. Critically evaluate curricular resources for middle grades teaching. 3. Apply critical literacy strategies to middle grades lesson planning in their content areas.

MGE 351
ASSESSMENT PRACTICES IN THE MIDDLE GRADES
Undergraduate
In keeping with middle grades philosophy, this course emphasizes authentic assessment of learning, which involves learner reflection guided by teachers to promote self-empowered learning. Also featured in this course are the principles for using standardized test data and data based teaching, best grading protocols, formal and informal assessment, portfolio development, and principles for reporting to all stakeholders? students, families, school administrators and the community. This course will also emphasize ways of involving students and parents in assessment processes, how to observe and assess students individually and in classroom settings, and the use of numerous technologies as components of a classroom assessment system. Co-requisites for this course are MGE 341, CSL 377 and MGE 361. In this course, students will: 1. Identify how formal and informal assessment practices are used to plan, evaluate, and strengthen instruction and support continuous intellectual, social, emotional, and physical development of each middle grade student. 2. Describe and evaluate the utility and application of different assessment tools and practices. 3. Identify how assessment data can be gathered, interpreted, understood, and communicated to all stakeholders. 4. Identify how assessment becomes an essential and integral part of teaching and learning.

MGE 361
SUPERVISED FIELD EXPERIENCE
Undergraduate
This course is a supervised, 25 hour, Level 2 field experience that provides students opportunities to apply the course content of MGE 341 and CSL 387. Ideally, this field experience will take place in the same classroom and/or school as the student teaching placement, to facilitate continuity for students and schools. Co-requisites for this course are MGE 341, CSL 377 and MGE 351. In this course, students will: 1. Implement and reflect on lesson plans relevant to middle grades learners from diverse backgrounds. 2. Observe, analyze, and discuss expert middle grades teachers' instructional practices.

MGE 371
THE TEACHING OF MATHEMATICS IN THE MIDDLE GRADES
Undergraduate
Addresses theoretical principles and practices for teaching mathematics at the middle grades. The course focuses on inquiry oriented, innovative mathematics teaching with young adolescents and includes application of the Common Core standards in Mathematics. Co-requisite for this course is MGE 381. In this course students will: 1. Analyze best practices for teaching mathematics in the middle grades. 2. Assess mathematics teaching practices for their use in meeting the diverse needs of middle grad students. 3. Appraise curricular materials, including instructional strategies, materials, and assessments, which are designed to foster students' engagement in mathematical practice and discourse. 4. Use the mathematics teaching practices that promote middle grade students' engagement in and understanding of mathematical concepts, processes, and habits of mind.
MGE 372
THE TEACHING OF LANGUAGE ARTS IN THE MIDDLE GRADES
Undergraduate
This course is designed to prepare candidates to teach in middle grades reading, language arts, and English classrooms. This course addresses theoretical principles and practices for teaching language arts/literacy at the middle level, including the teaching of reading, writing, speaking, and listening. The course focuses on inquiry oriented, innovative language arts/literacy teaching and includes application of the Common Core standards in Language Arts. Students will have opportunities to develop, implement, and reflect on activities and lessons that demonstrate an understanding of differentiated instructional practices in the language arts and an awareness of sociocultural theories of learning and content pedagogical knowledge. Emphasis is placed on the complex nature of literacy addressing issues such as learning in and across languages, and critically consuming and producing a wide variety of texts (including online, multimedia and print based). Co-requisite for this course is MGE 381. In this course the students will:1. Examine and analyze effective methods for teaching reading and writing to students in the middle grades.2. Explore how to meet the needs of diverse populations of students, including English language learners, those with special needs, and those in need of additional challenge.3. Integrate theory, research, and practice toward the goals of developing students’ abilities to read and write fluently and fostering students’ enjoyment of reading and writing.5. Experience, study, and evaluate instructional strategies, materials, and assessment tools designed to improve students’ reading and writing in language arts.

MGE 373
THE TEACHING OF SOCIAL STUDIES IN THE MIDDLE GRADES
Undergraduate
In this course, candidates examine the nature and purpose of social studies curriculum and teaching practices in the middle grades. The course focuses on developing thoughtful, informed responses to central questions about the purposes of social studies teaching, the social studies content that is meaningful for young adolescents, and instructional strategies that both align with the core purposes and support and engage all students in learning social studies. All of these central questions are considered in relation to content and practices that are relevant and engaging to diverse middle grades learners and that focus on a vision of equitable, intellectually challenging social studies teaching that promotes all students’ engagement and intellectual development. Co-requisite for this course is MGE 381. In this course the students will:1. Examine and articulate defensible purposes for teaching social studies in a diverse, democratic society.2. Examine and analyze effective methods for teaching social studies to students in the middle grades.3. Experience, study, and evaluate instructional strategies, materials, and assessment tools designed to facilitate students’ learning in social studies.4. Practice developing curricular materials and instruction that promotes all students’ engagement and intellectual development through social studies learning.

MGE 374
THE TEACHING OF SCIENCE IN THE MIDDLE GRADES
Undergraduate
This course offers a comprehensive view of the theoretical principles and practices used in the teaching and learning of science at the middle level. Integrating coursework and fieldwork is designed to offer pre-service teachers experience in the implementation of meaningful science-learning experiences through the use of inquiry processes applicable to diverse populations of students and classroom environments. The course focuses on the development of meaningful habits of inquiry and encourages collaborative effort and reflective praxis in teaching to the unique developmental stage of middle school students. Co-requisite for this course is MGE 381. In this course the students will:1. Analyze best practices for teaching science to students in the middle grades.2. Assess science teaching practices for their use in meeting the diverse needs of middle grade students.3. Appraise curricular materials, including their instructional strategies, materials, and assessments, which are designed to foster students’ engagement in the practices of science.4. Use the science teaching practices that promote middle grade students’ engagement in and understanding of science concepts, processes, and habits of mind.

MGE 381
SUPERVISED FIELD EXPERIENCE
Undergraduate
This course is a supervised, 25 hour, Level 2 field experience that provides students opportunities to apply the course content of MGE 371-4. ***Ideally, this field experience will take place in the same classroom and/or school as the student teaching placement, to facilitate continuity for students and schools. Co-requisite for this course is MGE 371, or MGE 372, or MGE 373, or MGE 374. In this course, students will:1. Implement and reflect on lesson plans relevant to middle grades learners from diverse backgrounds.2. Observe, analyze, and discuss expert middle grades teachers’ instructional practices.3. Engage in professional activity.

MGE 390
STUDENT TEACHING
Undergraduate
A ten-week Level 3 field experience in a middle grades classroom in one or both of the teacher candidate’s content areas. Teacher-candidates are responsible for developing, implementing, and evaluating a program of study, as well as all for other aspects of teaching, for at least three distinct classrooms (in one or both of their content areas). Co-requisite for this course is MGE 391. Student teaching application and approval required. In this course, students will:1. Implement and reflect on lesson plans and curricular units relevant to middle grades learners from diverse backgrounds.2. Observe, analyze, and discuss expert middle grades teachers’ instructional practices.3. Engage in professional activity relating to a career in teaching.
MGE 391  
STUDENT TEACHING SEMINAR  
Undergraduate  
Provides teacher candidates a context for reflecting on their student-teaching experience in relation to their previous coursework. Co-requisite for this course is MGE 390. In this course, students will: 1. Critically reflect upon, discuss, and revise instructional practices to improve middle grades teaching.

MGE 400  
INTRODUCTION TO MIDDLE GRADES EDUCATION  
Graduate  
This course is an introduction to critical, creative, and reflective middle grades teaching practice. Students in this course examine goals and theories of middle grades education and inquire into the meaning and practice of fostering equitable, intellectually rich, socially just, and compassionate learning environments for diverse middle grades youth. Students are introduced to learning about young adolescents in the context of instruction in the four main subject areas. **The course meets in the afternoon and integrates community and/or after school field experience with young adolescents into coursework. Co-requisite for this course is SCG 435. In this course, students will: 1. Examine and critique goals and theories of middle grades education. 2. Examine the meaning and practice of fostering equitable, intellectually rich, socially just, compassionate learning environments for middle grades youth. 3. Explore and articulate practices that support young adolescents' learning in middle grades classrooms. 4. Recognize the importance of, articulate the meaning of, and begin to practice critical, creative, reflective teaching practice. 5. Create instructional plans that reflect clearly articulated purposes and understanding of young adolescents.

MGE 401  
LITERACY IN THE MIDDLE GRADES CONTENT AREAS I  
Graduate  
This course introduces students to theories of literacy and multiple literacies in the context of teaching language arts, mathematics, science, and social studies. Students will be introduced to content area literacy practices for middle grades learners, including writing instruction strategies and processes, reading comprehension strategy instruction, including vocabulary and textbook comprehension strategies, role of talk in instruction, integration of group and whole class discussion of text, issues of motivation and engagement in literacy learning, and differentiated instruction for English Language learners, students experiencing difficulty or those in need of additional challenge. **This course counts toward Reading Teacher endorsement. Co-requisites for this course are BBE 450 and MGE 411. In this course students will: 1. Examine theoretical and philosophical bases for content area literacy instruction. 2. Experience, study, and evaluate instructional strategies, materials, and assessment tools designed to improve students' reading and writing in the content areas; 3. Identify how to integrate speaking, reading, writing and listening for increased learning of content and for fostering critical thinking; 4. Develop strategies for instructing students whose first language is not English, those experiencing difficulties, and those in need of additional challenge.

MGE 411  
SUPERVISED FIELD EXPERIENCE  
Graduate  
This course is a supervised, 25 hour, Level 1 field experience that provides students opportunities to apply the course content of MGE 401 and BBE 450. Co-requisites for this course are BBE 450 and MGE 401. In this course, students will: 1. Implement and reflect on lesson plans relevant to middle grades learners from diverse backgrounds. 2. Observe, analyze, and discuss expert middle grades teachers' instructional practices.

MGE 421  
THE WHOLE CHILD: CONCEPTIONS OF HEALTHY YOUNG ADOLESCENCE  
Graduate  
This course introduces varying conceptions of healthy young adolescence, taking into account physical health and development, social and emotional health, mental health, and the contextual factors that shape healthy adolescence. Co-requisites for this course are LSI 487 and MGE 431. In this course, students will: 1. Articulate diverse theories of what it means to be healthy throughout young adolescence. 2. Develop instructional plans that consider the diverse interpretations of a healthy young adolescence. 3. Create classroom environments that are sensitive to the health of young adolescents. 4. Communicate, model, and engage young adolescents in the habits of mind necessary for healthy young adolescence.

MGE 431  
SUPERVISED FIELD EXPERIENCE  
Graduate  
This course is a supervised, 25 hour, Level 1 field experience that provides students opportunities to apply the course content of MGE 421 and LSI 487. Co-requisites for this course are MGE 421 and LSI 487. In this course, students will: 1. Implement and reflect on lesson plans relevant to middle grades learners from diverse backgrounds. 2. Observe, analyze, and discuss expert middle grades teachers' instructional practices.
MGE 441
CURRICULAR LITERACY IN THE MIDDLE GRADES CONTENT AREAS II
Graduate
This course provides teacher candidates with theories and practical strategies for becoming critical consumers and evaluators of middle grades curriculum in the context of each of the four main content areas (mathematics, language arts, science, and social studies) as well as helping their students become critical consumers of the texts in their lives. The course includes discussion of technological literacy and critical media literacy for both teachers and their students. ***This course counts toward Reading Teacher endorsement. Co-requisites for this course are CSL 477, MGE 451 and MGE 461. In this course, students will: 1. Examine and identify the range of curricular resources available for middle grades teaching in the content areas. 2. Critically evaluate curricular resources for middle grades teaching. 3. Apply critical literacy strategies to middle grades lesson planning in their content areas.

MGE 451
ASSESSMENT PRACTICES IN THE MIDDLE GRADES
Graduate
In keeping with middle grades philosophy, this course emphasizes authentic assessment of learning, which involves learner reflection guided by teachers to promote self empowered learning. Also featured in this course are the principles for using standardized test data and data based teaching, best grading protocols, formal and informal assessment, portfolio development, and principles for reporting to all stakeholders: students, families, school administrators and the community. This course will also emphasize ways of involving students and parents in assessment processes, how to observe and assess students individually and in classroom settings, and the use of numerous technologies as components of a classroom assessment system. Co-requisites for this course are MGE 441, CSL 477 and MGE 461. In this course students will: 1. Identify how formal and informal assessment practices are used to plan, evaluate, and support continuous intellectual, social, emotional, and physical development of each middle grade student. 2. Describe and evaluate the utility and application of different assessment tools and practices. 3. Identify how assessment data can be gathered, interpreted, understood, and communicated to all stakeholders. 4. Identify how assessment becomes an essential and integral part of teaching and learning.

MGE 461
SUPERVISED FIELD EXPERIENCE
Graduate
This course is a supervised, 25 hour, Level 2 field experience that provides students opportunities to apply the course content of MGE 441, MGE 451, and CSL 477. ***Ideally, this field experience will take place in the same classroom and/or school as the student teaching placement, to facilitate continuity for students and schools. Co-requisites for this course are MGE 441, CSL 477 and MGE 451. In this course, students will: 1. Implement and reflect on lesson plans relevant to middle grades learners from diverse backgrounds. 2. Observe, analyze, and discuss expert middle grades teachers' instructional practices.

MGE 471
THE TEACHING OF MATHEMATICS IN THE MIDDLE GRADES
Graduate
Addresses theoretical principles and practices for teaching mathematics at the middle level. The course focuses on inquiry oriented, innovative mathematics teaching with young adolescents and includes application of the Common Core standards in Mathematics. Co-requisite for this course is MGE 481. In this course students will: 1. Analyze best practices for teaching mathematics in the middle grades. 2. Assess mathematics teaching practices for their use in meeting the diverse needs of middle grad students. 3. Appraise curricular materials, including instructional strategies, materials, and assessments, which are designed to foster students' engagement in mathematical practice and discourse. 4. Use the mathematics teaching practices that promote middle grade students' engagement in and understanding of mathematical concepts, processes, and habits of mind.

MGE 472
THE TEACHING OF LANGUAGE ARTS IN THE MIDDLE GRADES
Graduate
This course is designed to prepare candidates to teach in middle grades reading, language arts, and English classrooms. This course addresses theoretical principles and practices for teaching language arts/literacy at the middle level, including the teaching of reading, writing, speaking, and listening. The course focuses on inquiry oriented, innovative language arts/literacy teaching and includes application of the Common Core standards in Language Arts. Students will have opportunities to develop, implement, and reflect on activities and lessons that demonstrate an understanding of differentiated instructional practices in the language arts and an awareness of sociocultural theories of learning and content pedagogical knowledge. Emphasis is placed on the complex nature of literacy addressing issues such as learning in and across languages, and critically consuming and producing a wide variety of texts (including online, multimedia and print based). Co-requisite for this course is MGE 481. In this course the students will: 1. Examine and analyze effective methods for teaching reading and writing to students in the middle grades. 2. Explore how to meet the needs of diverse populations of students, including English language learners, those with special needs, and those in need of additional challenge. 3. Integrate theory, research, and practice toward the goals of developing students' abilities to read and write fluently and fostering students' enjoyment of reading and writing. 4. Experience, study, and evaluate instructional strategies, materials, and assessment tools designed to improve students' reading and writing in language arts.
MGE 473
THE TEACHING OF SOCIAL STUDIES IN THE MIDDLE GRADES
Graduate
In this course, candidates examine the nature and purpose of social studies curriculum and teaching practices in the middle grades. The course focuses on developing thoughtful, informed responses to central questions about the purposes of social studies teaching, the social studies content that is meaningful for young adolescents, and instructional strategies that both align with the core purposes and support and engage all students in learning social studies. All of these central questions are considered in relation to content and practices that are relevant and engaging to diverse middle grades learners and that focus on a vision of equitable, intellectually challenging social studies teaching?a conception of teaching that promotes all students'? engagement and intellectual development. Co-requisite for this course is MGE 481. In this course the students will: 1. Examine and articulate defensible purposes for teaching social studies in a diverse, democratic society. 2. Examine and analyze effective methods for teaching social studies to students in the middle grades. 3. Experience, study, and evaluate instructional strategies, materials, and assessment tools designed to facilitate students' learning in social studies. 4. Practice developing curricular materials and instruction that promotes all students' engagement and intellectual development through social studies learning.

MGE 474
THE TEACHING OF SCIENCE IN THE MIDDLE GRADES
Graduate
This course offers a comprehensive view of the theoretical principles and practices used in the teaching and learning of science at the middle level. Integrating coursework and fieldwork is designed to offer pre-service teachers experience in the implementation of meaningful science-learning experiences through the use of inquiry processes applicable to diverse populations of students and classroom environments. The course focuses on the development of meaningful habits of inquiry and encourages collaborative effort and reflective praxis in teaching to the unique developmental stage of middle school students. Co-requisite for this course is MGE 481. In this course the students will: 1. Analyze best practices for teaching science to students in the middle grades. 2. Assess science teaching practices for their use in meeting the diverse needs of middle grade students. 3. Appraise curricular materials, including their instructional strategies, materials, and assessments, which are designed to foster students' engagement in the practices of science. 4. Use the science teaching practices that promote middle grade students' engagement in and understanding of science concepts, processes, and habits of mind.

MGE 481
SUPERVISED FIELD EXPERIENCE
Graduate
This course is a supervised, 25 hour, Level 2 field experience that provides students opportunities to apply the course content of MGE 471-4. Ideally, this field experience will take place in the same classroom and/or school as the student teaching placement, to facilitate continuity for students and schools. Co-requisite for this course is MGE 471, or MGE 472, or MGE 473, or MGE 474. In this course, students will: 1. Implement and reflect on lesson plans relevant to middle grades learners from diverse backgrounds. 2. Observe, analyze, and discuss expert middle grades teachers' instructional practices.

MGE 590
STUDENT TEACHING
Graduate
A ten-week Level 3 field experience in a middle grades classroom in one or both of the teacher candidate's content areas. Teacher-candidates are responsible for developing, implementing, and evaluating a program of study, as well as all for other aspects of teaching, for at least three distinct classrooms (in one or both of their content areas). Co-requisite for this course is MGE 591. Student teaching application and approval required. In this course, students will: 1. Implement and reflect on lesson plans and curricular units relevant to middle grades learners from diverse backgrounds. 2. Observe, analyze, and discuss expert middle grades teachers' instructional practices. 3. Engage in professional activity relating to a career in teaching.

MGE 591
STUDENT TEACHING SEMINAR
Graduate
Provides teacher candidates a context for reflecting on their student-teaching experience in relation to their previous coursework. Co-requisite for this course is MGE 590. In this course, students will: 1. Critically reflect upon, discuss, and revise instructional practices to improve middle grades teaching.
MGT 202  
MAKING SENSE OF MANAGERIAL DATA  
Undergraduate
This course is designed to encourage and enable students to think creatively and critically about data analysis as a tool in managerial decision making. Today organizations are swamped with data, however making the most effective and efficient use of that data is a continuing challenge. This course will provide students an opportunity to practice some of the skills associated with turning data into useful information for sound managerial decision making.

MAT 137 or equivalent is a prerequisite for this course.

MGT 219  
FOUNDATIONS OF BUSINESS THOUGHT  
Undergraduate
A journey through the ages of written business history. This course traces the major ideas that writers, philosophers, and economists presented that helped construct the world of commerce. The course discusses readings from Plato, Aristotle, Confucius, Ben Franklin, Emerson, Thoreau, Sun Tzu, Carnegie, Marx, and Henry Ford, among others.

MGT 228  
BUSINESS, ETHICS, AND SOCIETY  
Undergraduate
This course will examine the nature and purpose of economic life and contemporary commerce as understood from the perspective of religious and secular communities, as well as the ethical implications that flow from the various worldviews. Sections of the course critically examine the thought of different religious traditions on specific business-related issues, placing a variety of religious discourses into direct conversation with secular voices regarding ethical business conduct. Cross-listed as REL 228.

WRD 103 or HON 100 or HON 101 is a prerequisite for this class.

MGT 248  
BUSINESS ETHICS  
Undergraduate
An examination of various ethical and moral issues arising in contemporary business and its activities which affect our society and the world. Cross-listed with PHL 248.

MGT 250  
CAREER MANAGEMENT SKILLS  
Undergraduate
This course helps students develop their careers. Students review their skills and interests as they relate to relevant occupations. They acquire career-enhancing skills in job search, career research, goal setting, and action planning. Students create resumes and cover letters, and they enhance their interviewing and networking skills. Through guided exercises and activities, students assess their current career activities and explore appropriate adjustments. This course is designed for students who have declared (or intend to declare) majors in Management or Business Administration.

MGT 300  
PRINCIPLES OF MANAGEMENT  
Undergraduate
Effective application of managerial techniques and concepts to continually improve an organization's competitive position in the marketplace. Topics include management processes, values and attitudes, ethics and diversity, the global environment of management, strategic planning, organizational structures, motivation, leadership, teams, human resources, organizational control, organizational communications, and career management.

Junior standing with at least 88 cumulative units is a prerequisite for this class.

MGT 301  
PRINCIPLES OF OPERATIONS MANAGEMENT  
Undergraduate
Operations management focuses on the effective application of managerial techniques and concepts related to the delivery of services, manufacturing, and supply chain processes. Topics may include operations strategy, forecasting, project management, quality management, supply chain management, facility location and layout, productivity, inventory management, and scheduling.

ACC 101, ACC 102, ECO 105 and (MAT137 or equivalent) are a prerequisite for this class.
This course focuses on the nature and consequences of human behavior in organizations. The prediction, explanation and management of individual and group behavior in the organization is dependent upon an understanding of the concepts of organizational behavior. Classroom experiences will focus on both understanding and practicing these concepts. Topics cover both the individual level - e.g. perception, attitudes, motivation - and the group level - e.g. leadership, group dynamics, communication, power and politics, and decision making.

MGT 300 is a prerequisite for this class.

MGT 307
HUMAN RESOURCES MANAGEMENT
Undergraduate

Concepts, theories, principles and techniques of personnel administration. Job analysis, employment law, recruitment, selection, training and development, employee motivation and performance appraisal, compensation, employee benefit programs, grievances, and labor relations.

Junior standing with at least 88 cumulative units is a prerequisite for this class.

MGT 315
MANAGEMENT SCIENCE
Undergraduate

Management science involves the use of quantitative models to support decisions faced by managers. Topics include model formulation, linear, non-linear and integer programming, transportation, transshipment and assignment formulations, network flow, decision analysis, and multicriteria decision making. Spreadsheet and other software packages will be used to model, solve, and analyze these problems.

MGT 301 is a prerequisite for this class.

MGT 320
TRAINING AND CAREER DEVELOPMENT
Undergraduate

A study of the training and management development practices of organizations. Emphasis is placed on the identification of training needs, program design, choice of training methods and the evaluation of results. The practices and legislation affecting promotion of employees are also discussed.

MGT 307 or (declared HSP Leadership specialization and HSP 382) is a prerequisite for this class.

MGT 322
THE MANAGEMENT & MEASUREMENT OF QUALITY
Undergraduate

The theory and application of the concepts, principles and tools of modern quality control and management in manufacturing and service organizations. Specific topic areas include product design, process control, vendor selection and certification, quality information systems, quality costs, customer contact, and TQM philosophies and techniques.

MGT 301 is a prerequisite for this class.

MGT 323
SUPPLY CHAIN MANAGEMENT
Undergraduate

Analysis of the purchasing function, including sourcing, buying methods, vendor analysis, and contract execution. Organization and management of the supply chain with emphasis on intra and inter-company relationships, especially with logistics and general management.

MGT 301 is a prerequisite for this class.
MGT 325  
SUSTAINABLE MANAGEMENT  
Undergraduate  
This course discusses and analyzes the concept of sustainability within a business and management setting. It will analyze the complex relationship between business and the environment and it will explore the nature of business in today's global context where addressing environmental and social issues is becoming increasingly important. Furthermore, it aims to discuss how the talents of business might be used to solve world's environmental and social problems. Rather than focusing on a 'doom and gloom' approach, the course aims to emphasize the solutions towards a sustainable economy.

MGT 330  
RECRUITMENT AND SELECTION  
Undergraduate  
An examination of the recruiting and selection process used by organizations in the public and private sectors. A select group of tests will be discussed and used by the student for familiarization. EEO, Affirmative Action, and other legislation affecting recruiting and selection of employees will be discussed.

MGT 307 or (declared HSP Leadership specialization and HSP 382) is a prerequisite for this class.

MGT 335  
COMPENSATION & BENEFITS  
Undergraduate  
The course has two major goals. The first is to learn how to design a pay system that is efficient, legally compliant, and fair/ethical. This is done through such topics as pay strategy, job descriptions, job evaluation, pay surveys, pay structures, pay increases, and legal compliance. The second goal is to learn how to design a benefits plan that supports company objectives and values. This is done through such topics as legal compliance, retirement plans, health insurance plans, social security, workers' compensation, and work-life benefits.

MGT 307 or (declared HSP Leadership specialization and HSP 382) is a prerequisite for this class.

MGT 340  
LEADERSHIP IN SPORTS: LESSONS FOR COACHING IN THE WORKPLACE  
Undergraduate  
A framework of leadership and coaching is utilized to critically examine the effectiveness of several sports' coaches and their leadership/coaching styles, as they motivate players to achieve their maximum level of performance. Lessons from leading sports' coaches are then applied to the workplace, where managers motivate employees to perform to their potential. The course also highlights the importance of unique situations in both the sports and workplace arenas. Major topics to be covered include roles of coaches and players, skills of coaching, coaching teams, and "flow" in sports and organizations.

MGT 345  
SERVICE SECTOR MANAGEMENT  
Undergraduate  
The intangible nature of services creates special challenges for the management of service organizations. These challenges are considered through examples drawn from various service industries - e.g., banking, transportation, hotel/restaurant, and retail - and from internal service functions such as personnel, information processing and production planning. Discussion, exercises, and assignments focus on the nature of service operations, decisions faced in the management of services and tools available to facilitate effective and efficient service delivery. Topics covered include: the service economy, service concept, design of service delivery systems, staffing delivery systems, capacity management, quality control, and service strategy.

MGT 301 is a prerequisite for this class.

MGT 345  
GLOBAL HUMAN RESOURCE MANAGEMENT  
Undergraduate  
Concepts, theories, principles and techniques for effectively managing a workforce globally. The focus is on effective strategies relating to human resource strategy, staffing, development, performance management, remuneration management, legal/regulatory compliance and employee/labor relations in geographically dispersed and culturally diverse organizations. The purpose of the course is to help students understand the issues related to effectively managing a workforce in a global organization and how human resource strategies and programs can enable the workforce to contribute to organizational success.

MGT 300 is a prerequisite for this class.
MGT 355
NEGOTIATIONS
Undergraduate
This course relies upon experiential learning to enhance students' ability to get what they want through the negotiation process. It is a 'skill building' course designed to help each student become more persuasive --- both personally and professionally. The course makes use of lecture, class discussion, various 'street negotiation' assignments, and a major bargaining exercise. It enables students to compete effectively in future negotiations.

MGT 300 is a prerequisite for this class.

MGT 356
SPORTS MANAGEMENT
Undergraduate
Students will examine the major issues facing sport managers in a variety of sport organization settings. Through the lens of organizational theory and behavior, areas explored include professional, Olympic, collegiate, and youth sport. Other areas of focus will include sponsorship, technology, legal issues, and emerging issues through course projects and case studies. Students will be exposed to various disciplines/careers through guest lecturers in the sports industry and/or on-site experiences.

MGT 300 is a prerequisite for this class.

MGT 357
INTERNATIONAL BUSINESS
Undergraduate
This course is designed to develop students' knowledge and the skills needed to face the challenges of globalization. It provides participants with the global perspective required to expand their intercultural communication competencies and conduct business internationally. The subjects scheduled are diversified in nature and scope. They cover many fields of knowledge such as the multi-national company's environment, culture, strategy and organization as well as the role of managers in today's global business. The course topics and assignments are intended to enrich participants' professional and personal lives.

MGT 300 is a prerequisite for this class.

MGT 360
LEADERSHIP
Undergraduate
Leadership is a social influence process, the success of which is dependent upon certain skills (e.g. communication, conflict resolution) and situational factors (e.g. task characteristics, organizational structure). This course applies traditional and contemporary leadership theory to the development of individual leadership skills. Classroom experiences focus on understanding and practicing skills associated with effective leadership.

MGT 300 is a prerequisite for this class.

MGT 361
ORGANIZATIONAL DEVELOPMENT
Undergraduate
Techniques of organizational design and development with emphasis on the methods of planned and controlled change of the organization to insure its survival in a changing external environment. The interdependent elements of people, structure, tasks and technology will be examined and related to changes in problem-solving and renewal processes of personnel in the organization. Various phases of the OD process including changes in employees' attitudes, resistance to change, survey feedback, team building, sensitivity training, Quality of Work Life, and intervention techniques will be explored.

MGT 300 is a prerequisite for this class.

MGT 370
BUSINESS PLAN DEVELOPMENT
Undergraduate
A business plan is an important strategic tool required to help establish the direction of an enterprise and attract capital required to run the business. It incorporates and integrates the functional areas of business and puts into practice many of the concepts and theories acquired in other classes. It describes the overall business venture, the product or service, the customers, the competition, the marketing, the legal structure, the operations, the human resources plan, the break-even analysis, the financing and all those things that are required to run a business. It helps to identify many unanticipated factors and reality-tests critical assumptions, thereby creating a roadmap for a successful enterprise. Students are encouraged to identify a business opportunity and develop their own business plan.

MGT 301 is a prerequisite for this class.
MGT 373
CREATIVITY & ENTREPRENEURSHIP
Undergraduate
This course will provide an overview of the opportunity recognition and evaluation process by examining how people, the industry, and the social environment interact to identify, create and shape entrepreneurial opportunities. The focus of this course is on creativity and innovation within an entrepreneurial context. Students learn creative tools and applications to assist in designing new business ideas and ventures.

MGT 300 is a prerequisite for this class.

MGT 374
ENTREPRENEURSHIP LAW
Undergraduate
This course is designed to explore legal issues which an entrepreneur will face when starting up his or her business. For example, should a person set up her start-up venture as a sole proprietorship, partnership, corporation or limited liability company? This course follows the development of a successful start-up all the way to the IPO.

BLW 201 is a prerequisite for this class.

MGT 393
INTERNSHIP AND MANAGEMENT CONSULTING PROGRAM
Undergraduate
Students encounter real work experience improving linkages between classroom efforts and the business world.

Junior standing with at least 88 cumulative units is a prerequisite for this class.

MGT 398
SPECIAL TOPICS
Undergraduate
Content and format of this course are variable. An in-depth study of current issues in management. Subject matter and prerequisites will be indicated in class schedule.

Junior standing with at least 88 cumulative units is a prerequisite for this class.

MGT 399
INDEPENDENT STUDY
Undergraduate
Available to students of demonstrated capability for intensive independent work in management.

Junior standing with at least 88 cumulative units is a prerequisite for this class.

MGT 455
ESSENTIALS OF OPERATIONS MANAGEMENT
Graduate
This course covers topics that are applicable to a wide variety of project and operations management techniques. Project management topics include project organization, qualifications and roles of the project manager, project leadership, team building, and the management of conflict and stress in projects. Operations management topics include operations strategy, forecasting, capacity management, quality management, supply chain management, facility location and layout, productivity, inventory management, and scheduling.

Status as a graduate accountancy student is a prerequisite for this class.

MGT 500
MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
Graduate
Students will critically examine ethical and creative methods to solve problems related to managing individuals and teams. Students utilize feedback from a developmental assessment center assessing their managerial and interpersonal skills. Personal development plans are created and skills developed throughout the course. Skill development domains include perception, attribution, motivation, learning leadership, communication, team development, managing change and conflict, decision-making, power and politics and business ethics.

Reserved for Kellstadt students or CDM students in select programs.
MGT 501
STRATEGIC SUPPLY CHAIN MANAGEMENT
Graduate
This course examines how operations related strategic decisions can lead to improved market and competitive performance. We view the supply chain (of products or services) from a strategic point of view. The design of an expedient logistics system is critically linked to the key decisions and objectives of a responsive and efficient supply chain (forecasting, aggregate planning, inventory management, matching supply with demand, transportation, location and information). We cover those topics with cases, spreadsheets and simulations to illustrate and help understand how logistical decisions impact the performance of the firm as well as the entire supply chain. Offered once a year.

MGT 502
OPERATIONS MANAGEMENT
Graduate
At its core, business is about providing a superior product or service. This course analyzes the processes used to deliver products in the marketplace. World class firms have demonstrated that effective operations management can be a potent competitive weapon. This course addresses the key operations and logistical issues in service and manufacturing operations, which have strategic as well as tactical implications. Both quantitative and qualitative techniques and principles used by leading organizations are examined. Offered every quarter.

GSB 420 or status as a MS-BIT student is a prerequisite for this class.

MGT 504
FUNDAMENTAL OPERATIONS MANAGEMENT
Graduate
Fundamental Operations Management provides an introduction to the basic and pragmatic issues faced by operations managers. Major practices in operations management, such as operations strategy selection, process improvement, inventory management, project management, and quality issues are covered to help students understand the role of operations management in an organization and between organizations (supply chain). More specifically, the course educates students in strategic thinking (operations strategy selection, supply chain management), doing (inventory management, project management, quality management), and feeling (ethical issues in cross-border supply chains, lean production, continuous improvement).

GSB 420 is a prerequisite for this class.

MGT 506
DECISION MAKING FOR MANAGERS
Graduate
This course addresses Simon's three-phase problem-solving model. Students learn how to improve problem diagnosis through statistical and logical tools, creatively generate alternative solutions, and make effective decisions through decision analysis and by building decision support models. Students will use a various spreadsheet applications to aid in the decision-making process. Offered once per year.

MGT 502 or MGT 504 is a prerequisite for this class.

MGT 508
QUALITY MANAGEMENT SYSTEMS
Graduate
Organizations seeking to improve their customer satisfaction, operating efficiency, and profitability frequently turn to quality management initiatives—including; Total Quality Management, Business Process Reengineering, Six Sigma, and ISO Quality Standards. The lessons learned through the success and failure of these programs provide valuable insights to managers seeking to achieve performance excellence within their own organizations. The course relies on the Malcolm Baldrige National Quality Award framework and case analysis to explore successful quality management initiatives. Offered twice a year.

MGT 502 or MGT 504 is a prerequisite for this class.

MGT 515
SUSTAINABLE MANAGEMENT
Graduate
This course discusses and analyzes the concept of sustainability within a business and management setting. It will analyze the complex relationship between business and the environment and it will explore the nature of business in today's global context where addressing environmental and social issues is becoming increasingly important. Furthermore, it aims to discuss how the talents of business might be used to solve world's environmental and social problems. Rather than focusing on a 'doom and gloom' approach, the course aims to emphasize the solutions towards a sustainable economy.
MGT 519
SPORTS MANAGEMENT
Graduate
Students will examine the major issues facing sport managers in a variety of sport organization settings through course projects and case studies. Through the lens of organizational theory and behavior, areas explored include professional, Olympic, collegiate, and youth sport. Other areas of focus will include community and fitness centers, sponsorship, technology, legal issues, and emerging issues. Students will be exposed to various disciplines/careers through guest lecturers in the sports industry and learn current management issues from industry experts.

MGT 521
MANAGEMENT OF FAST GROWING FIRMS
Graduate
Alternative growth strategies for companies in the second stage of their life cycle are examined. After initial start-up, a unique set of problems and constraints confront the firm limiting its growth. Expansion of product line and services, new market development, redefinition of organizations, financial resource allocation, second stage financing using a case study approach, and going public are some issues that are covered. Proposed revisions are critically evaluated. Offered once a year.

MGT 500 and ACC 500 are prerequisites for this class.

MGT 523
RECRUITMENT AND SELECTION
Graduate
An advanced study of current recruitment and selection practices of organizations both public and private. Emphasis is placed on common tests that are used and an examination of these tests for applicability in specific situations. Legislation related to EEO an Affirmative Action programs are discussed. Offered once a year.

MGT 554 or MGT 555 is a prerequisite for this class.

MGT 524
LEADERSHIP IN SPORTS: LESSONS FOR COACHING IN THE WORKPLACE
Graduate
A framework of leadership and coaching is utilized to critically examine the effectiveness of several sports' coaches and their leadership/coaching styles, as they motivate players to achieve their maximum level of performance. Lessons from leading sports' coaches are then applied to the workplace, where managers motivate employees to perform to their potential. The course also highlights the importance of unique situations in both the sports and workplace arenas. Major topics to be covered include roles of coaches and players, skills of coaching, coaching teams, and “flow” in sports and organizations.

MGT 525
TRAINING AND CAREER DEVELOPMENT
Graduate
An intensive study of personnel training and development in contemporary organizations. Emphasis is placed upon the identification of training needs, program design, choice of training methods, and evaluation of results. Classroom activities focus on application with students designing and presenting training seminars. Offered once a year.

MGT 554 or MGT 555 is a prerequisite for this class.

MGT 526
COMPENSATION AND BENEFITS
Graduate
The course addresses the total rewards available in an organization. The first goal is to learn how to design a pay system that is efficient, legally compliant, and fair/ethical. This is done through such topics as pay strategy, internal pay alignment, external competitiveness, pay for performance, and legal compliance. The second goal is to learn how to design a benefits plan that supports company objectives. This is done through such topics as retirement plans, health insurance plans, and legally required benefits. The third goal is to learn about work-life programs.

MGT 554 or MGT 555 is a prerequisite for this class.
MGT 529
LIFE AND CAREER COACHING
Graduate
This course is designed to develop your life and career skills to meet the challenges associated with changing careers and changing jobs. Topics include: enhancing your self-esteem, balancing life and career, tapping interests, aptitudes and values, self-marketing, resumes and interviews and strategic career planning to achieve life and career goals. This is a Human Resource Management and a Leadership and Change Management course. Offered once a year.

MGT 530
LEADERSHIP IN ORGANIZATIONS
Graduate
This course utilizes a theoretical framework to provide a foundation of understanding of effective leadership in organizations. The opportunity for self-assessment of leadership strengths and management styles, as well as reflection and action planning for individual leadership development, is also provided. To enhance self-assessment, there are questionnaires, as well as classroom exercises, experienced in a supportive group environment. Examples of effective organizational leadership are also critically examined in case studies. Current leadership topics to be covered include values and vision, strategy, organizational culture, management style, leading groups and teams, and coaching, thus providing analysis from both the macro and micro organizational levels. Offered twice a year.

MGT 535
CHANGE MANAGEMENT AND CONSULTING
Graduate
This course is targeted towards external and internal consultants, as well as managers and other change agents within organizations. Change Management fosters improved competency in the skills necessary during all phases of the change process - from diagnosis, to interventions, through evaluation. Organizational change issues are critically examined, and case studies, exercises, and assessments are utilized, to better understand change from organizational, group, and individual levels. Change models serve as frameworks that emphasize the importance of interactive consultative processes. A major organizational change project is required of all students. Offered twice a year.

MGT 545 is a prerequisite for this class.

MGT 545
MANAGING SERVICE OPERATIONS
Graduate
This course provides an examination of operating activities in service industries. Emphasis is on the principles of design, operation and control of service delivery systems. Lectures, cases and assignments focus on such topics as delivery system design, client interfaces, operations control, capacity management and quality control. Offered once a year.

MGT 502 or MGT 504 is a prerequisite for this class.

MGT 551
GLOBAL WORKFORCE MANAGEMENT
Graduate
Concepts, theories, principles and techniques for effectively managing a workforce in a global organization. Focus on HR strategy, staffing, development, performance management, remuneration management, legal/regulatory compliance and employee labor relations. Completion of MGT 555 is recommended prior to registration in this course.

MGT 554 or MGT 555 is a prerequisite for this class.

MGT 552
MANAGING CULTURAL DIFFERENCES FOR GLOBAL SUCCESS
Graduate
"Managing Cultural Differences for Global Success" course is designed to guide and coach participants on how to work and communicate effectively with people from different cultures. The course provides a hands-on approach for developing cross cultural competency. Comparative cultural models will explain how concepts such as culture, values, time, power, mindsets and thinking patterns differ in the world. We will illustrate with real-life cases pertaining to doing business in Europe, Asia and the Americas.
MGT 554
MANAGING HUMAN CAPITAL
Graduate
Managing Human Capital addresses the role of human capital in business strategy and competitive advantage, high performance work practices, metrics of HR effectiveness. Topics covered include: Legal Context of Human Capital Management; Recruitment and Selection - recruitment sources and tactic; Employee Development and Performance Management; Total Rewards (pay and benefit systems); Employee Relations. Issues of ethics and employee rights are integrated across the above six topics.

MGT 550 is a prerequisite for this class.

MGT 555
STRATEGIC MANAGEMENT OF HUMAN RESOURCES
Graduate
This course will help students understand how the management of people is influenced by the social, ethical and legal environment; by diversity in the work place; by the organizational culture; and by the business strategy. Students will learn how to effectively perform the following HR activities: selecting employees, developing people, evaluations and rewarding performance, and motivating employees. Offered every quarter.

MGT 500 is a prerequisite for this class.

MGT 556
ETHICS AND LEADERSHIP: STREETS OF CHICAGO
Graduate
The innovative Management Department Streets of Chicago course, "Leadership & Ethics," consists of ten on-site meetings with current senior leaders in the Chicago community (followed by in-class discussion sessions). These meetings allow students the exciting and rare opportunity to engage in personalized, in-depth conversations with leaders in government, CEOs and senior executives from for-profit corporations, and directors of nonprofit organizations. The meetings take place at the leader's place of business and will allow for an informal discussion with individuals otherwise known to students only through the media and at a distance. The purpose of these conversations is to gain knowledge about the role of leaders in today's corporate and non-profit environments, the impact of ethics in leadership decision-making and the responsibilities and burdens carried by these individuals. Students learn first-hand from the experiences of these extraordinary success stories so that they can glean the critical elements necessary for successful and ethical leadership. In-class sessions subsequent to each leadership meeting will involve briefings on key issues facing the leaders involved, analysis of risk assessment and management, and critical review of leadership decision-making in order to most effectively explore the actual process of leadership and the development of leadership capability and qualities. As such, the course is designed to serve both those students who are interested in leading their own entrepreneurial ventures, as well as those who seek leadership roles in larger corporations or other organizations.

MGT 557
INTERNATIONAL MANAGEMENT
Graduate
The object of this course is to develop clear awareness of the international business operations, practices and environment. It provides the concepts, methods and tools necessary to face the global challenges in international management. The objective is met through lectures, classroom discussions, library assignments and research work. Students will learn the effective use of the international business references. By the end of the course, they are expected to have developed a high level of competency in acquiring, understanding, analyzing and synthesizing international management information from international business directories, databases and CD-ROMs.

MGT 559
HEALTH SECTOR MANAGEMENT
Graduate
This graduate level, hands-on course will discuss the evolution and current trends in the delivery and financing of health goods and services in the biotechnology, pharmaceutical, medical device, and health services delivery industries within the health sector. This course will equip students with the ability to use managerial epidemiology as a decision making tool in marketing and operations in the health sector. Ultimately, this course will enable students to apply Michael Porter's Five Forces Model to analyze and manage the various industries within the health sector. This course will use lectures, role plays, simulations, and the case method. Offered once a year.
**MGT 562
RESOLVING CONFLICT IN ORGANIZATIONS**  
Graduate

Comprehensive study and skill building exercises devoted to the development of skills necessary for managers to resolve and manage conflict within their organizations. For illustrative purposes, discussions and exercises will be in the context of employment disputes, discrimination disputes, and/or labor-management disputes. However, the skills attained in the course may be successfully used to resolve any type of conflict. Included will be a discussion of various dispute resolution methodologies including the mediation, arbitration, and investigation of asserted conflicts, real or perceived, as well as the design of dispute resolution processes and related issues of organizational fairness, justice, and ethics. Offered once a year.

**MGT 563
NEGOTIATION SKILLS**  
Graduate

The nontraditional course relies predominantly upon experiential learning to enhance students' ability to get what they want through negotiation. It is a skill-building course designed to help each individual student become persuasive, both personally and professionally. The course makes use of lecture, class discussion, various stress negotiation assignments and a major bargaining exercise. It builds upon failures as well as successes, enabling students to identify their own individual negotiations style. Students completing the course will have developed the ability to compete successfully in future negotiation situations at all levels and to refine the tools and techniques they learned during the quarter. Offered three times a year.

**MGT 564
STREETS OF CHICAGO: HEALTHCARE MANAGEMENT**  
Graduate

This graduate level course will equip management, marketing, finance, and accounting students with the knowledge necessary to apply their specific expertise into one of the fastest growing sectors of the global economy. Upon completing this course, students will be exposed to not only the latest theories, techniques, and best practices but also some of the key players in Chicago's health insurance, biotechnology, pharmaceutical, hospital, and group practice industries.

**MGT 565
EMPLOYMENT LAW**  
Graduate

The purpose of the course is to identify how a supervisor or firm owner is legally regulated in connection with the management of her or his workforce, as well as the management implications of the regulation. In this way, the student will learn of the legal ramifications of human resource management decisions. Topics which will be addressed include discrimination on the basis of age, gender, race, religion, disability and national origin, sexual harassment, drug and other forms of testing, regulation of hiring and firing decisions, privacy rights and regulation of off-work conduct. Class activities may also focus on understanding bias and prejudice in managerial decision-making.

MGT 554 or MGT 555 is a prerequisite for this class.

**MGT 566
HEALTH INSURANCE & BENEFITS**  
Graduate

This course is a primer on healthcare insurance and benefits programs in the United States. Emphasis will be placed on employer group plans through which most American gain access to the healthcare delivery system and receive assistance with the cost of their medical expenses. We will survey the demand for healthcare, the regulatory environment, and the predominant public and private sector health insurance programs. The challenges and perspectives of providers, insurers, and employers will be discussed, as will important ethical considerations. The course will also review benefit programs typically provided through employers with an emphasis on group medical plans, including plan types, design, effectiveness, and the development of premium rates. It will conclude with discussions of the latest healthcare reform developments and trends defining the future of the healthcare system.

**MGT 570
ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT**  
Graduate

The focus of the course is on new venture initiation and the preparation of a business plan that can be used to generate financing and to begin operations in a new business enterprise. It examines the critical factors involved in the conception, initiation and development of new business ventures. Topics covered include the identification of characteristics of prospective entrepreneurs, identifying innovations, market potential analysis for new products or services, acquiring seed capital, obtaining venture capital for growth or purchase of an existing business and organization and operation of the new business. Each student is required to develop a business plan which will be presented to the class. Students wishing to start, develop, acquire, sell or merge a business are encouraged to do so. Offered three times a year.

MGT 500 and ACC 500 are prerequisites for this class.
FINANCING NEW VENTURES
Graduate
This course will focus on identifying, examining and evaluating various sources of original and growth capital. Emphasis will be on legal, financial and tax issues related to capital formation as well as specific problems experienced by the small-to-medium-sized firms undergoing rapid growth. Topics discussed will include financing startups, financial planning and strategy, going public, selling out and bankruptcy. A formal proposal for capital acquisition developed through field research will be required of each student. Cross-listed with FIN 571.
FIN 555 is a prerequisite for this class.

CORPORATE VENTURES AND MANAGEMENT
Graduate
The focus of this course is on how corporations develop new ventures. It critically examines the circumstances that make it possible for employees to contribute their venture ideas to the corporate objectives and describes techniques that stimulate such ideas. Although the primary focus will be on the employee and how the individual can be entrepreneurial within a corporate structure, the course also examines how the corporation can systematically encourage innovation. Case studies of corporate ventures projects will be reviewed. Offered once a year.
ACC 500, MGT 500 and (MGT 502 or MGT 504) are prerequisites for this class.

CREATIVITY & INNOVATION IN BUSINESS
Graduate
This course explores the nature and role of creativity in organizations. Theories and modes of creative thinking, and the link between creativity and innovation are presented. The course format is largely experiential, with emphasis on group and individual exercises, techniques, simulations and cases, through which students will investigate the creative process in a variety of organizational settings. The role of managers and team members in nurturing and sustaining a creative enterprise is discussed. The course is designed to open students to the creativity within themselves and organizations, and to the tools with which creativity can be managed to promote innovation and enhance organizational effectiveness as well as satisfaction and quality of work life. Offered four times a year.

COACHING FOR LEADERSHIP, PERSONAL SUCCESS & PEAK PERFORMANCE
Graduate
Developing executive coaching competencies for "managers as coach" is the keynote of this course. Grounded in positive psychology and the science of human flourishing, participants will identify and apply strengths based interventions to promote organizational effectiveness, career success and life fulfillment. Students will learn and deploy the GROW model of coaching, motivational interviewing, solution focused coaching, mindfulness, and goal focused approaches to help people achieve change. Participants will also enhance their own ability to create presence, build trust, manage self-awareness, listen, ask powerful questions, design actions and manage accountability. Working from a place of purpose and intention course participants will harness competitive advantage, explore finding flow, managing stress, maintaining optimism, and creating balance in work, health and family.

MANAGEMENT OF INNOVATION AND TECHNOLOGICAL CHANGE
Graduate
The ability to manage technological innovation has become an increasingly essential requirement for business people regardless of functional specialty. The objective of this course is to explore ways to create environments that are conducive to technological innovation. Throughout the course students examine practices, models, and approaches that established, as well as new, organizations employ to promote innovative practice, technological change, and new technologies. The following topics will be covered: the innovation process, managing technical people, the impact of organizational design on innovation, knowledge management, cross function teams and exploiting new technologies. Students will research new technologies and discuss potential business applications and issues associated with those technologies. Offered once a year.
MGT 595
SOCIAL ENTERPRISE
Graduate
This course explores principles and applications of value generation in social entrepreneurial settings. Participants will learn how entrepreneurial ventures go beyond traditional non-profit and for-profit realms to generate different kinds of value with a distinct social enterprise approach that transcends both frontiers. The course surveys concepts from traditional entrepreneurship in the context of social sector environments and emphasizes topics such as fee-based revenue, multiple denominations of value, and social impact. Joint contributions from graduate students in the College of Business and the School for Public Service deepen the exploration of the full social enterprise realm. The course experience revolves around student-led team consulting projects with several mission-driven ventures in Chicago.

MGT 598
PROJECT MANAGEMENT
Graduate
This course covers management techniques that are applicable to a wide variety of project types including new product development, business start-ups, marketing campaigns, facility relocations, construction, research programs, and special events. Emphasis is on scheduling, budgeting, and control including the selection and application of project management software. Other topics include project organization, qualifications and roles of the project manager, project leadership, team building, and the management of conflict and stress in projects. Offered three times a year.

MGT 793
MANAGEMENT INTERNSHIP
Graduate
This is a unique opportunity in which interns gain and develop managerial skills, providing a link to mastering the dynamics of running a business. This hands-on experience allows the intern to apply his or her skill/wisdom to the work place and provides invaluable knowledge that is crucial for future advancement. While building an impressive resume for further job opportunities, the intern will be immersed in a stimulating environment with a pool of established resources. In addition, networking opportunities avail themselves to build future relationships.

MGT 798
SPECIAL TOPICS
Graduate
Content and format of this course are variable. An in-depth study of current issues in management.

MGT 799
INDEPENDENT STUDY
Graduate
Available to graduate students of demonstrated capability for intensive independent work in management.

MGT 347
HEALTH CARE MANAGEMENT
Undergraduate
This course will focus on the complexities of health service delivery to diverse populations using performance improvement, quality management, innovation and entrepreneurship frameworks. This course focuses on the history and evolution of quality, its terms, principles, theories, and practices. This course will provide students with a basic knowledge and deeper understanding of the connection between health issues, health delivery strategies, compassion, diversity, advocacy, and social justice so that they may be more effective in serving the needs of all people.

MGT 507
GLOBAL SOURCING AND PROCUREMENT
Graduate
This course introduces the issues and processes in sourcing raw materials and parts, such as supplier selection, supplier management and other strategic issues. It explores the central concepts of organizational procurement, global sourcing and interfaces of these to the other areas of an organization. The course takes a strategic approach to explaining sourcing and procurement for sustainable long term success of the organization.
MGT 509
PRODUCTION AND INVENTORY MANAGEMENT
Graduate
This course aims to develop a better understanding of production, operations, inventory, and supply-chain management problems, and provide foundations for deterministic and stochastic models/methods needed to solve these problems. Students in this course will learn production and inventory control models such as lot-sizing, dispatching, scheduling, releasing, and material requirements planning.

MGT 511
TRANSPORTATION AND LOGISTICS
Graduate
This course is focused on understanding capacity development, multi-modal transport, freight consolidation, network alignment, and synchronization. It develops the principles, practices, and tools required to address major issues and tradeoffs in domestic and international transportation including key financial and performance indicators for transportation and design of supply chains to minimize transportation and distribution costs.

MGT 516
SUPPLY CHAIN AND TECHNOLOGIES SEMINAR
Graduate
This 5-week long seminar is designed to introduce students to the latest business technology for logistics and supply chain systems. Without efficient information capturing, processing, and exchange among various business entities in today's supply chain and logistics environment integration of business processes cannot be accomplished. This seminar will provide a working knowledge of the latest information and communication technologies in logistics and an interactive environment in which students can learn and practice their skills in supply chain applications.

MGT 517
EMERGING ISSUES IN SUPPLY CHAIN MANAGEMENT SEMINAR
Graduate
This 5-week long seminar is designed to familiarize students to the current issues and debates in supply chain management. In this seminar students will learn about legal, regulatory and compliance related issues such as conflict minerals as well as ethical, such as human rights in sourcing and security related topics such as counterfeit products. Topics of discussion will be dynamic to closely follow the debates in the industry.

MGT 583
TEAM FIELD IMMERSION PROGRAM
Graduate
In this course, students will work with actual organizations on projects that improve the efficiency and effectiveness of the firm. The projects and organizations that best fit the Vincentian mission will be selected. This course extends the skills learned in the Management Consulting and Project Management courses and serves as a Capstone project for students graduating from the program.

MGT 584
CONSULTING SKILLS
Graduate
This course focuses on developing knowledge and skills required to effectively engage in human capital consultation. Students will be introduced to the full range of consultation activities including but not limited to: client contracting and proposal writing, problem diagnosis, data collection and analysis, client feedback, intervention design and evaluation. Further attention is given to issues related to consultation models, client readiness, boundaries of expertise and ethics. The course places a strong emphasis on practice and will require student teams to engage in consultation to a non-profit organization during the quarter. This course is relevant to those who are interested in external management consulting careers or whose future job interest includes internal consulting to staff or management such as human resources or organization development professionals.

MIS 140
MANAGEMENT INFORMATION SYSTEMS
Undergraduate
This is an introductory course in MIS. It emphasizes the use of information technology to support business operations and management, including the use of spreadsheets to analyze and represent data. Topics include strategic uses of IT, databases, data warehouse, decision support and artificial intelligence, e-commerce, systems development, IT infrastructure, network security, social, ethical and legal considerations. Formerly MIS 340.
MIS 350  
BUSINESS SYSTEMS ANALYSIS  
Undergraduate  
This course focuses on the planning, analysis, and requirements specification phases of systems development life cycle. It covers business modeling, process management, requirements gathering and other topics used by business analysts and consultants. Topics include planning and analysis techniques, the system development life cycle (SDLC), data flow diagrams, data gathering, network diagrams, Gantt charts, business process reengineering, joint application design, use case diagrams, flow charts, decision trees, decision tables, and structured English.

MIS 140 or MIS 340 is a prerequisite for this class.

MIS 360  
SYSTEMS ANALYSIS AND DESIGN  
Undergraduate  
This course prepares students to pursue careers in systems analysis and design. It emphasizes object-oriented systems analysis and design techniques using UML. Students learn about activity, use-case, class, sequence, state chart, and other UML diagrams used by systems analysts. The course covers all phases of the SDLC. Students work in project groups to solve a real-world problems.

IT 130 and an intended or declared MIS, IT, IS or E-Business major are a prerequisite for this class.

MIS 362  
INFORMATION SYSTEMS PROJECT MANAGEMENT  
Undergraduate  
The course prepares students to become project managers. It covers IS project management concepts, techniques, tools, project issues, roles and responsibilities of project leaders. Topics include, but not limited to, resource allocation, scheduling, budgeting, monitoring, controlling, use of Gantt charts, precedence analysis, PERT, and CPM. Students use Microsoft Project.

(An MIS major or E-Business Major and MIS 360) or (an MIS minor and MIS 350) are a prerequisite for this class.

MIS 366  
INTERNET TECHNOLOGIES IN BUSINESS  
Undergraduate  
The course will be an introduction to internet technologies with particular focus on World Wide Web and e-business applications. Topics include internet technology application framework, attributes of e-business applications, client and server side processing, web servers, Java, J2EE and Microsoft's .NET, accessing enterprise data, HTTP security, certificates and CA, XML and e-business integration, latency and workload management, and wireless access. Students will work in groups and will be required to do one design proposal and make one presentation using Visio.

IT 130 is a prerequisite for this class.

MIS 370  
DATABASE MANAGEMENT SYSTEMS DESIGN AND DEVELOPMENT  
Undergraduate  
This course is designed to prepare students to pursue careers in database management. It covers topics such as entity relationship modeling, normalization, SQL, database design principles, data warehousing, transaction management, and database administration. Students will complete assignments and a group term project using Microsoft SQL Server.

MIS 140 is a prerequisite for this class.

MIS 398  
SPECIAL TOPICS  
Undergraduate  
Special Topics

MIS 399  
INDEPENDENT STUDY  
Undergraduate  
Independent Study is available to students of demonstrated capability for intensive independent work in management information systems.
MIS 555
MANAGEMENT OF INFORMATION TECHNOLOGY
Graduate
This course focuses on the management and use of information technology (IT). As the use of IT in society grows, particularly in business, our graduates are likely to become responsible for managing some technology resources and to participate in IT planning and development projects as founders, sponsors, team members, managers of development or end-user developers. Students should become effective users and evaluators of information, IT, and information services. The course explores a number of IT-related topics such as the strategic role of IT, IT planning and architecture, building the telecommunication highway system, management issues in systems development, the expanding universe of computing, group support systems, intelligent systems, electronic document management, and managing the human side of systems.

MIS 673
DATA MANAGEMENT
Graduate
Data has been recognized as an important corporate resource and databases have evolved into a central component of business information systems. Topics include semantic data modeling using entity-relationship and object models; data structuring with normalization; relational database design, implementation and manipulation with SQL (Structured query language); and some evolving technologies such as data warehousing, on-line analytical processing, object-oriented databases, and data visualization. Hands-on exercises include the use of a relational database system with SQL and data modeling CASE (computer-aided software engineering) tools.

MIS 674
SYSTEMS ANALYSIS AND DESIGN
Graduate
The focus of this course is on the early phases of information systems development starting with requirements analysis and specification. Alternative systems development methodologies including conventional structured approaches are reviewed but the emphasis is on distributed processing together with object-oriented analysis and design, rapid application development and prototyping, the use of CASE (computer aided software engineering) tools and GUI (graphical user interface) design with event-driven computing.

MIS 683
INFORMATION TECHNOLOGY STRATEGY AND ARCHITECTURE
Graduate
This course addresses the fundamental aspects of developing an information technology (IT) strategic plan and the enabling IT architecture to support enterprise business processes. Students explore the importance of strategic alignment of business and technology as well as the contribution IT has on the value chain. Students will be able to more effectively use and manage IT from an enterprise view and from an architectural perspective. The course includes lectures, practical case discussions and current events in the industry. It also explores how IT can be leveraged to improve shareholder value, customer satisfaction and the competitive position of the firm. This is intended to be an advanced level managerial course for practitioners who have ambitions to be a senior IT executive, management consultant or a technical analyst.

MIS 798
SPECIAL TOPICS
Graduate
Content and format of this course are variable. It involves an in-depth study of current issues in information systems and technology. Subject matter constantly changes and will be indicated in class schedule.

MIS 799
INDEPENDENT STUDY
Graduate
Available for graduate students of demonstrated capability for intensive independent work in information systems.

MKT 202
QUANTITATIVE METHODS IN MARKETING
Undergraduate
This course explores quantitative techniques commonly used in business to aid in marketing decision making. It explores the concepts which underlie techniques and provides skills to understand and manipulate data using Excel. Statistics that are frequently used in marketing are taught. This course should be taken as soon as you decide to pursue a major or minor in Marketing.

MAT 137 or equivalent is a prerequisite for this class.
MKT 250
NAVIGATING MARKETING CAREERS
Undergraduate
The course is designed to provide an understanding of the various marketing career options available for early-career marketing professionals. Based on a deep understanding of individual strengths and weaknesses, this course will help students to find the marketing role that leverages their strengths. Additionally, this course prepares students to create and manage a successful marketing job-search campaign. Elements of the campaign include resume development for marketing roles, cover letters, developing and using networking skills, interview preparation, managing interview anxiety, salary negotiation, etc.

MKT 301
PRINCIPLES OF MARKETING
Undergraduate
Marketing 301 introduces basic marketing terminology and the relationships between and among these terms relevant to the creation and implementation of basic marketing strategy. The course content also focuses upon the controllable and uncontrollable variables which have bearing on the success or failure of marketing programs. The course also provides students with opportunities to demonstrate their ability to connect concepts discussed in the text and those same concepts appearing in academic and practitioner publications and popular business periodicals.

MAT 137 or equivalent is a prerequisite for this class.

MKT 305
INTRODUCTION TO MARKETING RESEARCH
Undergraduate
This course focuses on how to match research design (exploration, surveys, observation and experiments) with an organization's marketing problems. You will learn how to: design questionnaires, collect and analyze survey data, prepare and conduct focus groups and design experiments. Some knowledge of statistics required.

(MKT 202 or FIN 202 or MGT 202) and MKT 301 are a prerequisite for this class.

MKT 310
CONSUMER BEHAVIOR
Undergraduate
An analysis of the environmental, social and psychological factors that influence an individual's consumer decisions. Specific areas studies will be consumer motivation, attitudes, learning and decision processes, as well as lifestyles, reference groups, communication and cultural influences.

MKT 301 is a prerequisite for this class.

MKT 315
STRATEGIC TOOLS FOR MARKETERS
Undergraduate
This course provides depth of knowledge to understand and apply important and relevant concepts in marketing such as market demand forecast, product positioning, pricing, marketing performance assessment, and product design. The course covers several hands-on tools that are frequently used by marketers and business-people to generate deep customer insight to aid decision-making in the above-mentioned areas.

MKT 202, MKT 301 and MKT 310 are a prerequisite for this class.

MKT 320
PRINCIPLES OF ADVERTISING
Undergraduate
Development of an understanding of the principles, processes, and methods employed in advertising and sales promotion of products and services directed toward consumers and business. Discussion will involve understanding the behavior of the target audience, developing advertising, budgeting for advertising, creating the message and media strategy, and measuring the effectiveness of the advertising program.

(MKT 202 or MGT 202 or FIN 202) and MKT 310 are a prerequisite for this class.
MKT 321
SOCIAL MEDIA MARKETING
Undergraduate
In this course students gain a better understanding of what social media is and how businesses and individuals are using it to build awareness, increase visibility, and engage in conversations with their customers. Students also gain an understanding of the various benefits of social media, and insight into the relatively low cost and high scalability.

MKT 301 is a prerequisite for this class.

MKT 340
MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS
Undergraduate
The course is designed to challenge students to think critically about culture and international marketing, with an emphasis and perspective on multicultural markets. The course is structured to examine cross-cultural and intercultural approaches that intertwine with the international business environment and the impact that both have on the marketing of goods and services.

MKT 301 and MKT 310 are a prerequisite for this class.

MKT 352
NEW PRODUCT DEVELOPMENT
Undergraduate
An introduction to the various types of new products and services, and to the new product management process used by many firms to increase the likelihood of success while minimizing financial risk. Students will learn about new product conceptualization, development, and launch stages of the process, and be introduced to some of the tools and techniques employed in each.

(MKT 202 or FIN 202 or MGT 202) and MKT 301 are a prerequisite for this class.

MKT 356
MARKETING ANALYSIS AND PLANNING
Undergraduate
The first course of the IME sequence addresses marketing information gathering, analysis and planning. Students will learn how to conduct secondary research at the company and industry level for analysis of a firm's competitive situation. This analysis will be drawn from real-time cases from sponsoring Chicago-area companies. Emphasis is placed on teamwork and effective communication in oral and written presentation. Students will learn to analyze a firm's industry and competition as well as how to identify a target market and position a product. Milestones will include the preparation and presentation of the situation analysis elements of a marketing plan, as well as a presentation to the client company. Offered every Autumn.

Acceptance into the IME program is a prerequisite for this class.

MKT 357
MANAGEMENT OF MARKETING
Undergraduate
The second course in the IME sequence acquaints the student with the knowledge and skills necessary for the management of marketing activities including marketing plan preparation and tactical decision-making in changing situations. (1) Students will build upon the situation analysis and presentation skills acquired in the IME Level I, by developing skills necessary to prepare and present a marketing plan. (2) Tactical managerial decisions to be addressed include product/service management, competitive pricing decisions, distribution, and promotion decisions as faced by the manager of marketing activities in the day-to-day life of the firm. Students will learn to develop sales forecasts and budgets and apply control and analysis techniques to evaluate marketing operations. Course milestones will include market plan development and presentation to internal as well as external groups, and the presentation of analysis and recommendations to address the day-to-day management of marketing operations. Students will work in teams to address a marketing problem provided by a sponsoring Chicago-based company. This problem will require students to use available secondary data to analyze the current market situation and analyze and interpret primary data necessary to make decisions. Offered every Winter.

Acceptance into the IME program is a prerequisite for this class.
MKT 358
MARKETING IN A GLOBAL ENVIRONMENT
Undergraduate
This final course in the IME sequence provides a strategic perspective for marketing management in a global environment. The course will address company organization, industry structure, firm's competitiveness, marketing activities, and market-entry strategies. Course milestones will address the issues and decisions normally associated with international market expansion. The course is a hands-on learning experience for the student/team through the introduction and interaction with a Chicago-based company currently involved in international business. Offered every Spring.

Acceptance into the IME program is a prerequisite for this class.

MKT 359
ADVANCED MARKETING MANAGEMENT
Undergraduate
This course will familiarize students with the role of the marketing manager in charting the direction of a business, and formulating strategies to create or sustain competitive advantage. It provides knowledge and skills to help students identify, analyze, and address marketing problems and opportunities, and enable them to make effective business decisions.

(MKT 202 or MGT 202 or FIN 202) and MKT 310 are a prerequisite for this class.

MKT 360
INTERNATIONAL MARKETING
Undergraduate
The course is designed to provide students with an understanding of international marketing within a global framework. The course focuses on marketing concepts, theories, and principles applicable to international marketing management. The course is structured to examine the environmental factors (political, economic, cultural, and demographics) that drive host-country governments' goals and objectives that affect firms and industries operating in developed and emerging markets of the world. Emphasis is placed on marketing strategies to emerging economies in different regions of the world and to how to start, develop and become a truly global marketing force today.

MKT 202, MKT 301 and MKT 310 are a prerequisite for this class.

MKT 376
EFFECTIVE BUSINESS COMMUNICATION
Undergraduate
This course is designed to expand the participant's communication skills through the application of the principles of communication science and the psychology of persuasion in a contemporary business setting. Students are shown how to develop successful communication and message packaging strategies useful in a variety of communication venues including: memos, meetings, briefings, interviews and individual and team presentations. Oral presentations and written communication techniques are explored including use of visuals, computer graphics, and layout techniques. The mechanisms of Speech Apprehension (stage fright) are presented as well as techniques for management and reduction of this common, debilitating phenomenon. Personal ethics and credibility are explored as important components of effective communication, both individually and as part of a team.

MKT 377
FUNDAMENTALS OF SALES & NETWORKING
Undergraduate
In the current business environment, companies are focusing their efforts on recruiting well-trained and refined sales professionals who generate substantial revenue. This course is designed to expose students to the energy, decorum, techniques and methods of superior selling sought after in today's business environment. Coursework will examine networking techniques and ways in which to identify high-potential opportunities. Application of techniques is crucial to learning this material; therefore students will be given the opportunity to implement learned techniques via real-world selling activity.

MKT 378
SALES STRATEGY & TECHNOLOGY
Undergraduate
Students taking this course will be provided with a comprehensive understanding of sales strategy and sales technology used to optimally organize and deploy sales resources. At the heart of this course is an introduction to the principles of customer relationship marketing and customer acquisition programming. Students will learn via lecture, text, guest lecturers, exposure to the latest technological tools and current case study. This course will benefit participants by providing a true perspective as to what role sales plays today and will play in the future of customer-centric organizations.

(MKT 202 or ACC 202 or FIN 202 or MGT 202), MKT 310 and (MKT 376 or MKT 377) are a prerequisite for this class.
MKT 379
LEADERSHIP IN SALES ORGANIZATIONS
Undergraduate
This is a strategic sales course which emphasizes strategic leadership (setting the course), organization leadership (selecting, organizing, motivating, measuring and conflict resolution), and personal leadership (leading people, leading talent and leading yourself) in today's changing sales organization.

(MKT 202 or ACC 202 or FIN 202 or MGT 202), MKT 310 and (MKT 376 or MKT 377) are a prerequisite for this class.

MKT 380
SCIENCE OF RETAILING
Undergraduate
Students are introduced to concepts of the retail business model which include: identifying the target consumer and market, development and implementation of merchandising plans, interaction with supply chains, management of human resources and the financial implications of decisions at the corporate and store levels.

(MKT 202 or ACC 202 or FIN 202 or MGT 202), MKT 310 and (MKT 376 or MKT 377) are a prerequisite for this class.

MKT 381
BUILDING FINANCIAL RELATIONSHIPS
Undergraduate
Students learn the basic financial products and services that help clients achieve their financial goals and will gain a basic understanding of financial planning. More importantly, students learn how to identify prospects, uncover client financial needs, help clients achieve their financial goals and build the trusted relationships that lead to turning a prospect into a customer and a customer into a lifelong client. The course includes guest speakers, role playing, presentations and the development of a personal financial plan for each student.

(MKT 202 or ACC 202 or FIN 202 or MGT 202), MKT 310 and (MKT 376 or MKT 377) are a prerequisite for this class.

MKT 382
PRINCIPLES OF CATEGORY MANAGEMENT
Undergraduate
Successful companies expect their suppliers to act as partners that will help them grow their businesses, not simply to trade share among competitors. Relationships are established between buyer and seller when vendor partners demonstrate and leverage business understanding to build customer volume. In consumer packaged goods, this practice is known as category management. The course is taught through the case method to learn the category management process, use the information systems and data resources available and develop sales presentations that effectively communicate solutions for business problems in three different industries.

(MKT 202 or ACC 202 or FIN 202 or MGT 202), MKT 310 and (MKT 376 or MKT 377) are a prerequisite for this class.

MKT 383
ADVANCED VALUATIONS FOR BUSINESS
Undergraduate
This is a strategic sales course which emphasizes the psychology of selling in complex selling situations, identifying the decision maker among multiple contacts, quantifying the value proposition to the customer, and presenting a compelling sales proposal.

(MKT 202 or ACC 202 or FIN 202 or MGT 202), MKT 310 and (MKT 376 or MKT 377) are a prerequisite for this class.

MKT 384
CASES IN CATEGORY MANAGEMENT
Undergraduate
Successful fast moving consumer goods (FMCG) retailers today look to their suppliers to act as partners to help them grow their business. Category Management is the practice of developing and sharing data-driven insights to yield higher profit for both retailers and manufacturers. In this course, students apply the skills and knowledge acquired in MKT 382 Principles of Category Management to real world cases.

MKT 380 and MKT 382 are prerequisites for this class.
MKT 385
SELLING PROFESSIONAL & COLLEGIATE SPORTS
Undergraduate
This course in professional selling will introduce students to the essentials of effective selling as well as inside sales in the context of professional and collegiate sports. Topics include the sales process, persuasion, handling objections, finding solutions, developing relationships, and serving clients and customers.

MKT 376 OR MKT 377

MKT 390
SERVICE MARKETING
Undergraduate
Services comprise two thirds of U.S. Gross Domestic Product. This course will explore the identifying characteristics of service marketing as compared and contrasted with product marketing. The conceptual differences in marketing of intangibles vs. tangible offerings to the market will be emphasized. The course will consist of lecture, discussion, readings and cases.

MKT 202, MKT 301 and MKT 310 are a prerequisite for this class.

MKT 393
MARKETING INTERNSHIP
Undergraduate
Marketing Internships give students an opportunity to look at a work situation through the eyes of a professional marketer and to study an organization's marketing operations first-hand. The course is an excellent way to examine your career path, build your portfolio, and enhance your network. Course meetings will take place during the 2nd and 5th weeks of the quarter. The internship experience must be a minimum of ten hours/week for the full ten weeks of the quarter. The Marketing Internship office can work with you to help you find a placement, or, you can secure an internship on your own and apply to enroll in the course during the quarter in which you are interning. The position must be approved by the Internship Coordinator and enrolling in MKT 393 requires the approval of the faculty member. IME Marketing majors are required to complete one quarter of internship credit or the equivalent. International students may use MKT 393 for CPT credit. The work MUST be done during the time that the student is receiving credit. MKT 393 fulfills the Junior Year Experiential Learning requirement.

MKT 395
INTERACTIVE/INTERNET MARKETING
Undergraduate
The course provides an introduction to Interactive/Internet marketing methods and high-level insight into the technology challenges of interactive marketing. Business to Consumer examples and strategies will be explored in a variety of vertical markets (e.g. financial services, technology, retail, catalog, manufacturing, health care, hospitality and entertainment). Integration with other marketing channels will be discussed. Global, privacy (including legislation challenges) and ethical issues will be introduced. Format will include lecture, guest speakers from the industry, Web browsing, quizzes, analysis and strong emphasis on discussion. A web integrated marketing strategy paper will be developed incorporating all concepts and experiences.

MKT 301, MKT 310, and ([MKT 202 and MKT 305] or an intended/declared HSP Virtual Marketing specialization) is a prerequisite for this class.

MKT 398
SPECIAL TOPICS
Undergraduate
Content and format of these courses are variable. An in-depth study of current issues in marketing. Subject matter will be indicated in class schedule. The Marketing department offers special topics in a variety of areas. Students may take more than one special topics course as an elective.

MKT 399
INDEPENDENT STUDY
Undergraduate
Available to students of demonstrated capability for intensive independent work in marketing.

MKT 301, MKT 310 and permission of the instructor is a prerequisite for this class.
MKT 525
MARKET RESEARCH
Graduate
This course provides an overview of the nature of marketing research and its role in decision-making with the organization. Specifically the students will concentrate their efforts on understanding the process of research design and implementation. Offered every quarter.

GSB 420 and MKT 555 are prerequisites for this class.

MKT 526
ADVANCED MARKET RESEARCH
Graduate
Those students interested in more extensive marketing research experience should enroll in this course. The student will begin with a data set and work closely with the instructor in performing multivariate data analysis and developing a format for presentation of results.

MKT 525 is a prerequisite for this class.

MKT 528
QUALITATIVE RESEARCH METHODS
Graduate
Qualitative Research Methods will explore non-survey and non-experimental techniques useful in researching issues with marketing implications. Lectures and reading assignments will be punctuated with experimental exercises, videotapes, and student presentations. Topics will include question design, content analysis, and unstructured or simple observation. Projective techniques and other indirect methods, in-depth/in-person interviews, and focus group sessions. Offered variably.

MKT 525 and MKT 545 are prerequisites for this class.

MKT 529
PRECISION MARKETING
Graduate
The ever increasing amount of data about consumers and transactions allows marketers to better understand who their customers are and what they are buying. This course explores a wide variety of data sources and how they are used in marketing, with a special emphasis on segmentation, targeting and positioning. Offered winter quarter.

MKT 555 is a prerequisite for this class.

MKT 530
CUSTOMER RELATIONSHIP MANAGEMENT
Graduate
Students are introduced to a new strategy methodology, CRM, which is currently being adopted by many organizations in efforts to enhance their competitive advantage. Focus is placed on understanding how an enhanced customer relationship environment can differentiate an organization in a highly competitive marketplace. Both the business and consumer markets are examined in multiple vertical markets. New technology demonstrations and their impact will be discussed. Guest speakers provide current best-practice methods. Topics included: Case analysis and projects make up the course assignments.

MKT 555 is a prerequisite for this class.

MKT 534
ANALYTICAL TOOLS FOR MARKETERS
Graduate
This course seeks to provide an in-depth understanding of both qualitative and quantitative analytical tools that are of critical importance to marketers. These tools will help marketers avoid head-to-head competition, understand customer perceptions, understand customer preferences, develop accurate sales forecasts, and financially value marketing strategies. The course is designed to be "hands-on" in that students will develop understanding mainly through conducting application projects and presenting results. The course is also designed to be immediately applicable to marketers' current and future jobs.

MKT 555 is a prerequisite for this class.
MKT 535
MARKETING STRATEGIES AND PLANNING
Graduate
The basic elements of planning including the identification of the company's basic purpose and mission and their translation into specific objectives. Strategies to accomplish objectives are fused from marketing, financial, and manufacturing elements but emphasizing marketing elements. This course focuses on the contribution of marketing to the establishment of company policies, objectives, and marketing planning.

MKT 536
PRICING STRATEGY
Graduate
Managing pricing effectively affects a company's growth and profitability more directly and quickly than any other strategic decision. This course explores methods of analyzing pricing decisions, influencing customers' price perceptions, managing sales promotions and negotiations, and forecasting industry price trends. Pricing decisions for both new product introductions and mature product profit management are addressed. Students will discover best practices in pricing decision making at the industry, market, and transactional level.

MKT 537
NEW PRODUCT MANAGEMENT
Graduate
The course has four objectives: first, to familiarize participants with how firms manage the conceptualization, development and launch of new products and services; second, to develop a systematic process for new product development that matches the existing business context; third, to give participants knowledge of some useful and immediately applicable tools that will enable them to participate and lead a team that effectively translates a firm's strategy and customer needs into successful products and services; and finally, help participants understand the impact of company dynamics in affecting the new product development process.

MKT 540
STRATEGIC PLANNING: DEVELOPING SUSTAINABLE BUSINESS MODELS
Graduate
In today's hyper-competitive business environment, firms find it increasingly difficult to generate sustainable revenue growth. This course uses an organic-growth, marketing-based, customer-driven approach for developing sustainable year-on-year revenue growth. Linkages are created between existing benefits-based customer segmentation strategies, changing customer needs, the choice of a firm's or a business unit's product/service-line positioning strategy, its chosen business model, and finally its performance. Topics covered include:- Outcomes-based segmentation- Price-performance curves- Market-leader positioning approaches- Business model visualization and representation- Dynamic positioning, product-line and business unit adaptation- Value migration and threats to sustainabilityBy the end of the course, students will know how to detect signals of change in customer needs and adapt their business models resulting in sustainability. This is a case-based course with a project deliverable due at the end of the course.

MKT 541
BRAND MANAGEMENT
Graduate
Brand management is an important component of both consumer and business marketing. The course addresses important branding decisions faced by an organization, particularly the role of brands in strategy. Learning objectives are (1) to increase understanding of the important issues in planning and evaluating brand strategies; (2) to provide the appropriate theories, models, and other tools to make better branding decisions; (3) to understand how marketing mix variables can affect brand equity over time; (4) to understand how to build and maintain brand equity; (5) to understand how to adapt brand strategies and tactics to optimize marketplace success.

MKT 555 is a prerequisite for this class.
Brands are complex socio-cultural entities. They occupy a unique position in modern culture and consumers are increasingly playing a more prominent role in the legacies of brands. Despite these realities, the complex relationship between brands, consumers and culture has typically been ignored. This seminar class will explore the culture of brands, focusing on what consumers do with and to brands instead of what brands do to consumers. Readings will come from a variety of perspectives, including both practitioner and academic sources. Topics covered will include: Sociological aspects of consumers and their brands, brands and status systems, brand and consumption communities, and consumer created marketing content. This class is designed to give you an advantage in being the best brand manager. It will stress critical thinking, creativity, synthesis and application of the newest insights concerning brands. Students will emerge with a better understanding of how to engage in the practice of cultural branding.

MKT 555 is a prerequisite for this class.

Required for Marketing concentration. A review of the various theories, models, and techniques that attempt to explain consumer behavior. The course consists of lecture-discussions of behavioral theories, the empirical findings of contemporary research, and case studies designed to illustrate the salient issues involved in developing consumer-oriented marketing strategies.

MKT 555 is a prerequisite for this class.

The marketing of business goods and services to other businesses (B:B) is more significant in our economy than consumer marketing and is the key to the continued success and productivity of the U.S. economy. In this course, the principles and practices of inter-industry marketing will be explored by case analysis. The factors which must be considered before establishing marketing programs manufacturers, service industries and exporters will be examined. Examples will be drawn from varied industries, including equipment, electronics, computer systems, health care and others. New product introduction, distribution, and other marketing strategies will be emphasized.

MKT 555 is a prerequisite for this class.

Students are provided with an overview of the marketing process for consumer-oriented firms. Focus is placed on decision-making that aligns a firm's market offerings with the wants and needs of targeted segments of customers within a continuously changing environment. Written cases/projects are part of the course assignment.

The differences between markets and distribution systems in various countries are explored. By emphasizing the social and economic factors causing these differences a sound understanding of and empathy with different international marketing problems are developed. Analyses are made of the organization of trade channels in various cultures, of typical government policies towards international trade in countries at different stages of development, and of international marketing research, advertising, and exporting. Offered Variably.

MKT 555 is a prerequisite for this class.
MKT 558  
MARKETING ACROSS CULTURES: A GLOBAL PERSPECTIVE  
Graduate  
The course is structured to examine culture from two dimensions: a cross-cultural view, which compares local culture customs across various national marketing environments; and an intercultural approach where the focus is to exam the interaction between foreign firms and a host-country culture. Learning objectives:- Students will gain an understanding of cultural variables from a global perspective.- Students will gain the ability to compare and analyze national cultural similarities and differences across national, regional and global environments.- Students will gain the ability to recognize and analyze the interaction in marketing approaches between people and business groups who have different national/cultural backgrounds.

MKT 559  
EMERGING MARKETS  
Graduate  
Emerging markets are quite different from the developed economies of the world. Today, firms from the West look for new market opportunities outside of the advanced economies of the world. They realize that their traditional markets are oversaturated, overly competitive and rapidly aging. They recognize that future opportunities for long-term sustainable growth will be found in emerging markets.

MKT 555 is a prerequisite for this class.

MKT 575  
ADVERTISING AND SALES PROMOTION MANAGEMENT  
Graduate  
A study of the theories and techniques applicable to the development of the promotional mix. Class consists of analysis and development of objectives, budgets, message design and media selection, and measuring the effectiveness of these for mass design and direct promotional vehicles.

MKT 545 and MKT 555 are prerequisites for this class.

MKT 576  
EFFECTIVE BUSINESS COMMUNICATION  
Graduate  
This course is designed to expand the participant's communication skills through application of the principles of communication science and the psychology of persuasion in a contemporary business setting. Personal ethics and credibility are explored as important components of effective communication, both as individual's and as team members. Students are shown how to develop successful communication and message packaging strategies useful in a variety of communication venues including memos, meetings, briefings, interviews and individual and team presentations. Oral presentations and written communication techniques are explored including use of visuals, computer graphics, and layout techniques. The mechanisms of Speech Apprehension (stage fright) are presented as well as techniques for management and reduction of this common, debilitating phenomenon. Personal ethics and credibility are explored as important components of effective communication.

MKT 577  
LEADING BUSINESS DEVELOPMENT  
Graduate  
This is a course designed for managers or future team leaders seeking to maximize their resources to achieve sound business results for their organizations and customers. Utilizing current practices, processes, and proven in-market techniques, students will learn to create and maintain a customer team that achieves results with the internal as well as external customer. Emphasis will be placed on: Team Leadership Skills, Profiling and Segmenting Customers, Managing Team Performance, Developing Business Plans and Relationships, internally and externally.

MKT 578  
SALES STRATEGY & TECHNOLOGY  
Graduate  
Students taking this course will be provided with a comprehensive understanding of sales strategy and an appreciation of sales technology used today to optimally organize and deploy sales resources. At the heart of this course is an introduction to the principles of customer relationship marketing and customer acquisition programming. Students will learn via lecture, text, guest lectures, exposure to the latest technological tools and current case study. This course will benefit participants by providing a true perspective as to what role sales plays today and will play in the future of customer-centric organizations.

MKT 555 is a prerequisite for this class.
MKT 582
CATEGORY MANAGEMENT
Graduate
Category management is the practice of managing a group of products as one entity, or category to maximize the return for a particular retailer, as it relates to shelf inventory, shelf position, consumer shopping patterns and promotion. The course provides the analytical framework necessary to conduct a category review and make strategic recommendations to both manufacturers and retailers. The Department of Marketing partners with a number of major consumer packaged goods (CPG) manufacturers and retailers who provide data for analysis. In addition to working on real data, students learn how to use advanced software such as Nielsen's Category Business Planner, Homescan, InfiNet and Spaceman.

MKT 583
MONETIZING MARKETING STRATEGY
Graduate
The goal of every business strategy is to create profitable customers by delivering superior value. The way in which that strategy is monetized in the implementation process is critical to the success of the venture. The key focus of the course will be the development of useful processes and metrics through the marketing and selling activities to deliver customer and corporate value which will allow managers to monitor and measure individual corporate performance. Student learning will be assessed by a combination of class participation, weekly assignments, examinations, and team performance on final written proposals and presentations.

MKT 590
MARKETING OF SERVICES
Graduate
This course examines service organizations' distinctive approach to marketing strategy development and execution. Differences and similarities between the marketing of services and that of manufactured goods will be discussed. Other topics include measurement of quality and customer satisfaction, customer behavior and expectations, roles of service providers and customers, service competitive advantages, relationship management, overlap of service marketing with other organizational disciplines (e.g. H.R., operations, finance), organization design and value-chain impacts, outsourcing challenges and opportunities, global issues, macro environmental impacts, Business to Business and Business to Consumer examples and strategies in multiple vertical markets (e.g. financial services, technology, retail catalog, manufacturing, health care, hospitality and entertainment, automotive, government). Student groups will maintain service encounter journals which will be used as input to the group's analysis paper assignment. Two abbreviated exams will measure the student's grasp of service marketing concepts. Group case analysis work will reinforce the course concepts.

MKT 595
INTERNET AND INTERACTIVE MARKETING
Graduate
Explores the emerging business models, rules, tactics, and strategies associated with this medium. Integration with other channels and marketing operations is stressed. Classes are discussion-based, drawing on current applied readings and cases from a variety of industries in both the business-to-business and business-consumer markets.

MKT 793
MARKETING INTERNSHIP
Graduate
Internships provide an opportunity to obtain valuable professional experience and contacts in many areas of marketing e.g. advertising agencies, manufacturing, services, public relations agencies, and communications. The Department's internship coordinator will work with each student to obtain placement, if needed. Student will work for and study the marketing operations of the organization. Marketing internship may be taken, with approval of the coordinator, any quarter.

MKT 798
SPECIAL TOPICS
Graduate
Content and format of this course is variable. An in-depth study of current issues in marketing.
MKT 799
INDEPENDENT STUDY
Graduate
Available to graduate students of demonstrated capability for intensive independent work in marketing.

MLS 401
VISIONS OF THE SELF
Graduate
A study of the differing visions of the self as presented in significant documents from the history of ideas. Materials selected from classic texts of literature, philosophy, theology, psychology and social science.

MLS 402
PERCEPTIONS OF REALITY
Graduate
A survey, beginning with ancient Greece and ending with the modern world, of models of universal order as developed by natural scientists and literary and visual artists.

MLS 403
THE AMERICAN EXPERIENCE
Graduate
A chronological and thematic study of the location of self within American culture. Readings chosen to reflect both dominant and dissenting ideas at specific points of American history.

MLS 404
THE CITY
Graduate
A topical examination of the urban experience using the methods and sources of both historians and social scientists. Topics include surveys of various images of the city, utopian and dystopian visions, and the uniqueness of the modern city.

MLS 405
REPRESENTATIONS OF THE BODY
Graduate
This course will examine how the human body, which seems to be a natural, universal fact, is also a deeply cultural symbolic construction whose analysis yields insights into structures of power and consciousness.

MLS 406
EXPLORING OTHER CULTURES
Graduate
Examination of the history, traditions, values and institutions that have shaped the lives of people in another culture. Analysis of the "terms of encounter," that is, the perspectives that students assume as they seek to encounter the "other." Variable topics.

MLS 407
SELF, CULTURE AND SOCIETY IN CONTEMPORARY JAPAN
Graduate
Interdisciplinary examination of the political, economic and social order of contemporary Japan. Relationship of individuals and groups to the social order, as they create the reality of diversity and possibilities for change.
MLS 409
ENVIRONMENT AND SOCIETY
Graduate
"Environment and Society" is a 400-level interdisciplinary core course on the environment. The course might include such topics as cultural diversity in time and place with regard to the human view of the natural world, various approaches to environmental ethics, philosophical and religious influence in conceptions of the earth as environment, the relationship between scientific measurement and the social constructions of the natural world, the science and politics of climate change, race and gender considerations in environmental politics, and environmental consciousness in literature and the arts. The instructor's own disciplinary interests will play a prominent role in the course construction, but the course will draw from the sciences, the social sciences and the humanities. As in all MLS courses, the instructor will use the course assignments to work with students on enhancing graduate-level intellectual skills through reflexive pedagogy.

MLS 419
CHICAGO: THE 21ST CENTURY
Graduate
Chicago: Towards The 21st Century.

MLS 427
TOPICS IN COMMUNICATION AND CULTURE
Graduate
Variable topics relating to cross-cultural communication, culture and media, cultural difference in communication, and communication issues in multiculturalism. Consult current course schedule for topic.

MLS 428
TOPICS IN ORGANIZATIONAL COMMUNICATION
Graduate
Variable topics relating to communication issues in organizational settings, including power, institutional culture and change, training, and multicultural factors. Consult current course schedule for topic.

MLS 440
FEMINIST THEORIES
Graduate
A discussion and assessment of the various theories concerning the place of women in society, including theories that have advocated a more positive role for and valuation of women than those of the dominant society. The course will take both an historical and a topical approach. Cross-listed as WGS 300 and WGS 400.

MLS 441
WOMEN ACROSS CULTURES
Graduate
A critical analysis of the roles of women in societies around the world, with special emphasis on economics, politics, and culture. Focus is on African, Asian and Latin American cultures and non-dominant groups within Western Societies. Topics vary each quarter.

MLS 442
ETHICS AND THE ECONOMY
Graduate
This course will present the thinking of social scientists, philosophers and theologians on the impact of religious values on the origin and development of American capitalism, and their possible relevance to contemporary discussions of business ethics. Cross-listed as GSB 650 and PHL 650.

MLS 443
WORK, LEISURE AND THE QUALITY OF LIFE
Graduate
The course examines the nature and meaning of work and leisure in Western culture, and the relationship of work and leisure to contemporary issues associated with the concept "Quality of Life". Cross-listed as SOC 475.
MLS 445
GENDER AND COMMUNICATION
Graduate
A review of the differences in communication patterns between women and men. Topics covered include language and language usage differences, interaction patterns, and perceptions of the sexes generated through language and communication. Cross-listed as CMN 523 and WGS 440.

MLS 447
GENDER AND SOCIETY
Graduate
Attention to the growing literature and empirical research on changing patterns in economic, psychological and social outcomes for women and men. Consideration of various theories of gender differentiation and inequality.

MLS 448
WORK AND LEISURE IN THE FUTURE
Graduate
The latter half of the 20th century has seen great change in the meaning, form and value assigned to work and leisure in society. Many of these changes have come to be characterized as inevitable consequences of life in post-industrial society. This course: 1) seeks to identify the factors that are shaping the future of work and leisure and 2) will explore futuristic scenarios that challenge the position of "work as a central-life meaning." Cross-listed as SOC 476.

MLS 449
TOPICS IN NON-FICTION WRITING
Graduate
Topics addressed in different versions of the course may include writing for magazines, science writing, travel writing, writing in humanities and social science research, etc. Consult current course schedule for topics.

MLS 450
CHICAGO: ARCHITECTURE & URBAN DEVELOPMENT
Graduate
A study of urban architecture in Chicago from 1833 to 1984, including the role of planning, the purpose of open space, the place of tradition, the impact of modern design theories and evaluation of contemporary developments.

MLS 451
TOPICS IN AMERICAN POLITICS
Graduate
Topics In American Politics

MLS 452
GREAT IDEAS, BUSINESS AND SOCIETY
Graduate
A study using primary sources of the basic ideas, aspirations and values which humanity strives to attain and which constitute the basis of fundamental demands on the world of business and its managers, their policies and decisions.

MLS 453
POLITICS, MEDIA AND EVERYDAY LIFE
Graduate
An examination of various ways in which the mass media influence our perceptions of reality. Political, social and cultural implications of media processes are assessed. Cross-listed as PSC 321.

MLS 455
COMMUNITY AND THE CITY
Graduate
The course explores the possibilities for community life within urban settings. It emphasizes the development of network relations and cross-cutting ties.
MLS 456
THE USES OF AUTOBIOGRAPHY
Graduate
Study of selected autobiographical writings to serve as models for self-expression.

MLS 458
ISLAM AND THE WEST IN THE MODERN WORLD
Graduate
An examination of the economic, cultural and political interactions of Europe and the Islamic World.

MLS 459
WRITING IN THE PROFESSIONS
Graduate
Improves writing skills useful in semi- and non-technical professions; emphasis on style, tone, awareness of purpose and audience; effective memo, proposal and report design. Cross-listed with WRD 522.

MLS 460
THE DILEMMA OF THE MODERN AGE
Graduate
The crisis of the individual's place in society is exposed through social sciences, philosophy, literature, art and music. The distinctive features of and responses to modern culture-individualism, alienation and depersonalization-are illuminated through multiple perspectives. Cross-listed as SOC 473.

MLS 461
MODERN POETRY
Graduate

MLS 462
TOPICS IN BUSINESS ETHICS
Graduate
Seminar In Business Ethics. Cross-listed as PHL 640 and GSB 640.

MLS 463
NATIONALISM AND INTERNATIONAL CONFLICT
Graduate
This course will explore the social origins and development of national identities. How these identities have been manipulated to serve specific competitive interests in the past two hundred years will also be discussed. Cross-listed as PSC 342 & INT 365.

MLS 464
THE CULTURE OF AMERICAN CATHOLICS
Graduate
How has the unique experience of immigration shaped the American Catholic Church from the colonial period to the 21st century? How did the idea of "the Church" as an authoritative hierarchy come about in the mid-20th century, and how has that notion been challenged by immigrant communities, as well as artists and intellectuals? Drawing on the disciplines of history, sociology, anthropology, cultural theory, literature and the arts, this course looks at those who built the Church and those who challenged and changed it. (Course is cross-listed as REL 384, CTH 384 and MLS 464.)

MLS 467
SELECTED TOPICS ON WOMEN IN LITERATURE
Graduate
Topics vary; see schedule for current offering.
MLS 468
SELECTED TOPICS: WOMEN, SELF AND SOCIETY
Graduate
Topics vary; see schedule for current offerings.

MLS 473
TOPICS IN LITERATURE
Graduate
Topics addressed in different versions of the course may include various themes, movements and genres in British, American and World Literature. Consult current course schedule for topic.

MLS 474
WOMEN AND ART
Graduate
Examines the work of the most significant women artists from the Renaissance to the present. It will also investigate how women have been represented in Western art by both male and female artists. Cross-listed as HAA 366.

MLS 475
TOPICS IN CONTEMPORARY FILM
Graduate
An examination of recent films and their relation to broader tendencies in contemporary culture. Topics vary, see schedule for current offerings.

MLS 476
CHICAGO IN FICTION AND FILM
Graduate
This course examines novels and short stories written by Chicagoans during the 20th century. It also includes a few film adaptations of these works.

MLS 477
FEMINIST ETHICS
Graduate
Critiques of mainstream empirical and philosophical works and of Carol Gilligan's work on ethics will include discussions on the women's voice in morality, the nature of theories by women vs. men, the formation of plural positions concerning care versus justice, and alternative ethical stances. Cross-listed as WGS 310/410 and REL 322.

MLS 478
THE PSYCHOLOGY OF WOMEN
Graduate
A review of research and theory on women including sexist biases and methodology, feminist therapy, violence against women, and gender differences in the development of power and sexuality. Cross-listed as PSY 561 and WGS 470.

MLS 479
WRITING POETRY
Graduate
Writing Poetry. Cross-listed as ENG 493.

MLS 480
MAJOR AUTHORS
Graduate
An examination of major writers in the English and American literary traditions. Topics vary; see schedule for current offerings.
MLS 481
SPECIAL TOPICS IN ART HISTORY
Graduate
Explorations in the history of art from ancient Egyptians to contemporary art. Topics vary.

MLS 482
ECOLOGY, SPIRITUALITY AND ETHICS
Graduate
This course explores the ecological crisis from a religious/ethical perspective, examining the dangers posed for humanity and the planet. It considers the new cosmology developing from science, especially physics, and its dialogue with philosophy, myth and religion. Cross-listed as REL 320.

MLS 483
CULTURAL PERSPECTIVES ON HEALTH AND DISEASE
Graduate
A multidisciplinary examination of the cultural factor that help form notions of the well and sick states of the human body. Included will be such topics as the social/religious history of epidemics, healing in Western and non-Western medicine, etc. Sources will be drawn from the history of medicine, anthropological and sociological works, philosophy and literature. Cross-listed as REL 320.

MLS 484
ZEN MIND
Graduate
This course examines the philosophy, art, literature and religious practice of Zen Buddhism. It explores Zen’s influence in both Japan and America. Cross-listed as REL 342.

MLS 485
INEQUALITY IN AMERICA
Graduate
This course examines the nature and extent of inequality in American society and explores various psychological, political, social and economic theories which attempt to explain the existence of this phenomenon. Cross-listed as PSC 324.

MLS 486
TOPICS IN POPULAR CULTURE
Graduate
Examines a specific dimension of popular culture using interdisciplinary theories and methods. Possible topics include Food in Film, The Ideology of Romance, or perhaps the popular culture of a decade like the 1950s or 1960s. Topics vary.

MLS 487
SPECIAL TOPICS IN HISTORY
Graduate
Topics vary.

MLS 488
TOPICS IN WORLD RELIGIONS
Graduate
Topics in World Religions

MLS 489
TOPICS IN SOCIOLOGY
Graduate
Various topics in the field of sociology.
MLS 490  
**SPECIAL TOPICS AND CONTROVERSIES**  
Graduate  
Occasional offerings of particular contemporary relevance by visiting professors. Topics vary.

MLS 497  
**INDEPENDENT STUDY [NON-CAPSTONE]**  
Graduate  
Independent study in an area that does not lead directly into the thesis or capstone. Students may also register for this course on a topic indirectly related to their thesis or capstone if they will subsequently take MLS 498, in which the student directly prepares to write the Integrating Project/Thesis. The MALS and IDS Program requires that students taking independent studies follow a specified format of meeting frequency, activities, and scholarly production. This format is available on the program web site or from the MALS and IDS office. Registration is by permission of the Director of the MALS and IDS Program and the instructor of the independent study.

MLS 498  
**INDEPENDENT STUDY**  
Graduate  
Independent study undertaken as preparation for thesis or practicum capstone options. This course is optional preparation for MLS 499, Capstone. The MALS and IDS Program requires that students taking this course follow a specified format of meeting frequency, that they produce a review of literature related to their thesis or practicum, an annotated bibliography, and the required Formal Proposal for the thesis or practicum. Registration is by permission of the Director of the MALS and IDS Program and the permission of the instructor who serves as the thesis or practicum director.

MLS 499  
**CAPSTONE**  
Graduate  
Capstone for students doing a thesis, practicum or enhanced portfolio essay. Students may register for this course after the Formal Proposal for the thesis or practicum, or the Enhanced Portfolio Essay Proposal, has been approved. Students are normally expected to complete their capstone projects within the quarter in which they take this course. This course carries four hours of credit. Registration is by permission of the Director of the MALS and IDS Program and the permission of the instructor who serves as the student's capstone director.

MLS 500  
**CAPSTONE**  
Graduate  
A seminar offered occasionally to guide groups of students working on their capstone projects.

MLS 501  
**ACTIVE STATUS**  
Graduate  
Students register for this course during periods when they are not registered for courses but wish to have access to university facilities. Ordinarily students will not use this course once they have been admitted to candidacy during the thesis or capstone.

MLS 502  
**CANDIDACY CONTINUATION**  
Graduate  
Students who have completed MLS 499 Thesis/Capstone may register for this course in order to have continued access to university facilities. Students may register for this course no more than three times. Non-credit.

MMT 401  
**FOUNDATIONS OF MATHEMATICAL THINKING AND LEARNING IN THE MIDDLE SCHOOL**  
Graduate  
This course is designed to help participants construct meaningful connections between being a learner of mathematics (i.e., a person who can solve problems, reason mathematically, communicate findings and thinking, and make connections) and being a teacher of mathematics (i.e., a person who can help others understand, use, and apply mathematical ideas). The course will begin the process (which will be continued throughout the remainder of the Master of Arts in Middle School mathematics Education program) of having students explore the interplay between narratives describing their own classroom experiences as well as literature and research about others' experiences in order to analyze the impact of developmental and interpersonal experiences on the learning and teaching of mathematics.
Critical to the success of middle school mathematics learners, is their teachers' understanding of the multiple perspectives that research has taught us, as educators, about how people learn. In this course, participants will engage with the history and evolution of how the fields of educational psychology, cognitive science, applied developmental psychology, and mathematics education have contributed to a modern understanding of what constitutes effective practice for middle school mathematics teaching. Major theoretical positions and their seminal architects will be highlighted, examined and discussed. A particular emphasis will be put on each position's impact on curriculum development and classroom pedagogy for middle school mathematics.

This course will examine, in the context of classroom practice, the following themes: 1) How students can learn mathematics with conceptual understanding; 2) How to teach mathematics so that students learn with understanding; 3) How to assess students' mathematical knowledge to inform instruction and determine their growth; 4) The nature and content of innovative curriculum projects designed to teach mathematics for conceptual understanding.

This course will span the three quarters of the second academic year of the program and will be partnered with the three content-focused courses offered during the second year. Participants will be introduced to the field of educational inquiry through a study of various designs and methods of doing educational research. In addition, this course will help participants consider current issues in mathematics education in relationship to their own teaching and learning of mathematics and what it means to transfer the mathematics learned in other courses into one's practice as a math teacher. They will identify concrete changes they want to implement in their teaching during the years following their completion of the program based on the new content and ideas to which they have been exposed. As part of the course, the teachers will design an action research project during the first quarter, implement the project during the second quarter, and analyze the data during the third quarter.

See schedule for current offerings.
MOL 210
CLASSICAL MYTHOLOGY
Undergraduate
This course is an interdisciplinary blend of the classical traditions of myth, literature and philosophy, concentrating on myth. It endeavors to place Classical literature into its historical, social and cultural contexts. Students will learn significant myths and the names and functions of the most important characters in them. They will investigate how the ancients used traditional narratives and images to explore, explain and experiment with ideas about themselves and their surroundings in those contexts. Learning about how myth is variously interpreted (as for example by means of theories of myth-interpretation) as well as basic methods of literary criticism (e.g., analysis of language, content, structure, etc.), students will employ ways to identify, understand and interpret the different types of communication present in myth-literature. As they move chronologically through the ancient world students will observe how myths change to reflect differing individual and collective concerns, as well as the specific interests (and so the significant aspects of discourse) of authors and audiences as conditions change. Students will also learn about literary genres, including poetry, tragedy and prose, their properties and distinctions and discover how genres also reflect audiences and times. Students will read and evaluate modern views of myth in order to understand how myth is open to multiple interpretations and upon what sounder bases myth is to be interpreted. While analyzing myths' diversity in various forms of literature, students will come to comprehend what mythology meant to the ancients, as well as those facets and ingredients of myth that are universal, enduring, and meaningful today.

MOL 211
HEROES AND EPICS
Undergraduate
This course centers upon the Homeric Iliad and Odyssey and Vergil's Aeneid and endeavors to place these epic poems into their historical, social, and cultural contexts. Students will learn the definition of epic as a literary genre and discover how this genre evolved to reflect audiences and times. They will learn the components of epic language, in particular, literary devices and structural features (e.g., formulas, nested stories, epic similes). They will be able to describe the plots of the three epics and know the main- and mid-level human characters, gods, and goddesses. They will be able to define and better understand the meanings of "hero" and "heroism." Students will be able to express mature appreciation for the epics as whole works. Learning how the epics are variously interpreted as well as basic methods of literary criticism (e.g., analysis of language, content, structure, etc.), students will employ these as ways to understand and interpret the poems. As they read, learn and evaluate modern views of the epics, students will also acquire better means to distinguish critically between views and interpretations. A strong emphasis in this class will be upon the vital connections between past and present, and how students can become more aware of and understand important lasting concepts such as heroism, leadership, self-definition, etc. Finally, students will relate these stories to modern story-telling in order to understand how the heroes of the ancient Greeks live with us today. In short, they will interpret what epic poetry offered ancient listeners and what it has to teach modern readers. The classical tradition is rich with meaning and significance, even to modern 21st century adults and this class will not only be an exploration of the culture and instruction of the ancient world through epic, but an investigation of what classic motifs remain with us today.

MOL 212
ANCIENT GREEK AND ROMAN TRAGEDY
Undergraduate
Classical Tragedy introduces students to the authors, social contexts and performances of ancient Greek drama. Students will learn how to interpret the "myths" presented on the ancient Greek stage and how to apply what they have learned to detect and interpret the moral, social and political issues raised in them. They will learn the names, works and careers of the principal tragedians: Aeschylus, Sophocles, and Euripides. Students will learn to assess the formal and aesthetic properties of the works of different tragedians. Emphasis will be given to specifics of performance and to seeing a play in the "theater of the mind" as well as gaining command of relevant terminology, e.g., parodos, peripeteia, mimesis, catharsis, etc. Students will learn to outline the plot, argument and key themes of each work clearly and will gain an understanding of the historical context and social conditions motivating each work. The main themes of Greek tragedy (e.g., power, gender, justice, violence etc.) invite comparison to themes of contemporary theater and film. Students will acquire an awareness of ancient Greek tragedy in its connection with our own theatrical and literary culture, and they will reflect upon the influence of Greek drama on modern stage and literature. They will be able to employ several concepts in the analysis of Classical Tragedy.

MOL 213
ANCIENT GREEK AND ROMAN COMEDY
Undergraduate
In this course students encounter selected landmarks of Greek and Roman satirical literature; they learn important theories of interpretation, theories of humor as well as secondary interpretative opinions about the works assigned. They will be engaged in the course-material primarily through readings, lectures and discussions. Students also view or read whole or selected excerpts of modern visual or written literature that will supplement their primary and secondary readings. The roots of comedy extend deep into antiquity. This course, however, endeavors to train intelligent critics of modern satire. Students study authors ancient and modern in order to sharpen their critical abilities and to gain insight into Athens, Rome as well as the contemporary cultural milieu. Students are challenged to regard satire as a critical force. Students encounter comic dramatists with special interest in how the most serious material--war, death, injustice, suffering--is criticized in a way that they can enjoy. With the help of comic theorists students will explore the boundaries of the comic, the social and political function of comedy in different cultural contexts, and the varieties of humor: mad, cathartic, aggressive, destructive, defensive, celebratory etc. Students will confront a host of related issues such as the nature of tragic pleasure, the language and metaphors of humor, and the legal limits of satirical discourse.
MOL 214
THE CLASSICAL FEMININE
Undergraduate
This course attempts to recover the experiences of women in ancient Greece and Rome by examining literary texts and archaeological remains that concern them. Students will investigate women's roles in public and private life and gauge the changes in their situation and representation over time. Given that Greece and Rome are commonly credited as the foundations of Western society, students will frequently discuss the similarities and differences between ancient and contemporary attitudes toward sex and gender. The task is challenged by the paucity of sources that were produced by the women of antiquity themselves; often our view is said to be "filtered through a male lens."

MOL 215
ANCIENT SCIENCE AND ITS LANGUAGE
Undergraduate
Students will study ancient science, its proponents and its epochs, later concentrating on the language of science. Students will learn successive highlights of inquiry within scientific culture, beginning in prehistory and ancient Egypt. As they proceed from Egypt through the ancient Greek enlightenment and onto Roman science and its decline, students will learn the basics of how representative thinkers evaluated and altered "contemporary" understanding. Students will witness firsthand the ever-changing perspective of scientific knowledge and compare it with modern empirical methodology. They will acquire an ability to interpret varying viewpoints of "science" through an overview of changes of perception combined with selected readings from the works of ancient philosophers, physicists and physicians. Students will also learn the composition of scientific terminology; they will learn how to analyze, dissect and compose scientific terms based upon the Classical languages of ancient Greece and Rome.

MOL 243
JAPANESE POETRY IN TRANSLATION
Undergraduate
Survey of Japanese poetry in English translation, with selections of representative authors from the Classical and Modern periods.

MOL 244
CLASSICAL CHINESE I
Undergraduate
Classical Chinese is predominantly a literary language, which has played a linguistically and culturally unifying role among the many vernacular languages of China. Permission of instructor, some Mandarin Chinese preferred.

MOL 245
CLASSICAL CHINESE II
Undergraduate
Classical Chinese is predominantly a literary language, which has played a linguistically and culturally unifying role among the many vernacular languages of China. MOL 244 or equivalent recommended.

MOL 246
CLASSICAL CHINESE III
Undergraduate
Classical Chinese is predominantly a literary language, which has played a linguistically and culturally unifying role among the many vernacular languages of China. MOL 245 or equivalent recommended.

MOL 247
CHINA AND SOCIAL MEDIA
Undergraduate
This course is designed to discuss various China-related social issues reported on Chinese and American social media. Students are required to read select materials about China from both American social media and the translated version of Chinese social media and participate in active class discussions on the readings. The materials aim to help students understand how and why salient social issues in China are reported divergently on state-run as compared to unofficial social media in China as well as on social media based in China as compared to those based in the U.S. Students will learn to use the knowledge of Chinese philosophy, history, contemporary political and economic contexts, censorship and journalism to understand what shapes Chinese media reports.
MOL 248
CHINESE CALLIGRAPHY
Undergraduate
An introduction to the art of Chinese calligraphy. Hands-on practice as well as history and theory of the art. This course is open to students with no background in Chinese calligraphy, language, literature, or culture.

MOL 249
MODERN CHINESE LANGUAGE AND SOCIETY
Undergraduate
This course will explore facets of Modern China, with special attention to how language and culture intertwine.

MOL 250
CHINESE CINEMA -- A WINDOW ON CHINA
Undergraduate
This course studies Chinese cinema, the visualized artistic reflection of Chinese society, ideology, and culture from four perspectives: Historical, directorial, thematic, and artistic. It will cover the history of Chinese cinema, from the birth of the first Chinese film through the Silent Age, 1st Golden Age, 2nd Golden Age, Pre- and-Post-War Era, Pre- and-Post "Cultural Revolution" Period, and the Fifth Generation up to the emerging Sixth generation and beyond. Through substantial exposure and analysis of selected movie classics and subsequent classroom discussions, students will be well informed about the major developments and trends of each period in the history of Chinese cinema. Students will also explore the historical backgrounds, artistic characteristics, and key directors and stars of important Chinese movies as well as cinematic terminologies, the formation of Chinese cinematic theories, and innovative cinematic techniques.

MOL 260
EAT ITALY: THE HISTORY, CULTURE AND POLITICS OF ITALIAN FOOD
Undergraduate
In this course students will look at the modern and contemporary history of Italian food in Italy and the United States to explore and reflect on the material, symbolic, personal, and political implications of this global commodity. Through a variety of primary sources both textual and visual and multidisciplinary critical sources, students will discuss the symbolic and material forces that shaped food choices; the production, marketing, preparation, and consumption of meals; and the access to food from Italy's Unification to the present. Weekly topics will span from cinema's most memorable Italian meals to ethnographic studies of everyday meals in twenty-first century Italian families; from the success of Pellegrino Artusi's cookbook to the star system of Italian-American celebrity chefs to Italian-American culinary literature. The course will conclude with a small-group practicum in which students will document and reflect upon their own process in preparing and eating an Italian meal.

MOL 277
TURN OF THE CENTURY VIENNA
Undergraduate
This course will explore a number of the prominent players who were active in Vienna during the turn of the century, such as Sigmund Freud, Gustav Klimt, Arthur Schnitzler, Ludwig Wittgenstein, and Gustav Mahler. We will examine, through primary and secondary texts, and works of art, music and film, the lasting impact of their contributions on the development of thinking and innovation in the twentieth, and indeed even twenty-first, centuries.

MOL 282
MODERN AFRICAN LITERATURE
Undergraduate
Themes and theories of postcolonial studies in relation to African culture, politics and literature. Evaluation of novels, criticism, and movies to provide an introduction to the complex, highly heterogeneous experience of modern African literature.

MOL 297
SPECIAL TOPICS IN MODERN LANGUAGES
Undergraduate
See schedule for current offerings.

MOL 298
STUDY ABROAD
Undergraduate
Variable credit.
MOL 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

MOL 300
PROFESSIONAL PRACTICUM
Undergraduate
Supervised experience in teaching, tutoring, interpreting, editing, writing or other professional exercises of language skills.

MOL 306
WARRIORS, WITCHES, FIREBIRDS AND VAMPIRES: INTRODUCTION TO RUSSIAN FOLKLORE
Undergraduate
This course will introduce students to the rich and dynamic body of Russian folk texts and belief. Course readings will include epic poems, skazki (fairy tales), ballads, legends, incantations, and elements of popular culture. Students will learn and apply contemporary theories of folklore and traditional folk belief. The course will touch on the role of Russian folklore themes in literature and film. Emphasis on primary source materials with supplemental theory and history. Discussions in English. Readings in English. Cross-listed with RUS 306.

MOL 307
TOPICS IN CHINESE LITERATURE
Undergraduate
This course provides an introduction to the history, art and interpretation of classical and modern Chinese literature. Since all readings are in English, students will also explore ways of inter-media re-writing of Chinese literature in the age of globalization.

MOL 308
TOPICS IN JAPANESE LITERATURE
Undergraduate
Variable topics. Taught in English. Consult schedule for current offering.

MOL 309
THE NOVELIST’S WORLD
Undergraduate
Variable topics.

MOL 310
JAPANESE CULTURE
Undergraduate
Japanese Culture is a cross-cultural and interdisciplinary exploration of Japanese culture, especially as regards cultural figures such as “geisha,” “samurai,” and “Hello Kitty.” These figures intersect with various critical discourses on gender, sexuality, nationalism, exoticism, orientalism, modernity, tradition, art, and aesthetics. It has also generated both praise and criticism. These questions are not only specific to the cultural figures as listed above but also run deep in society. The course will also examine other the historical and ideological constructions in Japan and the West, especially in the United States.

MOL 311
TOPICS IN FRENCH LITERATURE
Undergraduate
Masterpieces, themes and genres of French literature from its origins to the present day.

MOL 312
TOPICS IN GERMAN LITERATURE
Undergraduate
Masterpieces, themes and genres of German literature from its origins to the present day.
MOL 313
TOPICS IN ITALIAN LITERATURE
Undergraduate
Masterpieces, themes and genres of Italian literature from its origins to the present day.

MOL 314
TOPICS IN RUSSIAN LITERATURE
Undergraduate
Masterpieces, themes and genres of Russian literature from its origins to the present day.

MOL 315
TOPICS IN HISPANIC LITERATURE
Undergraduate
Masterpieces, themes and genres of Hispanic literature from its origins to the present day.

MOL 316
RUSSIAN NOVEL
Undergraduate
The course will allow students to read and analyze novels from important Russian authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, as well as others. Students will write essays and participate in individual and group projects in the format of Round-Table discussion. Cross-listed with RUS 316, CPL 319, and ENG 389. Formerly MOL 368.

MOL 317
RUSSIAN SHORT STORY
Undergraduate
The study of a representative selection of Russian short fiction concentrating on the great 19th-century masters such as Pushkin, Gogol, Turgenev, Tolstoy, Chekhov, Gorky, and Korolenko.

MOL 318
MASTERPIECES OF RUSSIAN LITERATURE
Undergraduate
This course will explore masterpieces of Russian literature from a variety of genres: plays, novels, short stories and poetry. Works by authors such as Tolstoy, Chekov, Dostoyevsky, Gogol, Nabokov, Pushkin, Turgenev, Akhmatova, Mayakovsky, Pasternak and Yevtushenko will be read within their historical context to provide a basis for literary appreciation and analysis.

MOL 319
WORLD OF THE CI NEMA
Undergraduate
Critical analysis of cinematic development.

MOL 320
MODERN JAPANESE LITERATURE IN TRANSLATION
Undergraduate
In this course, students will examine literary and visual texts by intersecting them with the socio-historical contexts in which they were initially written and read. Most of the texts were originally written in Japanese. In what way can we learn about the history of Japan through works of fiction? How can we learn about fiction through the history of Japan? These are some of the questions this course will try to answer.

MOL 321
CLASSICAL JAPANESE LITERATURE IN TRANSLATION
Undergraduate
Classical Japanese literature, in English translation, from the earliest periods up to the Meiji era.
MOL 322
CULTURAL HISTORY OF PARIS
Undergraduate
A study of Paris from its origins in Roman times to the present day, this study abroad course is composed of readings (primary and secondary), lectures, and on-site visits that reveal the unfolding history of Paris.

MOL 325
QUEER JAPAN
Undergraduate
This course surveys representations of same-sex sexuality in Japan from the 14th century to the present day. Students will explore the intersection of history, politics, art, and culture through historiography, literature, film, photography, music, cartoons, and animation, examining “traditional” male-male sexuality, the emergence in the modern era of texts reflecting female-female sexuality, as well as the formation of new consciousness throughout the 20th century and into the 21st. Students will look at critical issues for sexual minorities in Japan, including coming out and AIDS activism, paying particular attention to their potential relevance to sexual minorities and politics in the US.

MOL 333
HISPANIC WOMEN WRITERS
Undergraduate
Same topics as Spanish 322, but taught in English; not counted as part of a Spanish major or minor.

MOL 334
EXPLORING MULTICULTURALISM THROUGH LITERATURE
Undergraduate
Various topics.

MOL 335
EXPLORING SOCIAL DIVERSITY IN LATIN AMERICA
Undergraduate
Readings and instruction in English; not counted as part of a Spanish major or minor. Cross-listed as LST 201.

MOL 337
CONTEMPORARY LATIN AMERICA THROUGH ITS LITERATURE
Undergraduate
The study of English translations of a variety of Latin American literary works that highlight key historical, political, social, and artistic trends in the region.

MOL 340
ARAB CULTURE
Undergraduate
This is the first in a series of three hybrid courses in the Arabic Studies Program that examine Arab culture. The purpose of this course is to provide students with an overview of Arab culture and a clear understanding of its elements and historical events that shaped it. Emphasis will be placed on cultural aspects shared by all Arabs. The course will examine the general concept of culture, and study the elements that form Arab culture. It will also explore the impact of critical factors and events in Arab history from pre-Islamic to modern time on the evolution of Arab culture as we know it today. Students will gain insight into the way Arabs think by examining Arabs’ cultural practices, products, and perspectives. In addition to learning about Arabs and Arab culture, students will practice using technology to research, blog, discuss, and contribute to open-sources on topics related to Arab culture. Students will also have the opportunity to meet and interact with Arabs and the Chicago Arab heritage community.
MOL 341
MEDIA IN THE ARAB WORLD
Undergraduate
This course is one of a series of three culture/media/literature courses strongly recommended for a major in Arabic Studies. It is also an elective course that can be taken by students at large. The purpose of the course is to introduce students to the Arab media--including newspapers, television, and the Internet--as a product of Arab culture. Students will examine Arab media to gain better understanding of its nature, role, content, and influence within emphasis on the context of Arab societies and the factors influencing their people such as politics, religion, technology, and Western influence. In addition to the assigned readings from the textbook and a variety of sources that represent various perspectives, a sample of products of Arab media including newspapers, TV programs, news, cartoons, and blogs will be examined to better understand Arab media. Furthermore, elements and factors that impact Arab media will be analyzed and discussed. The impact of the West on Arab media, and the future of Arab media will also be discussed.

MOL 342
MODERN ARABIC LITERATURE IN TRANSLATION
Undergraduate
This course is one of a series of three courses offered by the Arabic Studies program as part of the major and minor requirement in Arabic Studies. It provides a survey of modern Arabic literature and focuses on various genres, including poetry, plays, short stories, and novels. Works by major Arab writers and poets representing various regions and content related to Arab culture are examined and analyzed to develop an appreciation for Arabic literature and a deeper understanding of Arab culture. This is a hybrid course. Students meet onsite one day a week for 2 hours and conduct work online to satisfy the course requirements. Specific assignments are provided each week through D2L and Ning social network for the online portion of the course.

MOL 349
TEACHING MODERN LANGUAGES
Undergraduate
The Teaching Modern Language course is specially designed for the teacher who is about to begin his/her career teaching foreign languages at the K-12 levels. This course is also designed for accomplished and experienced teachers who wish to receive new information on current theory and practice. The course has as an overall objective to provide learners with the theoretical and practical tools that will enable them to become critical and reflective foreign language practitioners.

MOL 350
METHODS OF TEACHING MODERN LANGUAGES IN THE ELEMENTARY SCHOOL
Undergraduate
Provides training in the theory and methods of teaching foreign languages in the elementary school (FLES). Designed for both pre-service and in-service teachers. Pre-service teachers include foreign language majors interested in elementary school teaching and elementary majors who are proficient in a foreign language and interested in teaching FLES. In-service teachers include elementary teachers proficient in a foreign language who are teaching or who are interested in teaching FLES and secondary trained teachers who are teaching or who are interested in teaching FLES. In order to meet the objectives of this course and subsequent methods courses, it is expected that all participants be able to demonstrate proficiency in English and a second language before enrolling.

MOL 354
THEORETICAL FOUNDATIONS/ CURRENT RESEARCH SECOND/FOREIGN LANGUAGE ACQUISITION
Undergraduate
This course serves both as undergraduate and graduate-level introduction to the field of second language acquisition (SLA) research. As such, it will introduce students to the research methods, findings, and some of the theoretical discussions that have encompassed the last three decades of SLA research. The focus is on basic questions regarding the process of language learning, rather than on explicitly pedagogical issues. The most important goal of SLA research is to uncover and describe the processes that are potentially affected by instructional efforts. Thus, one of the goals of the course is to have students reflect and, if necessary, modify how they view the role of an instructor and a learner of a second language. The material can be used to inform learning a second language as much as it is instrumental in teaching a second language. The material in this course should encourage students to question assumptions and begin to formulate individual ideas about what goes on in classrooms, how we learn, and how this learning could inform our teaching of second language. A final goal is to introduce you to critical reading of research articles in the field, as a preparation for possible further study of SLA.

MOL 355
CONTEMPORARY CRITICISM
Undergraduate
An overview of contemporary criticism from Russian formalism to post-modernism. Cross-listed as CPL 355.
MOL 356
PSYCHOLINGUISTICS
Undergraduate
An overview of basic issues in experimental psycholinguistics by introducing various topics, such as speech perception/production, word recognition/memory, sentence processing, first- and second-language acquisition and the brain and languages. Cross-listed as PSY 393.

MOL 357
TEACHING CULTURE IN THE FOREIGN LANGUAGE CLASSROOM
Undergraduate
Pedagogical theory and practice in the integration of culture into the language classroom.

MOL 360
REALISM IN RUSSIAN DRAMA
Undergraduate
The course presents some of the greatest Russian plays of the 18th and 19th century. In the course, students will read original works in English translation by Von Vizin, Griboedov, Pushkin, Gogol, Lermontov, and Ostrovsky. Some critical works will be included. Students will read, analyze, and interpret the plays, comedies and dramas, both with respect to form and meaning.

MOL 361
RUSSIAN DRAMA IN TRANSLATION
Undergraduate
Russian theater represents a high point of Russian cultural and literary production. In this course students will explore Russian plays by a selection of the most important authors. Readings may include Chekhov, Gorky, Bulgakov, Teffi and others. Some critical works will be included. The student will read, analyze and interpret the plays, comedies and dramas, both with respect to form and meaning. In the process they will develop greater insight into the social and multicultural issues of the time period in which the plays were written.

MOL 364
MODERN RUSSIAN AUTHORS
Undergraduate
This course explores works of the most influential Russian authors of the Modern period. Authors might include Anton Chekhov, Vladimir Nabokov, Mikhail Bulgakov, Evgeny Zamyatin, and more. Students will explore several genres, including poetry, novel, short, story, and plays. These authors and works will be studied in the context of their times.

MOL 369
RUSSIAN LITERATURE AND FILM
Undergraduate
Greatest Russian short stories, plays, and novels of the 19-20th century, as presented in film. Readings in English translation may include works by Tolstoy, Dostoevsky, Ostrovsky, Chekhov, and Pasternak.

MOL 380
COMMUNITY BASED SERVICE LEARNING
Undergraduate
Variable topics in theory and practice of service learning.

MOL 389
TOPICS IN COMPARATIVE LITERATURE
Undergraduate
Variable topics. Consult course schedule for current offering. Cross-listed as ENG 389.

MOL 392
INTERNSHIPS
Undergraduate
Variable credit.
MOL 396
CAPSTONE: LANGUAGE, LITERATURE, AND CULTURE
Undergraduate
This course addresses broad issues of human language that touch upon the concerns of all language majors. Topics include subjects such as: Languages as endangered species; The physiological/psychological benefits of bilingualism; and Oral language cultures. Topics are approached from a very broad perspective, namely linguistic, anthropological, literary and historical.

MOL 397
SPECIAL TOPICS IN MODERN LANGUAGES
Undergraduate
See schedule for current offerings.

MOL 398
STUDY ABROAD
Undergraduate
Variable credit.

MOL 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

MOL 400
PROFESSIONAL PRACTICUM
Graduate
Supervised experience in teaching, tutoring, interpreting, editing writing or other professional exercise of language skills.

MOL 401
PROFESSIONAL FOUNDATIONS
Graduate
In this course students will prepare a series of surveys/summaries of research literature and learning resources. They will identify one or more professional organizations such as MLA, CLA, ACTFL, CTFL, AATX, and others. Using their by-laws, publications, and recent conference programs, students will write a literature summary that identifies the major issues of concern to these organizations, and analyze their resources and professional standards related to research and practice in the students' field of interest. Required for Modern Language MA students.

MOL 402
LANGUAGE, SELF AND SOCIETY
Graduate
This course offers students a theoretical and methodological introduction to the theory and methods of the study of language variation and change and its relationship to various social and individual factors (e.g. race, class, sex, ethnicity, identity, etc.). It introduces students to the concepts, theories, and methods used to analyze language and its role in the definition and construction of individual and group identity. We will look specifically at how social and individual factors may influence linguistic structure and vice versa. The course will explore various theories of sociolinguistics, including the interaction between language and speakers' membership in various groups, linguistic variation across groups, intergroup theory, dialectology, and discourse analysis, among others. Through the course readings students will consider and critically analyze the notions of the speech community and the individual, the existence (or not) of dialects, synchronic variation and diachronic change, the relationship between social factors and language, language policy and planning, language standardization, linguistic ethnography, and theories related to education and society. Bilingual phenomena such as code switching, language contact, and the creation of pidgins and creoles will also be examined. Topics may vary by quarter. This course is required for language MA students.
MOL 403
COMMUNITIES OF PRACTICE
Graduate
New Course Description: In this course, students will study Western and non-Western cultural texts that address a central theme (for example: "Citizenship," "Freedom and Oppression," "Globalization," "Popular pedagogy"). Students will practice talking and writing about the ethical questions, inter-cultural conversations, and analytical methods common to the liberal arts tradition as they apply to their use of a language in a particular professional setting. Students explore the varied kinds of local and global communities in the contemporary world and place them in political, economic, and historic contexts to understand how they have transformed over time, with specific attention to the interaction of economic (i.e., work practice) and social ties (i.e., familial, religious, ethnic, linguistic) in forming and transforming local, national, international and global communities. The course will examine how various ethnic groups have used communities as a starting place to assimilate and make their adjustments to nations as well as maintain ties to the culture and heritage of their home country. Topics vary by quarter and some sections will include service learning opportunities. This course is required for language MA students.

MOL 410
JAPANESE CULTURE
Graduate
Japanese Culture is a cross-cultural and interdisciplinary exploration of Japanese culture, especially as regards cultural figures such as "geisha," "samurai," and "Hello Kitty." These figures intersect with various critical discourses on gender, sexuality, nationalism, exoticism, orientalism, modernity, tradition, art, and aesthetics. It has also generated both praise and criticism. These questions are not only specific to the cultural figures as listed above but also run deep in society. The course will also examine other the historical and ideological constructions in Japan and the West, especially in the United States.

MOL 441
MEDIA IN THE ARAB WORLD
Graduate
This course is one of a series of three culture/media and literature courses strongly recommended for a major in Arabic Studies. It is also an elective course that can be taken by students at large. The purpose of the course is to introduce students to the Arab media--including newspapers, television, and the Internet--as a product of Arab culture. Students will examine Arab media to gain better understanding of its nature, role, content, and influence within emphasis on the context of Arab societies and the factors influencing their people such as politics, religion, technology, and Western influence. In addition to the assigned readings from the textbook and a variety of sources that represent various perspectives, a sample of products of Arab media including newspapers, TV programs, news, cartoons, and blogs will be examined to better understand Arab media. Furthermore, elements and factors that impact Arab media will be analyzed and discussed. The impact of the West on Arab media, and the future of Arab media will also be discussed.

MOL 442
MODERN ARABIC LITERATURE IN TRANSLATION
Graduate
This course is one of a series of three courses offered by the Arabic Studies program as part of the major and minor in Arabic Studies. It provides a survey of modern Arabic literature and focuses on various genre including poetry, plays, short stories, and novels. Work by major Arab writers and poets representing various regions and content related to Arab culture are examined and analyzed to develop an appreciation for Arabic literature and deeper understanding of Arab culture as portrayed in the major works of modern Arab poets and authors. This is a hybrid course. Students meet onsite one day a week for 2 hours and conduct work online to satisfy the course requirements. Specific assignments are provided each week through D2L and Ning social network for the online portion of the course.

MOL 449
TEACHING MODERN LANGUAGES
Graduate
The Teaching Modern Language course is specially designed for the teacher who is about to begin his/her career teaching foreign languages at the K-12 levels. This course is also designed for accomplished and experienced teachers who wish to receive new information on current theory and practice. The course has as an overall objective to provide learners with the theoretical and practical tools that will enable them to become critical and reflective foreign language practitioners.

MOL 450
METHODS OF TEACHING FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL
Graduate
Provides training in the theory and methods of teaching foreign languages in the elementary school (FLES). Designed for both pre-service and in-service teachers. Pre-service teachers include foreign language majors interested in elementary school teaching and elementary majors who are proficient in a foreign language and interested in teaching FLES. In-service teachers include elementary teachers proficient in a foreign language who are teaching or who are interested in teaching FLES and secondary trained teachers who are teaching or who are interested in teaching FLES. In order to meet the objectives of this course and subsequent methods courses, it is expected that all participants be able to demonstrate proficiency in English and a second language before enrolling.
MOL 454
THEORETICAL FOUNDATIONS/CURRENT RESEARCH SECOND/FOREIGN LANGUAGE ACQUISITION
Graduate
This course serves both as undergraduate and graduate-level introduction to the field of second language acquisition (SLA) research. As such, it will introduce students to the research methods, findings, and some of the theoretical discussions that have encompassed the last three decades of SLA research. The focus is on basic questions regarding the process of language learning, rather than on explicitly pedagogical issues. The most important goal of SLA research is to uncover and describe the processes that are potentially affected by instructional efforts. Thus, one of the goals of the course is to have students reflect and, if necessary, modify how they view the role of an instructor and a learner of a second language. The material can be used to inform learning a second language as much as it is instrumental in teaching a second language. The material in this course should encourage students to question assumptions and begin to formulate individual ideas about what goes on in classrooms, how we learn, and how this learning could inform our teaching of second language. A final goal is to introduce students to critical reading of research articles in the field, as a preparation for possible further study of SLA.

MOL 457
TEACHING CULTURE IN THE MODERN LANGUAGE CLASSROOM
Graduate
Pedagogical theory and practice in the integration of culture into the language classroom.

MOL 460
RUSSIAN DRAMA IN ENGLISH TRANSLATION I
Graduate
The course presents some of the greatest Russian plays of the 18th and 19th century. In the course, students will read original works in English translation by Von Vizin, Griboedov, Pushkin, Gogol, Lermontov, and Ostrovsky. Some critical works will be included. Students will read, analyze, and interpret the plays, comedies and dramas, both with respect to form and meaning.

MOL 461
RUSSIAN DRAMA IN TRANSLATION II: SOVIET ERA
Graduate
Russian theater of the 20th century appeared in parallel to realistic novels and contributed to the movement of realism in Russian literature. Russian theater of the 20th century, presented by such authors as Chekhov, Gorky, Bulgakov and Teffi, demonstrates tendencies from realism to avantguard. Some critical works will be included. The student will read, analyze and interpret the plays, comedies and dramas, both with respect to form and meaning. In the process they will develop greater insight into the social and multicultural issues of the time.

MOL 464
RUSSIAN SHORT STORY IN ENGLISH TRANSLATION II: SOVIET ERA
Graduate
This course presents some of the greatest Russian short stories (1880 - 1930) in English translation. Students will read short stories in English translation by four major Russian writers: Chekhov, Kuprin, Bunin and Bulgakov. Students will analyze and interpret short stories of the 1880-1930 period, both with respect to form and meaning, and discuss some critical works.

MOL 468
RUSSIAN NOVEL IN ENGLISH TRANSLATION III: CONTEMPORARY
Graduate
Major Russian prose works of the late 20th century, read in English translation. Authors include Bulgakov, Platonov, Pristavkin, and Bitov.

MOL 496
MAMOL CAPSTONE
Graduate
As the required capstone course for the M.A. program in Modern Languages, MOL 496 requires students to reflect on their coursework and the materials that they have produced for their portfolios in order to articulate a coherent vision of their experience in the program. It encourages them to learn from each other’s professional interests, builds community among them, and facilitates interactive learning. The course employs a seminar design that is intentionally flexible, and varies depending upon the participating students’ goals and objectives. Class sessions will focus on the common issues and concerns that all students face as “language professionals.” In addition, each student must select a representative work (the portfolio project), create an overview and commentary text on this work, and present the work to the class. Each student's portfolio and project (whether a thesis, internship, or creative work) will reflect his or her own intellectual interests and professional goals.
MOL 497  
SPECIAL TOPICS IN MODERN LANGUAGES  
Graduate  
See schedule for current offerings.

MOL 498  
STUDY ABROAD  
Graduate  
Variable credit.

MOL 499  
INDEPENDENT STUDY  
Graduate  
Variable credit.

MPH 498  
PREPARATION FOR BIOSTATISTICS  
Graduate  
This course provides an overview of the fundamental knowledge needed for success in MPH 541: Biostatistics. This course is designed for MPH students only. And for those with no statistical coursework or training.

MPH 501  
INTRODUCTION TO PUBLIC HEALTH  
Graduate  
This course introduces students to the basic tenets of public health, its focus on the prevention of disease and illness, and the promotion of the health and well-being of all people. The course provides a brief history of public health, an introduction to the five core disciplines of public health (epidemiology, biostatistics, environmental health, social and behavioral health, and health policy and management), and an overview of the field’s core functions such as assessment, policy development, and assurance.

MPH 502  
INTRODUCTION TO EPIDEMIOLOGY  
Graduate  
This course will focus on the theories and methods used in the field of epidemiology to study the occurrence, distribution and determinants of infectious and non-infectious diseases, other forms of illness (particularly those impacted by social and environmental forces), and injury in human populations. The focus will be on determining the impact, magnitude, and patterns of disease/illness/injury frequency so that causal agents can be identified and effective prevention, treatment and control measures can be designed and implemented. The course will explore variations of disease/illness/injury in relation to such factors as age, sex, race/ethnicity, occupational and social characteristics, place of residence, social inequality, susceptibility, exposure to specific agents, and other pertinent characteristics. Also of concern will be the temporal distribution of disease, examination of trends, cyclical patterns, and intervals between exposure to causative factors and onset of disease.

MPH 503  
INTRODUCTION TO ENVIRONMENTAL HEALTH  
Graduate  
Study of the environment factors that influence health. Topics include air and water pollution, global population and local community dynamics, toxicology, infectious and chemical agents, radiation, and management.

MPH 511  
HEALTH AND BEHAVIOR THEORY  
Graduate  
This course will examine various theories and models that have been developed to identify the range of psychosocial factors that impact participation in both health-threatening and health-enhancing behaviors, and provide guidance for the modification of such behaviors. The theories and models will be explored from multidisciplinary perspectives and will be applied to an array of health issues. Practical applications of these theories to the development and implementations of theory-based public health interventions that can be applied with multiple populations (e.g., women, adolescents, elderly, people of color) within multiple settings (e.g., communities, schools, health care settings) at various levels of change (e.g., individual, community, social, policy) will also be explored. Cross-listed with PSY 511.
MPH 512
RESEARCH METHODS
Graduate
This course will provide a critical examination of the relative strengths and limitations of various research designs, data collection methods, and types of existing data. Students will develop an understanding of (a) the relative contributions of a mixed-methods approach to public health research, (b) basic issues related to the measurement of public health concepts, and (c) the relative strengths and limitations of various analytic approaches to studying public health problems. Students will familiarize themselves with peer-reviewed journals, how to search for material on specific topics, how to develop a critical reader's eye, and how to summarize and draw evidence-based conclusions from multiple studies.

MPH 513
PUBLIC HEALTH ADMINISTRATION
Graduate
This course considers the conceptual and theoretical foundation underlying managerial decision-making. The course introduces students to such basic managerial tools as basic accounting, cost-benefit analysis, budgeting, and marketing. Principles of strategic planning and forecasting are examined. The course goes on to examine the legal framework that governs public health practice, organizations, human resources, research activities, and community as well as individual patient intervention efforts.

MPH 515
PUBLIC HEALTH ETHICS AND POLICY
Graduate
This course is designed to analyze the ethical basis in which public health practice is grounded. It reviews concepts and ideas developed by a number of disciplines including philosophy, law, political science, and economics.

MPH 522
PROGRAM DEVELOPMENT AND GRANT WRITING
Graduate
This course is designed to provide students with the background and skills to develop and evaluate community public health programs in a variety of settings. Students will work individually and as members of teams to design measurable goals, objectives, action plans, timelines, and evaluation indicators of community-based public health programs. Application of methods to logic modeling, proposal writing, budget planning, project management, and data management will be examined throughout the course.

MPH 525
PROGRAM EVALUATION
Graduate
This course will provide students with a comprehensive theoretical, methodological and ethical foundation for conducting public health program evaluation. Students will experience the practice aspects of evaluation including communicating and negotiating with stakeholders, conducting an evaluability assessment, developing logic models and evaluation questions, identifying appropriate data collection methods, gathering reliable and valid evaluation data that are appropriate to the selected design and analysis methods, analyzing data, reporting evaluation results, and ensuring evaluation use. The instructor will facilitate a learning and skill-building environment, drawing on personal experiences and the expertise of others in the field.

MPH 541
BIOSTATISTICS
Graduate
This course emphasizes the application of statistical methods to problems of human health and disease. It covers parametric and nonparametric statistical inferential methods for univariate and bivariate situations using SPSS. Specific topics include but are not limited to the following: Interpretation of graphic and descriptive statistics for both quantitative and categorical data, confidence interval estimation and hypothesis testing methods, linear and multiple regression logistic regression, analysis of categorical data and ANOVA. Course emphasizes the statistical interpretation of the literature and analytic projects based on large data sets from published studies, the internet, or the student's workplace.

MPH 551
GLOBAL HEALTH
Graduate
This course examines theories and data surrounding global health. Topics include epidemiologic transition, the burden of chronic non-communicable diseases in the global south, neglected tropical diseases, and access to medicines. Sociological and anthropological perspectives are explored to understand the structural causes of health inequalities around the world.
**MPH 552**  
**MATERNAL AND CHILD HEALTH**  
Graduate  
This course will utilize a life course perspective to examine contemporary health issues affecting women and children. Students will examine health disparities and social determinants of health, and engage in discourse on a variety of health topics from a social justice framework. Course exercises and assignments will focus on building skills in community assessment, program planning, evaluation, advocacy and policy development, as they apply to maternal and child health.

**MPH 553**  
**PUBLIC HEALTH AND FORCED MIGRATION**  
Graduate  
This course is an overview of key public health issues for populations undergoing forced migration. The course emphasizes the contextual factors relevant to the physical and psychosocial challenges faced by displaced populations. Using a community public health approach the course will address: the challenges of health promotion, health care access and delivery; the everyday contexts that affect health; strategies for conducting public health research; and interventions for addressing health outcomes.

**MPH 554**  
**INTRODUCTION TO GLOBAL PUBLIC HEALTH**  
Graduate  
This course introduces students to the concepts, principles, and case outcomes of public health practice within a global context. It outlines theories of health, illness behavior, and health education. Across different global settings, it considers community health data sources, health intervention approaches, the planning and evaluation of community health interventions.

**MPH 555**  
**EPIDEMIOLOGY IN A GLOBAL CONTEXT**  
Graduate  
This course will focus on the theories and methods used in the field of epidemiology to study the occurrence, distribution and determinants of infectious and non-infectious diseases, other forms of illness (particularly those impacted by social and environmental forces), and injury in human populations. The class examine epidemiology in various global contexts. The focus will be on determining the impact, magnitude, and patterns of disease/illness/injury frequency so that causal agents can be identified and effective prevention, treatment and control measures can be designed and implemented. The course will explore variations of disease/illness/injury in relation to such factors as age, sex, race/ethnicity, occupational and social characteristics, place of residence, social inequality, susceptibility, exposure to specific agents, and other pertinent characteristics. Also of concern will be the temporal distribution of disease, examination of trends, cyclical patterns, and intervals between exposure to causative factors and onset of disease.

**MPH 556**  
**WOMEN'S HEALTH**  
Graduate  
An examination of women's health throughout the life cycle, with special emphasis placed on women's structural and societal roles within systems of health and in communities at large, which emphasizes on-going and emerging issues in women's health, such as sexual and reproductive health, contraception, gender-based violence, and chronic diseases, in order to address health disparities and redress health inequalities.

**MPH 559**  
**SPECIAL TOPICS IN PUBLIC HEALTH**  
Graduate  
Special courses will be offered as students and faculty affiliated with the MPH program identify selected topics of common interest.

**MPH 599**  
**INDEPENDENT STUDY IN PUBLIC HEALTH**  
Graduate  
This course can be taken in consultation with a supervising faculty member.
MPH 600
PREPARATION FOR PUBLIC HEALTH PRACTICE
Graduate
This year-long course includes a series of skills-based workshops designed to introduce students to the specialized skills and competencies needed in the public health workplace. These workshops are designed to complement the core MPH curriculum and are selected based on regular feedback from faculty, public health practitioners, and students.

MPH 602
COMMUNITY HEALTH ASSESSMENT
Graduate
This course is part of a three-course practicum sequence that is designed to provide the student with practical experience in the field based on skills acquired in class. The course introduces students to methods of data collection and analysis of epidemiological data. It focuses on community health indicators and research tools used to assess health data. Emphasis is on the research methods that are employed to identify community assets and goals; this step serves as the basic step in the process of community needs assessment which leads to the final objective, that is, program planning. The fundamentals of various types of community health interventions will be explored.

MPH 603
COMMUNITY HEALTH INTERVENTIONS
Graduate
This is the second course of the three-course practicum sequence. Students are expected to engage in the following tasks: (1) assess the community health profile documenting incidence and prevalence of disease and other health problems; (2) use the findings identified in step one to plan a population-specific community-based health program designed to reduce assessed risk; (3) develop an evaluation instrument designed to determine how successful the plan is in reducing health risk.

MPH 602 is a prerequisite for this course.

MPH 604
CAPSTONE SEMINAR IN COMMUNITY PUBLIC HEALTH
Graduate
This is the third course of the three-course practicum sequence. Students are expected to participate in a seminar, which provides the academic counterpart to the practicum experience. This course focuses on questions that arise related to the data collection process, data analysis and/or interpretation of findings, and the effort to translate findings into the planning of community-based public health programs.

***The goal of the final capstone project is to integrate the information that has been learned in the students' MPH academic courses with the applied community experience. Therefore, even though the paper will be focused on the applied work that the students are conducting in their community health setting, this document should also incorporate various elements of the didactic courses that have been taken within the MPH program. The exact format and length of the paper may vary depending on the nature of the applied experience, but should include the following general sections: I. Community Health Profile and Background II. Statement of the Targeted Health Issue (including specific health determinants and/or risk factors) III. Description of the Health Intervention or Program IV. Evaluation or Monitoring Plan and Results V. Implications of Findings VI. Future Directions (including future funding of health initiatives) Students should have an outline project approved by the instructor of the Capstone Seminar prior to writing the final product. This project should demonstrate that the student is able to integrate the knowledge and skills that they have obtained throughout their MPH training to an applied community health issue and setting, and express this integration in a structure written format.

MPH 602 and MPH 603 are prerequisites for this class.

MPH 699
COMMUNITY HEALTH PRACTICUM
Graduate
This year-long course includes a series of skills-based workshops designed to introduce students to the specialized skills and competencies needed in the public health workplace. These workshops are designed to complement the core MPH curriculum and are selected based on regular feedback from faculty, public health practitioners, and students.

MPH 600 is a prerequisite for this course.
MPS 500
INTRODUCTION TO PUBLIC SERVICE MANAGEMENT
Graduate
Introduces students to organizational theories and practices useful to public service managers. Teaches students how to use structural, human resource, political and symbolic perspectives to rethink public service organizations. Provides an introduction to managerial issues including workforce diversity, decision making and leadership; stresses critical thinking and writing skills.

School of Public Service student or department consent is a prerequisite for this course.

MPS 501
CROSS-SECTOR ANALYSIS
Graduate
This course examines the size, scope, capacity, and limitations of the nonprofit, government, and business sectors, in the domestic and international context. Students will be introduced to research and become familiar with print and electronic resources and databases. They will learn to develop meaningful research questions, write literature reviews, and analyze the interrelationships among the three sectors.

MPS 510
INTERNATIONAL DIMENSIONS OF PUBLIC SERVICE
Graduate
This course explores the institutional roles and responsibility of international public service organizations in relation to international affairs, peace and security, international development, humanitarian and human rights laws. Through real world case studies students learn about the complex legal, advocacy and capacity development work connected to political, economic, social, cultural and other human rights in international public service.

Status as an MPS student or department consent is a prerequisite for this class.

MPS 511
SUSTAINABLE INTERNATIONAL DEVELOPMENT
Graduate
This course provides an overview of theories and approaches to sustainable social and economic development and examines the roles of Non-Governmental Organizations (NGOs) as well as methods of evaluating their effect. The course covers the role of NGOs in building and strengthening sustainable communities and societies in developing countries.

MPS 513
VOLUNTEERISM
Graduate
This course examines the concept of volunteerism within global civil society, especially nonprofit organizations and government associations. This includes an analysis of the role of volunteers in American society, the motivation to volunteer and how to effectively recruit, train, supervise and evaluate volunteers. Students develop an understanding of the role of volunteers in the management of any social program. Assignments include group projects and service learning opportunities.

MPS 514
GOVERNMENT FINANCIAL ADMINISTRATION
Graduate
The basic principles, logic and processes of public budgeting are explored to understand the allocation of scarce resources. The concepts of efficiency and equity in taxation are applied to identify the advantages and disadvantages of specific taxes such as income, sales and property. Specific skill sets include present value techniques, interpreting the basic financial reports generated by governments, and evaluating financial performance of a government based upon its financial reports.

MPS 500 is a prerequisite for this course.

MPS 515
NONPROFIT FINANCIAL ADMINISTRATION
Graduate
This course explores key issues in operations budgeting and capital budgeting. Specific skill sets include cash flow analysis, variance analysis, present value techniques, interpreting financial statements, and evaluating financial performance.

MPS 500 is a prerequisite for this class.
MPS 516
MANAGEMENT OF INFORMATION TECHNOLOGY
Graduate
This course focuses on the management and use of information technology (IT). As the use of IT in society grows, particularly in business, graduates are likely to manage technology resources and participate in IT planning and development projects as founders, sponsors, team members, managers of development, or end-user developers. Students should become effective users of information, IT, and information services. The course explores a number of IT-related topics, such as the strategic role of IT, IT planning and architecture, building the telecommunications highway system, management issues on system development, the expanding universe of computing, group support systems, intelligent systems, electronic document management and managing the human side of systems.

MPS 519
RESOURCE DEVELOPMENT
Graduate
This course teaches students the theories and techniques of resource development. We discuss the fundraising tradition in the U.S., principal donor types, theories of donor behavior, and the organizational, legal and ethical contexts of fundraising. Students learn basic fundraising tools, including planning, grant writing, special events, major gifts, planned giving, and capital campaigns. Students work as volunteer consultants with nonprofit partners to analyze their current fundraising strategies and materials and help them develop new ones.

MPS 520
VALUES-CENTERED LEADERSHIP
Graduate
This interdisciplinary course explores service leadership through the lenses of Robert K. Greenleaf, The DePaul Leadership Project, Margaret J. Wheatley and other theorists and practitioners within the leadership field. The course expands our thinking on leadership to include modules dedicated to four topics: Service Leadership, Leadership and Diversity, International Leadership and Ethical Leadership. Students will assess their own leadership practices, develop a leadership action plan and participate in coaching, as coach and client. Student grading will be based on participation in self-reflection, course participation, project teams and a final project.

MPS 521
LEADERSHIP AND MANAGEMENT
Graduate
This course focuses on key factors which affect employee behavior and the nature and purposes of leader and managerial roles. In addition, it addresses recent research in leadership and management and the legal environment of personnel management. In depth analysis of psychological systems, interpersonal relations and the relationship of rewards to performance are addressed through case studies, role playing and readings.

MPS 522
FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT
Graduate
This course explores human resource issues facing employees with supervisory responsibilities in public service organizations, including those working in the volunteer, non-profit, religious, government, and education sectors. The course considers human resource planning, employee recruiting and selection, and the motivation and evaluation of staff personnel and managers both individually and in teams. Topics include recruiting and selecting employees and managers, fostering team development, managing employee stress, preventing workplace violence, and handling issues pertaining to termination, training, and development. The course also explores progressive discipline and, improving performance management of employees and volunteers.

School of Public Service student or department consent is a prerequisite for this course.

MPS 523
GROUP DYNAMICS FOR LEADERS
Graduate
This interactive course will explore the relevant theories and methods for understanding the structures and processes of groups. The course will also consider how leaders and managers function effectively within groups. An emphasis is placed on role and function, status, power, leadership, communication, decision-making, problem solving, conflict management, negotiation, and coalition.
MPS 524
MARKETING FOR SERVICE ORGANIZATIONS
Graduate
This course provides a broad understanding of marketing nonprofit, governmental, and advocacy organizations. Students learn how to analyze and develop a wide range of marketing plans and campaigns. Content includes the key theories, principles, and techniques of marketing and the differences between for-profit and non-profit efforts. The associated aspects of marketing--public relations, communications, advertising, and fundraising--are explained and compared. Students learn all aspects of the marketing process from identifying and defining the preferred target segments, crafting the key messages, and developing, executing, and measuring effective marketing campaigns.

MPS 525
WORKING WITH NONPROFIT BOARDS
Graduate
This course examines the legal and philosophical reasons that nonprofit organizations are governed by an external board of directors. Membership, structure and process for this body are examined, as well as the relationship of employees to the individual board members and the policies established by this group.

MPS 526
LOCAL GOVERNMENT ADMINISTRATION
Graduate
This course analyzes decision-making processes used in local government from the perspective of the chief executive officer such as city manager, township supervisor, special district administrator, or park superintendent. It includes operational aspects of municipal administration including the effect of intergovernmental relations on local government, the role of the local government administrator in policy implementation, chief executive and elected official interactions, and regional governance of the delivery of services that cross political boundaries.

MPS 528
FOUNDATION MANAGEMENT
Graduate
This course examines the concepts, functions and practices of organized philanthropy, with a primary emphasis on corporate, private and community foundations.

MPS 529
STRATEGIC MANAGEMENT AND PLANNING
Graduate
Students learn how to apply strategic management and planning concepts and tools to public and nonprofit organizations to achieve goals and objectives in meeting service delivery missions, both domestically and internationally. The course focuses on analyzing the interaction of trends, market forces, stakeholders, and core competencies in developing visions and strategies for alternative scenarios.

MPS 530
ANALYSIS OF NONPROFIT ORGANIZATIONS
Graduate
This course explores the art and science of nonprofit management. Students analyze nonprofits holistically, combining perspectives from law, governance, resource development, and finance. Students learn through hands-on analysis of existing nonprofit organizations and the analysis of historical case studies.

MPS 515 is a prerequisite for this class.

MPS 531
FINANCING AND COSTING IN HEALTH CARE
Graduate
This course focuses on practical examples of financial management of health care institutions. It examines the financial system supporting health care institutions and the financial tools providers and insurers use to keep medical costs in check. Students learn financial management, third party payment methodologies, Medicare and Medicaid, cost accounting, rate setting, budgeting and financial analysis.

MPS 514 or MPS 515 or MPS 541 is a prerequisite for this course.
MPS 534  
**MEDICAL SOCIOLOGY**  
*Graduate*  
Overview of social systems of health care in the United States, including the health-seeking behavior of patients, relationships among health care providers and organizational settings in which services are delivered. Cross-listed with SOC 431.

MPS 535  
**ISSUES IN HEALTHCARE**  
*Graduate*  
This seminar focuses on contemporary issues in health care policy and management. Topics covered include public health initiatives, dimensions of health service delivery systems (cost, quality and access), and health policy reforms with a special emphasis on the opportunities to reduce disparities in health care. Students conduct an independent secondary research project on a health care topic of their choosing. Classes include discussions of the challenges of developing expertise in a subfield within the health care sector.

MPS 537  
**HEALTH CARE DELIVERY SYSTEMS**  
*Graduate*  
Overview of the structure of the U.S. health systems followed by a selective international comparison of other health delivery systems including their relationships to social policies and economic factors. Cross-listed with SOC 437.

MPS 541  
**ECONOMIC FOUNDATIONS OF PUBLIC SERVICE**  
*Graduate*  
This course introduces students to the branches of economics known as microeconomics, public finance, and welfare economics. Students learn to apply standard economic tools to identify policy issues and to analyze them. Specific skill set includes present value techniques.

MPS 500 or SUD 401 is a prerequisite for this course.

MPS 542  
**POLICY DESIGN AND ANALYSIS**  
*Graduate*  
Focuses on the processes and techniques of analyzing and designing public policies. Students are introduced to analytical ways of thinking that include: defining and modeling policy problems; designing policy alternatives; evaluating policy alternatives using ethical, legal, economic, organizational, and political criteria; and anticipating problems of policy implementation.

MPS 501 and (MPS 514 or MPS 515 or MPS 541) are prerequisites for this class.

MPS 543  
**POLICY IMPLEMENTATION**  
*Graduate*  
This course introduces students to the challenges and opportunities of policy implementation. It helps students understand and improve the implementation of public and organizational policies. Using a variety of approaches, students learn to analyze implementation, the factors that influence the process, and to monitor, evaluate, revise, and reform policies.

MPS 542 is a prerequisite for this class.

MPS 546  
**ADVOCACY AND LOBBYING**  
*Graduate*  
Explores the roles of individuals and organizations in the public policy process, particularly as power arrangements facilitate or impede consensus building. Examines how legislation is written and how administrative rules are formed in government agencies. Special attention is paid to advocacy techniques such as lobbying, public education, and litigation.
MPS 552
GIS FOR COMMUNITY DEVELOPMENT
Graduate
This course will focus on applications of Geographic Information Systems (GIS) to community studies and community development. As an amalgam of information technologies (e.g. database management, Web 2.0) and earth measurement technologies (e.g. global positioning systems, remote sensing), GIS is rapidly entering the realm of community development. The course will explain how GIS works; enable students to learn techniques including mapping, spatial analysis, and data management; and provide students with the opportunity to apply GIS to community development. Cross-listed with GEO 441.

MPS 559
ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT
Graduate
Entrepreneurship and New Venture Management. Cross-listed with MGT 570.

MPS 560
ADMINISTRATIVE LAW
Graduate
This course focuses on an understanding of government powers by federal, state and local agencies in the US such as oversights, rule making, adjudication and judicial review of local and federal actions, and enforcement of regulatory decision making. It examines how public administration decisions are affected by existing constitutional and legal constraints on the administrative process; it includes the Administrative Procedure Act, Open Meetings Act of Illinois, and the Freedom of Information Act.

MPS 561
LAW AND NONPROFIT ORGANIZATIONS
Graduate
Introduces laws and regulations governing nonprofit organizations, including procedures for incorporation, maintenance of tax-exempt status, and compliance with relevant labor laws. No legal background is assumed.

MPS 562
INTRODUCTION TO HEALTH LAW
Graduate
Introduces students from nonlegal backgrounds to the legal system. Examines legal materials, including statutes, judicial opinion, and administrative regulations. Basic legal research and writing skills are taught.

MPS 563
LAW AND PUBLIC POLICY
Graduate
Provides an overview of the legal process, developing a basic understanding of legal principles, terms, and court systems. Applies legal analysis to policy issues in the three sectors. Examines the sources of law and explores methods of legal research within the context of public policy analysis.
MPS 542 is a prerequisite for this class.

MPS 571
METROPOLITAN PLANNING
Graduate
The purpose of this course is to provide an introduction to the professional practice of urban planning and the basic theoretical concepts on which the discipline is based. Students will analyze urban issues, decision-making processes, and resources that affect planning across a metropolitan area, including urban-suburban relations, and the complexities of zoning, economic and community development.

MPS 572
URBAN POVERTY SEMINAR
Graduate
This course explores causes of urban poverty both in the US and abroad. It compares and contrasts policies addressing basic human needs. It includes discussion of global cities and international poverty reduction programs.
MPS 573
URBAN AND COMMUNITY DEVELOPMENT
Graduate
This course discusses urban issues including social area analysis, neighborhood change, land use and other topics. It examines community organizations as problem-solving bodies that interact with government agencies to affect urban development.

MPS 575
SEM I N A R I N A D M I N I S T R AT I O N / B R U S S E L S
Graduate
This course increases understanding and knowledge of the European Union and the North Atlantic Treaty Organization as organizations of change. It focuses on the international public sector including relationships with NGO’s and the nonprofit sector. Students expand experiential and intellectual understanding of these global actors and how they compare to the US. The course takes place in Brussels.

MPS 586
RESEARCH METHODS I, INTRODUCTION TO APPLIED RESEARCH AND STATISTICS
Graduate
This course introduces students to the underlying principles of scientific and applied research. It covers both qualitative and quantitative approaches and teaches students to collect and analyze data. Students learn about research ethics, causality, sampling (both random and purposive), and the techniques of survey design. Students calculate descriptive and inferential statistics using statistical software. Students learn applied program research, including developing and evaluating program theory and processes.

MPS 586 and (MPS 514 or MPS 515 or MPS 541 or status as an IPS student) are prerequisites for this class.

MPS 587
RESEARCH METHODS II, ADVANCED APPLIED RESEARCH AND STATISTICS
Graduate
This course introduces students to more advanced mixed methods of scientific research including interviews and focus groups, observation, and ethnography. Students learn about the design of experiments and the problems associated with spuriousness and control. Students calculate and interpret bivariate and multivariate statistics using statistical software. Students learn applied research, including needs assessment and outcomes evaluations. Students develop their own research proposal for their capstone or thesis project.

MPS 587 is a prerequisite for this course.

MPS 588
INTRODUCTION TO RESEARCH AND STATISTICS FOR MANAGEMENT
Graduate
This course develops the skills necessary for understanding scientific research and conducting applied research through surveys, interviews, and focus groups. Students learn to calculate basic statistics using Excel and understand descriptive and inferential statistics. Students learn applied program research, including developing and evaluating program theory and processes.

MPS 588 is a prerequisite for this class.

MPS 589
ADVANCED RESEARCH METHODS AND STATISTICS FOR MANAGEMENT
Graduate
This course continues the study of scientific research begun in MPS 588 and introduces more advanced topics, including experimental designs and statistical control. It teaches applied methods, including needs assessment, outcomes measurement, and impact evaluations, and introduces participatory action research. Students develop their own research proposal for their capstone or thesis project.

MPS 589 is a prerequisite for this class.

MPS 593
INTEGRATIVE SEMINAR
Graduate
In this capstone course students complete an action research project integrating applied research, theoretical frameworks, and professional practice.

(MPS 586 and MPS 587) or (MPS 588 and MPS 589) are a prerequisite for this class.
MPS 594
ETHICAL LEADERSHIP IN PUBLIC SERVICE
Graduate
This course provides students with the framework for personal and professional ethical decision making applied in the context of diverse workplaces and international organizations. Through lectures on ethical theories, case studies in applied ethics, and specific assignments, students clarify their personal-professional values, assess their moral intelligence, and develop their ethical leadership integrity. Students will also study the ethics of organizations, including the formation of social norms, how they influence individual decisions, and how entire organizations can become more ethical.

MPS 586 or MPS 588 is a prerequisite for this class.

MPS 597
PUBLIC SERVICE FELLOWS SEMINAR
Graduate
Elective available to students with MPS CGPA of 3.75 or greater. For MPS Fellows taking MPS 593, Integrated Seminar, or MPS 598, Thesis Research I, during the academic year, meets roughly every other week during winter and spring terms. Seminar includes distinguished academic and professional guest lectures and presentations of research by Fellows.

MPS 598
THESIS
Graduate
Students carry out a theoretically-based research project designed in the research sequence. The final product of this course is a master's thesis.

(MPS 586 and MPS 587) or (MPS 588 and MPS 589) are a prerequisite for this class.

MPS 600
INDEPENDENT STUDY
Graduate
Individually supervised learning experience, usually involving extensive library research and writing. Variable credit.

MPS 601
INTERNSHIP
Graduate
Supervised work experience during one or more quarters, usually involving application of administrative skills in an organizational setting new to the student.

MPS 602
CANDIDACY CONTINUATION
Graduate
Required of students who are not registered for regular courses during an academic quarter while completing course requirements or research.

MPS 603
CANDIDACY MAINTENANCE
Graduate
Placeholder course for students NOT actively working on their thesis. This course is meant only to maintain university student status, it will not give the student full- or part-time student status.

MPS 604
SPECIAL TOPICS
Graduate
Topics vary each term. (May be taken more than once).
MPS 606
LEADERSHIP IN HIGHER EDUCATION ADMINISTRATION
Graduate
This course introduces students to the organization and management of institutions of higher education with an emphasis on the administrative structures and functions of colleges and universities, as well as organizational theory as it applies to institutions of higher education. This course explores topics such as leadership, governance, strategic planning and budgeting, and human resource management, and also introduces students to allied higher education research and advocacy organizations.

MPS 607
SPECIAL TOPICS IN HIGHER EDUCATION ADMINISTRATION
Graduate
This course allows students to explore topics of current concern in the field of higher education in depth. Topics that may be addressed in this course include higher education finance, higher education law, diversity in higher education, enrollment management and marketing in higher education, and politics and policy in higher education. This course is an elective, repeatable for credit, in the Higher Education Concentration. MPS 500 is a prerequisite for this course.

MPS 608
SEMINAR IN HIGHER EDUCATION ADMINISTRATION
Graduate
This course provides the opportunity for students to discuss and develop a greater understanding of issues of current concern in higher education. This course may explore issues of critical concern that take from current research and practice in the field and will allow students to integrate knowledge drawn from across the MPS program to the study of current issues in higher education. MPS 500 is a prerequisite for this course.

MPS 610
INTERNATIONAL PROFESSIONAL INTERNSHIP
Graduate
The internship consists of work experience supervised by a site supervisor in an international or cross-cultural organization during one or more terms and involving the application of administrative skills in an organization new to the student. Students may take internship abroad or in the US.

MPS 611
MANAGEMENT OF INTERNATIONAL NGOs
Graduate
This course examines management skills and trends of international nongovernmental organizations. Through specific case studies in the fields of international public service, development and emergency, students learn current techniques to effectively manage projects, relations and operations of international non-governmental programs and development projects.

MPS 612
INTERNATIONAL POLITICAL ECONOMY
Graduate
This course provides an overview of major theories and practice in international political economy. It includes critical analysis of international political economy such as growth theories, capital and labor flows, and transformation of regimes. Students develop analytical skills for professional interests and research purposes.

MPS 613
COMPARATIVE PUBLIC POLICY
Graduate
Through comparative methods, this course examines cross-national social policy research and practices. Through case study analysis students learn about comparative welfare state research and reflect on major theoretical and methodological aspects of social policy. North American public policy approaches are compared and contrasted with European, Asian, African and Latin American policies on education, health care, housing, social security, labor market and other policy fields.
MPS 614
INTERNATIONAL ORGANIZATIONS SEMINAR
Graduate
This seminar introduces students to the contemporary international affairs of the United Nations and connected agencies, programs and organizations. Through conferences with high level UN representatives, students gain an inside view of this complex inter-governmental organization in its operations for peace and security, poverty reduction and development, human rights and humanitarian affairs and international relations and international law.

MPS 615
MANAGEMENT OF INTERCULTURAL DIVERSITY
Graduate
This course provides the necessary conceptual foundation and practical skills for leading, managing and communicating in a cross-cultural and diverse working environment. Students learn intercultural competency through applications and examples on international relations and human resource management.

MPS 616
INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT
Graduate
The course focuses on theoretical foundations and practical implications of diplomacy, negotiation, mediation and peace-building to solve and prevent conflicts. It offers reflective practices and concrete directions for creating constructive solutions to interpersonal, inter-group, and international conflict.

MPS 554
PRINCIPLES OF EMERGENCY MANAGEMENT AND PLANNING
Graduate
Examines the theory and practice of strategic and operational planning for emergency management planning and response. Surveys government, nonprofit, and private sector activities in emergency and crisis management and policy. Reviews the principles associated with evaluation of risk and the formulation of prevention programs. Identifies the issues and policy responses necessary to achieve coordination of agencies and collaboration with appropriate private resources. The course will be organized around case study examination and table top scenario activities in order to apply concepts in practice.

MPS 564
PUBLIC SAFETY ADMINISTRATION AND PLANNING
Graduate
This course covers management strategies and selected analytic tools for the administration of public safety agencies. Management, planning and coordination issues will be addressed across different governmental structures (federal, state, county, local and sub-local); as well as different functional areas across public safety operations, such as staffing/personnel management; special event planning/operations; interagency coordination; effective community partnership planning; and public communications.

MPS 532
GRANTS AND CONTRACTS IN PUBLIC MANAGEMENT
Graduate
This class will cover the grant and contracting components of emergency preparedness. Students will learn about government and non-government grants, including how to search for Federal grants. In addition, the class will learn about the role contracts plays in emergency preparedness.

MSC 111
OFFICERSHIP IN THE UNITED STATES ARMY
Undergraduate
The purpose of this class is to introduce cadets/students to the fundamental components of service as an officer in the United States Army. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership, and officership. Additionally the class addresses "life skills" including fitness, communications theory and practice (written and oral), and interpersonal relationships.
MSC 112
PROBLEM SOLVING AND DECISION MAKING
Undergraduate
This course is an introduction to the "life skills" of problem solving, decision-making and leadership. The course is designed to help students in the near-term as leaders on campus. The class will help students be more effective leaders and managers in the long-term, whether they serve in the military or the civilian sector. Topics addressed include critical thinking, problem solving methods, leadership theory, followership, group cohesion, goal setting, and feedback mechanisms. Lessons are taught in a seminar format, emphasizing student discussions and practical exercises.

MSC 113
FUNDAMENTALS OF LEADERSHIP
Undergraduate
This course provides cadets/students an introduction to the critical topic of leadership. The course seeks to convince cadets/students that they can learn to be better leaders than they are now (i.e. leaders aren't born they are developed), and to provide them with a model for understanding their development as leaders.

MSC 151
PHYSICAL READINESS I
Undergraduate
Introduction to the principles of fitness: a fast-paced military-style interval training class that incorporates calisthenics and an emphasis on a healthy life style. Students will undergo an evaluation of their physical fitness level and it's progression over the course of the quarter.

MSC 211
LEADERSHIP AND PROBLEM SOLVING
Undergraduate
The purpose of this class is to introduce cadets/students to principal leadership instruction of the Basic Course. Building upon the fundamentals introduced in the MSC 100 level classes, this instruction delves into several aspects of communication and leadership theory.

MSC 212
MILITARY PRINCIPLES OF TACTICS
Undergraduate
This quarter focuses principally on officership, providing an extensive examination of the unique purpose, roles, and obligations of commissioned officers. It includes a detailed look at the origin of our institutional values and their practical application in decision-making and leadership. The lesson traces the Army's successes and failure as it evolved from the Vietnam War to the present.

MSC 213
OFFICERSHIP CASE STUDY
Undergraduate
This course builds on the MS I year's introduction to officership and provides an extensive examination of the unique purpose, roles, and obligations of commissioned officers. The aim is to convey a clear and complete understanding of what it means to be a commissioned officer. Special emphasis is given to the officer's role in shaping and guiding the growth and evolution of the Army through decisions, policies, and personal example.

MSC 252
PHYSICAL READINESS II
Undergraduate
Introduction to the principles of fitness: a fast-paced military-style interval training class that incorporates calisthenics and an emphasis on a healthy life style. Students will undergo an evaluation of their physical fitness level and it's progression over the course of the quarter.

MSC 277
WAR & PEACE IN THE MODERN AGE
Undergraduate
A survey of military history from 1648 to the present with emphasis on the relationship between armed forces and the societies that create them, the impact of technology on warfare, and efforts to limit deadly conflict.
MSC 321
FUNDAMENTALS OF MILITARY LEADERSHIP AND TRAINING
Undergraduate
Instruction and case studies, which build leadership competencies and military skills in preparation for further responsibilities as Army Officers. Specific instruction in the principles of war, decision-making processes, planning models, and risk assessment. Advanced leadership instruction focuses on motivational theory, the role and actions of leaders, and organizational communications. Must be a contracted ARMY ROTC cadet.

MSC 322
ORGANIZATIONAL LEADERS
Undergraduate
Specific instruction is given in individual leader development, planning and execution of small unit operations, individual and team development, and the Army as a career choice. Must be a contracted ARMY ROTC cadet.

MSC 321 is a prerequisite for this class.

MSC 323
ADVANCED LEADERSHIP
Undergraduate
This course builds upon the previous lessons while introducing advanced leadership theories on motivation, leader modeling, and the role of a leader in an organization. Must be a contracted ARMY ROTC cadet.

MSC 322 is a prerequisite for this class.

MSC 341
COORDINATE ACTIVITIES WITH STAFFS
Undergraduate
This module consists of four lessons designed to give the cadet an understanding and appreciation of the critical importance that staff organization, planning, and coordination play in the success or failure of military operations. The module uses historical case studies initially to illustrate these points then transitions to provide an overview of staff fundamentals and principles contained in field manual FM 101-5. Must be a contracted ARMY ROTC cadet.

MSC 322 or MSC 323 is a prerequisite for this class.

MSC 342
ETHICAL IMPE RADIVES FOR THE JUNIOR OFFICER
Undergraduate
This six-lesson module on ethics builds upon previous instruction presented in the Basic Course and the MS III year. These lessons further strengthen character and values within the cadets, increase their understanding of the Army's consideration of others' expectations, and improve their capacity to make correct decisions when presented with an ethical or moral dilemma. Must be a contracted ARMY ROTC cadet.

MSC 322 or MSC 323 is a prerequisite for this class.

MSC 343
ADVANCED MILITARY TOPICS
Undergraduate
This course builds upon the previous MS IV lessons while introducing advanced leadership theories on motivation, leader modeling, and the role of a leader in an organization. It will also address the responsibility and process of a leader on how to assess and apply risk assessment within the organization. Must be a contracted ARMY ROTC cadet.

MSC 353
PHYSICAL READINESS III
Undergraduate
Introduction to the principles of fitness: a fast-paced military-style interval training class that incorporates calisthenics and an emphasis on a healthy life style. Students will undergo an evaluation of their physical fitness level and it's progression over the course of the quarter.
MSC 399
MILITARY THEORY
Undergraduate
(Independent Study) Intensive research and study of one or more selected topics. The topics and research methodology are determined in consultation with the instructor. May be repeated for maximum of six credit hours.

MSW 401
PROFESSIONAL WRITING AND DEVELOPMENT
Graduate
The practice of professional social work requires accurate and persuasive communication in multiple formats. This required, foundation-level course is designed to introduce students to the major possibilities and constraints of professional writing and other forms of communication as well as survey the career paths available to professional social workers. There is an emphasis on writing for professional settings including case studies, mandated reports, summaries, and professional publication.

MSW 411
HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I
Graduate
This is the first course of a two-part sequence designed to develop an understanding about human behavior and the social environment; the course offers an ecosystems framework and method for understanding human behavior within the context of personal, family, group and community systems. Using a bio-psycho-social theoretical framework, fundamental concepts and theories are introduced with the life cycle serving as the organizational focus. The course covers the first half of the life span: conception, infancy, childhood, adolescence and young adulthood.

MSW 412
HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II
Graduate
This is the second course of a two-part sequence designed to develop an understanding about human behavior and the social environment; the course offers an ecosystems framework and method for understanding human behavior within the context of personal, family, group and community systems, organizations, and institutions. Using a bio-psycho-social theoretical framework, fundamental concepts and theories are introduced with the life cycle serving as the organizational focus. The course covers the second half of the life span: young adulthood, middle adulthood, later adulthood and end of life.

MSW 411 and status as a MSW degree-seeking student or instructor consent are a prerequisite for this class.

MSW 421
INTRODUCTION TO SOCIAL WORK RESEARCH
Graduate
This course presents the conceptual foundations and methods of research needed in order to assist students with integrating research knowledge and professional social work practice. It presents social justice as an overarching paradigm in the study of social work research. MSW 421 presents the conceptual foundations and methods of research in order to assist students with integrating research knowledge with professional social work practice and ethics. The course focuses on the quantitative and qualitative methods. The course covers the research process from problem identification through the conceptualization of research questions, sampling, design, measurement, data collection, analysis, and dissemination of findings. Additionally the course pays specific attention to ethics in research and issues of race, class, gender and sexual orientation. As an alternative to the quantitative research method, the course touches briefly on qualitative methods. The course makes use of examples and readings that focus on conducting research with individuals, families, and communities in urban environments. Students engage in a critical analysis of the quantitative research method and consider alternative methods of developing knowledge as it pertains to social work. Additionally, the course provides a basic coverage of data analysis using both the quantitative and qualitative research methods with the goal of developing student's conceptual understanding and ability to critically interpret research findings.

Status as a MSW degree seeking student is a prerequisite for this class.

MSW 431
SOCIAL WELFARE POLICY I
Graduate
This foundation-level course is designed to provide students with the entry-level knowledge of social work ethics and values, policy formation and analysis, and practice skills necessary to impact and interpret the rules and regulations surrounding social welfare. Emphasis is placed on understanding political processes at the agency, local, regional and federal level and attention is given to economic considerations as well as the unique role of social welfare policy in regulating the lives of clients, particularly those from historically oppressed groups. This course is the first of two required social welfare policy courses for MSW degree candidates.
MSW 432
ADVANCED SOCIAL WELFARE POLICY II
Graduate
This is the second of two required Social Welfare Policy Courses in the MSW curriculum. This concentration course focuses on policy practice (including advocacy) skills in agencies and organizations. While including a review of analytical techniques, there is emphasis in this course on the human interactions which shape policy review and implementation. Only students who have successfully completed MSW 431 and the Foundation Practice and Field Education Sequence (MSW 481 thru 483 and MSW 491 thru 493) can be enrolled in this course.

MSW 431 or advanced standing is a prerequisite for this class.

MSW 450
SPECIAL TOPICS IN SOCIAL WORK
Graduate
See schedule for current offerings. Graduate standing required.

MSW 481
FOUNDATION PRACTICE I
Graduate
This course is the first in a series of three required foundational courses (MSW 481, MSW 482 and MSW 483) designed to equip students with the basic theoretical knowledge, analytical skills, practice skills, and values needed to practice generalist social work with diverse individuals and families in an urban context. The course is grounded in an empowerment model with an emphasis on social justice and the Vincentian values of respect, advocacy, service, and inventiveness. The course will explore the implementation of the ecosystems perspective as it applies to a generalist practice. The course will also cover the relationship between professional and personal values, social work ethics, assessment, relationship building, implementing change strategies, and practice evaluation. This course is to be taken concurrently with MSW 491 (Foundation Field Education I) and is required of all students enrolled in the first year field sequence.

Declared MSW student and department permission are prerequisites for this course.

MSW 482
FOUNDATION PRACTICE II
Graduate
This course is the second in a series of three required foundational courses (MSW 481, MSW 482 and MSW 483) designed to equip students with the basic theoretical knowledge, analytical skills, practice skills, and values needed to practice generalist social work with groups in an urban context. The course will emphasize the development, implementation, and evaluation of various forms of therapeutic groups along with some content on organizational task groups. Task groups will be covered more thoroughly in MSW 483. The course is grounded in an empowerment model with an emphasis on social justice and the Vincentian values of respect, advocacy, service, and inventiveness. This course is to be taken concurrently with MSW 492 (Foundation Field Education II) and is required of all students enrolled in the first year field sequence.

MSW 481 and department permission are prerequisites for this course.

MSW 483
FOUNDATION PRACTICE III
Graduate
This course is the third in a series of three required foundational courses (MSW 481, MSW 482 and MSW 483) designed to equip students with the basic theoretical knowledge, analytical skills, practice skills, and values needed to practice generalist social work within communities and organizations. Specifically, this course introduces skills associated with task groups which serve to meet client needs in communities and organizations. The course is grounded in the empowerment model with an emphasis on social justice and the Vincentian values of respect, advocacy, service, and inventiveness. This course is to be taken concurrently with MSW 493 (Foundation Field Education III) and is required of all students enrolled in the first year field sequence.

MSW 482 and department permission are prerequisites for this course.
MSW 484
ADVANCED STANDING FOUNDATION PRACTICE
Graduate
This course is required for all Advanced Standing students and may be taken as an elective (with its co-requisite course, MSW 494) with permission of the Instructor. This course must be taken with MSW 494. This course is designed to equip students with the basic theoretical knowledge, analytical skills, practice skills, and values needed to prepare for advanced, community practice in social work. The course is grounded in the empowerment model with an emphasis on social justice and other Vincentian values. Additionally, it gives particular attention to the importance of diversity, including race/ethnicity, gender, economic class, disability, and sexual orientation in the context of social work macro practice. This course is to be taken concurrently with MSW 494 (Advanced Standing Foundation Field Education).

(MSW 483 and MSW 493) or MSW advanced standing is a prerequisite for this course.

MSW 491
FOUNDATION FIELD EDUCATION I
Graduate
This course is designed to support students in their Foundation Year of Field Education, and to complement the Foundation Year Sequence. Students will be provided with the opportunity to apply the beginning skills and knowledge needed to professionally aid individuals and families using the bio-psycho-social model and the empowerment approach, and introduce key components of field work and working with community organizations and social service agencies. This course is the first of three field education courses which are required of all MSW degree students. Concurrent enrollment in MSW 481 and confirmation of field placement for current academic year are required. The process for field placement and supporting policies are further articulated in the student handbook and the field education manual.

Declared MSW student and department permission are prerequisites for this course.

MSW 492
FOUNDATION FIELD EDUCATION II
Graduate
This course is designed to support students in their Foundation Year of Field Education, and to complement the Foundation Year Sequence. Students will be provided with the opportunity to apply the beginning skills and knowledge needed to professionally aid individuals and families using the bio-psycho-social model and the empowerment approach, and introduce key components of field work and working with community organizations and social service agencies. This course is the second of three field education courses which are required of all MSW degree students. Concurrent enrollment in MSW 482 and confirmation of field placement for current academic year are required. The process for field placement and supporting policies are further articulated in the student handbook and the field education manual.

MSW 491 is a prerequisite for this class.

MSW 493
FOUNDATION FIELD EDUCATION III
Graduate
This course is designed to support students in their Foundation Year of Field Education, and to complement the Foundation Year Sequence. Students will be provided with the opportunity to apply the beginning skills and knowledge needed to professionally aid individuals, families, and groups using the bio-psycho-social model and the empowerment approach, and introduce key components of field work and working with community organizations and social service agencies. This course is the third of three foundation field education courses which are required of all MSW degree students. Concurrent enrollment in MSW 483 and continuation in field placement for current academic year are required. The process for field placement and supporting policies are further articulated in the field education manual.

MSW 492 and department permission are prerequisites for this course.

MSW 494
ADVANCED STANDING FOUNDATION FIELD EDUCATION
Graduate
This field education course is required for all Advanced Standing students and may be taken as an elective (with its co-requisite course, MSW 484) with permission of the Instructor. The course must be taken with MSW 484. This course also requires enrollment in an approved field agency placement for the entire summer session. Students are required to complete a minimum of 150 contact hours at the agency. This course is designed to assist students with processing the many theoretical, analytical, and practice skills needed to prepare for community practice, an advanced approach to social work. This course is to be taken concurrently with MSW 484 (Advanced Foundation Practice).

MSW 499
INDEPENDENT STUDY
Graduate
Individually-supervised learning experience, usually involving extensive research and written analysis.
This course offers a comprehensive overview of how program evaluation fits in today's social service environment. It presents social justice as an overarching paradigm in the study of program evaluation. The course will cover three methods of program evaluation: needs assessments, outcome evaluations, and process evaluations. The course will also cover the history of evaluation and ethical considerations related to race, ethnicity and sexual orientation and emphasize the role of program evaluation with community-based organizations that exist in an urban context. Practical issues related to organizational mission, staff resistance, resource demands and evaluation ethics will be covered in order to offer a reality-based perspective on conducting program evaluation.

Declared MSW student and MSW 421 are prerequisites for this course.

This course introduces students to creating, implementing and adjusting budgets within agencies and programs which serve people, as well as program marketing and fundraising (including grant writing). This course is taken either concurrently with MSW 582 (Community Practice II) or before advanced field education. MSW 521 emphasizes budget preparation, fund acquisition and fund distribution. Successful completion of MSW 501 (Program Evaluation) is required for this course, as is the successful completion of the MSW research course (MSW 421). This course builds upon the constructs introduced in the advanced practice sequence. This course introduces students to budgetary operations and the ethical, value-based planning and decision making processes by which social workers must implement fiscal and administrative decisions.

MSW 421, (MSW 483 or MSW 484), (MSW 493 or MSW 494) and MSW 501 are a prerequisite for this class.

Using select theoretical approaches, including empowerment practice, this course equips students with the advanced skills and knowledge needed to practice in community-serving agencies and organizations. The emphasis in this course, which represents the first of three consecutive, required (advanced) practice courses, is on leadership and management of human service organizations. This course introduces students to the knowledge, skills and professional values essential to leadership of community-based or community-serving programs and organizations. This course covers leadership theories, styles, and techniques; supervision and facilitation; and the critical role(s) leadership play(s) in agency and program administration. Special attention is paid to the unique considerations of people with diverse backgrounds (and representatives of other marginalized groups) in leadership positions as well as working towards the promotion of social and economic justice. It is required that this course be taken concurrently with MSW 591 (Advanced Field Education I).

(MSW 483 or MSW 484) and (MSW 493 or MSW 494) are prerequisites for this course.

Using select theoretical approaches, this course equips students with the advanced skills and knowledge needed to practice in community-serving agencies and organizations. The emphasis in this course, which represents the second of three consecutive, required (advanced) practice courses, is on program planning. This course introduces students to the skills and knowledge needed to plan and design programs in community-based, people-serving organizations, starting with problem analysis and needs assessment. Related topics such as understanding the multiple dimensions of social problems, operationalizing concerns, and the importance of collaboration and addressing diverse groups' needs within a community practice framework are also addressed. Measures for accountability and effectiveness, especially for professional social workers, are also addressed. Attention is also given to the needs of historically-marginalized groups and planning for full social and economic justice. It is required that this course be taken concurrently with MSW 592 (Advanced Field Education II).

MSW 581 is a prerequisite for this class.
**MSW 583**  
COMMUNITY PRACTICE III  
Graduate
Using select theoretical approaches, this course equips students with the advanced skills and knowledge needed to practice in community-serving agencies and organizations. The emphasis in this course, which represents the final of three consecutive, required (advanced) practice courses is on resource development and marketing. This course continues facilitation in planning and designing programs in community-based or community-serving organizations while also providing students with opportunities to integrate fund development, program evaluation, and effective stewardship of resources to leverage lasting social change, especially on behalf of historically-oppressed communities. Additional related topics include analysis of organizational change, partnerships, strategic planning, and quality assurance. It is required that this course be taken concurrently with MSW 593 (Advanced Field Education III).

MSW 582 is a prerequisite for this course.

**MSW 591**  
ADVANCED FIELD EDUCATION I  
Graduate
This course is the first in the final, three-part advanced field education sequence. This course also requires enrollment in an approved field agency placement for the entire academic year. The process for field placement and supporting policies are further articulated in the student handbook and the field education manual. This course is designed to assist students in processing the many theoretical, analytical, and practice skills needed to practice advanced social work in community settings. Attention is also paid to the unique considerations of women and representatives of other historically-marginalized groups in organizational leadership roles through required learning objectives and tasks.

MSW 581 is a corequisite for this class.

**MSW 592**  
ADVANCED FIELD EDUCATION II  
Graduate
This course is the second in the final, three-part advanced field education sequence. This course also requires enrollment in an approved field agency placement for the entire academic year. The process for field placement and supporting policies are further articulated in the student handbook and the field education manual. This course is designed to assist students in processing the many theoretical, analytical, and practice skills needed to practice advanced social work in community settings. Attention is also paid to the unique considerations of women and representatives of other historically-marginalized groups in organizational leadership roles through required learning objectives and tasks.

MSW 581 and MSW 591 are a prerequisite and MSW 582 is a co-requisite for this class.

**MSW 593**  
ADVANCED FIELD EDUCATION III  
Graduate
This course is the third in the final, three-part advanced field education sequence. This course also requires enrollment in an approved field agency placement for the entire academic year. The process for field placement and supporting policies are further articulated in the student handbook and the field education manual. This course is designed to assist students in processing the many theoretical, analytical, and practice skills needed to practice advanced social work in community settings. Attention is also paid to the unique considerations of women and representatives of other historically-marginalized groups in organizational leadership roles through required learning objectives and tasks.

MSW 582 and MSW 592 are a prerequisite and MSW 583 is a corequisite for this class.

**MUS 100**  
UNDERSTANDING MUSIC  
Undergraduate
Developing an understanding of musical elements and forms, and how composers use them to create music throughout the history of western music. This course also includes a look at the musics of the world and jazz. This course is not available to students in the School of Music. Arts and Literature.
MUS 102
COMPOSITION AND SOUND ART FOR NON-MUSIC MAJORS
Undergraduate
Through performing, recording, and studying a variety of compositional styles, students develop creative music projects. Instrumental, vocal, and/or computer music skills will be fostered throughout the course. No previous experience necessary. This course is not available to students in the School of Music. Arts and Literature.

MUS 105
ROCK MUSIC-THE BEATLES: MUSIC, AESTHETICS AND CULTURE
Undergraduate
This course is a survey of the music and movies of the Beatles. Topics covered in this class include the basic elements of music to allow students to analyze and compose simple songs. No previous knowledge of music is necessary. This course is not available to students in the School of Music. Arts and Literature.

MUS 107
GUIDE TO MUSIC THEORY
Undergraduate
The fundamentals of notation and elemental theory for non-music majors. Online drills and short composition studies will be included as course activities. Arts and Literature.

MUS 108
ROCK MUSICS OF THE WORLD
Undergraduate
A historical survey of the world's main styles of rock music, extending from Chuck Berry to Puff Daddy to Cold Play, from Bob Marley to Black Sabbath. Arts and Literature.

MUS 109
FROM WAGNER TO YOUTUBE: THE WEDDING OF MUSIC AND DRAMA
Undergraduate
Examines the use of music to reinforce drama and visual image in opera, film, and rock video. This course is not available to students in the School of Music. Arts and Literature.

MUS 110
MUSICIANSHIP I
Undergraduate
(Autumn) Theory fundamentals - from keys, scales, and intervals, through seventh chords and four-part writing.
Status as an Undergraduate Music student is a prerequisite for this class.

MUS 111
AURAL TRAINING I
Undergraduate
A six-quarter sequence of sight-singing and dictation, organized in coordination with the musicianship curriculum. Each quarter is a prerequisite for the following level.
Status as an Undergraduate Music student is a prerequisite for this class.

MUS 112
ROCK COMPOSITION
Undergraduate
This course aims to provide students with the tools and historical perspective to compose Rock music. Students will transcribe and practice the techniques of songs in various classic Rock styles, learning the specifics of those styles in class and in reviewing live performances in the Chicago area. Students will also be educated in more general musical disciplines such as song-form, rhythm, harmony, melody, and text-setting. Arts and Literature.
MUS 113
GROUP PIANO I
Undergraduate
The first six courses in a two year (six-quarter) sequence of two one-hour classes per week using electronic piano labs. Curriculum is organized on the basis of six levels of functional keyboard competence, coordinated with the two-year Musicianship Studies experience described above. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters.

Status as an Undergraduate Music student is a prerequisite for this class.

MUS 120
MUSCIANSHIP II
Undergraduate
Integrated study of theory/history pertaining to music of the Baroque period. Activities include readings, listening, analysis, and theory exercises.

MUS 110 is a prerequisite for this class.

MUS 121
AURAL TRAINING II
Undergraduate
A six-quarter sequence of sight-singing and dictation, organized in coordination with the musicianship curriculum. Each quarter is a prerequisite for the following level.

MUS 111 is a prerequisite for this class.

MUS 123
GROUP PIANO II
Undergraduate
The second of six courses in a two year (six-quarter) sequence of two one-hour classes per week using electronic piano labs. Curriculum is organized on the basis of six levels of functional keyboard competence, coordinated with the two-year Musicianship Studies experience described above. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters.

MUS 113 is a prerequisite for this class.

MUS 130
MUSCIANSHIP III
Undergraduate
(Spring) An integrated study of theory/history pertaining to music of the Classical period. Activities include readings, listening, analysis, and theory exercises.

MUS 120 is a prerequisite for this class.

MUS 131
AURAL TRAINING III
Undergraduate
A six-quarter sequence of sight-singing and dictation, organized in coordination with the musicianship curriculum. Each quarter is a prerequisite for the following level.

MUS 121 is a prerequisite for this class.
MUS 133
GROUP PIANO III
Undergraduate
The third of three courses in a two year (six-quarter) sequence of two one-hour classes per week using electronic piano labs. Curriculum is organized on the basis of six levels of functional keyboard competence, coordinated with the two-year Musicianship Studies experience described above. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters.

MUS 123 is a prerequisite for this class.

MUS 140
MUSIC OF THE WORLD'S PEOPLE
Undergraduate
A survey of music roles and practices in a variety of countries and continents. This course is not available to students in the School of Music. Arts and Literature.

MUS 200
MUSIC OF THE UNITED STATES TO 1900
Undergraduate
This course discusses two types of subject matter: the traditions of art music or "classical" American music from the Colonial era through the latter Nineteenth Century; and the important vernacular or popular tradition of music which emerged between 1830-40 and continued up through about 1900. Arts and Literature.

MUS 201
MUSIC OF THE UNITED STATES SINCE 1900
Undergraduate
This course discusses two types of subject matter: the traditions of art music or "classical" American music in the twentieth and twenty-first Centuries. Additionally, important vernacular or popular traditions since 1900 will be studied. This includes idioms such as: jazz blues, Broadway musicals, the standard popular song, motion picture music, commercial music, rock and roll, and various other types of popular music. Arts and Literature.

MUS 202
WOMEN AND MUSIC
Undergraduate
A survey exploring the roles of women musicians in their societies. Arts and Literature.

MUS 203
CONTEMPORARY MUSICAL IMPROVISATION: SCRATCH ORCHESTRA
Undergraduate
This course will focus on improvisational practices with a focus on experimental composers between 1959 - 1980. Students will form a large ensemble. Class activity will focus on hands-on music making with a combination of laptops and acoustic instruments. Arts and Literature.

MUS 204
WHAT WERE THE BLUES? 1920-1960
Undergraduate
This course will follow the history of the blues from its first recordings in the early 1920s through the “rediscovery” of classic blues artists in the late 50s, with an emphasis on listening to and discussing a rich legacy of classic blues recordings. Arts and Literature.

MUS 205
THAT HIGH LONESOME SOUND: BLUEGRASS 1936-1972
Undergraduate
A study of the social, cultural, and technological contexts of classical bluegrass, recordings made between 1936 and 1972. Arts and Literature.
MUS 206
ITALIAN POPULAR SONGS IN CONTEXT: THEN AND NOW
Undergraduate
Students will study Italian popular songs throughout the last eight centuries, emphasizing their use to mirror, reflect, and influence socio-cultural norms of the time and place of their creation. Arts and Literature.

MUS 207
INTRODUCTION TO SONGWRITING
Undergraduate
This course introduces students with no prior musical training to the methods of influential songwriters, and provides students with the basic musical literacy that will help them realize their own songs. Students will apply basic music theory concepts to the work of prominent popular songwriters from the late 1940s through the 1980s, a period of stylistic unity that shaped contemporary popular music. Orally, and through transcriptions and written analysis, students will discover musical characteristics that define historical styles, and pay particular attention to distinctive traits of individual artists. A typical class will consist of discussing recordings, transcriptions, and artist interviews as a class or in groups. Arts and Literature.

MUS 208
COMMUNITY AUDIO ART PRODUCTION
Undergraduate
This Experiential Learning course involves collaborative art production, electro-acoustic and computer music, experimental sound techniques, radio art, political music, socially engaged audio documentary, soundscape design, field recordings, sound installation, conceptual art, public service announcements, and interdisciplinary art. In addition to a historical survey of works in this genre, students will complete one group project and one solo project. This course may only be used as a free elective for students in the School of Music. Junior Year Experiential Learning.

MUS 210
MUSICIANSHIP IV
Undergraduate
(Autumn) An integrated study of theory/history pertaining to music of the 19th and early 20th century. Activities include readings, listenings, analysis, and theory exercises.

MUS 130 is a prerequisite for this class.

MUS 211
AURAL TRAINING IV
Undergraduate
A six-quarter sequence of sight-singing and dictation, organized in coordination with the musicianship curriculum. Each quarter is a prerequisite for the following level.

MUS 131 is a prerequisite for this class.

MUS 213
GROUP PIANO IV
Undergraduate
The fourth of six courses in a two year (six-quarter) sequence of two one-hour classes per week using electronic piano labs. Curriculum is organized on the basis of six levels of functional keyboard competence, coordinated with the two-year Musicianship Studies experience described above. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters.

MUS 133 is a prerequisite for this course.

MUS 220
MUSICIANSHIP V
Undergraduate
An integrated study of theory/history pertaining to music of the 20th and 21st centuries. Activities include readings, listening, analysis, and theory exercises.

MUS 210 is a prerequisite for this class.
MUS 221  
AURAL TRAINING V  
Undergraduate  
A six-quarter sequence of sight-singing and dictation, organized in coordination with the musicianship curriculum. Each quarter is a prerequisite for the following level.  
MUS 211 is a prerequisite for this course.

MUS 223  
GROUP PIANO V  
Undergraduate  
The fifth of six courses in a two year (six-quarter) sequence of two one-hour classes per week using electronic piano labs. Curriculum is organized on the basis of six levels of functional keyboard competence, coordinated with the two-year Musicianship Studies experience described above. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters.  
MUS 213 is a prerequisite for this course.

MUS 230  
MUSICIANSHIP VI  
Undergraduate  
History of music of the Middle Ages and the Renaissance; readings of texts and articles; study of specific works.  
MUS 220 is a prerequisite for this class.

MUS 231  
AURAL TRAINING VI  
Undergraduate  
A six-quarter sequence of sight-singing and dictation, organized in coordination with the musicianship curriculum. Each quarter is a prerequisite for the following level.  
MUS 221 is a prerequisite for this course.

MUS 233  
GROUP PIANO VI  
Undergraduate  
The last of six courses in a two year (six-quarter) sequence of two one-hour classes per week using electronic piano labs. Curriculum is organized on the basis of six levels of functional keyboard competence, coordinated with the two-year Musicianship Studies experience described above. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters.  
MUS 223 is a prerequisite for this class.

MUS 265  
MUSICAL TRADITIONS OF AMERICA AND THE WORLD  
Undergraduate  
An introduction to the musical styles of world cultures and jazz. Required of all music majors.  
Status as an Undergraduate Music student is a prerequisite for this class.

MUS 272  
TRENDS IN 20TH CENTURY ART AND MUSIC  
Undergraduate  
Appreciative approach to the styles of selected 20th-century artists and composers. Arts and Literature.

MUS 274  
THE GOSPEL MUSIC TRADITION IN AMERICA  
Undergraduate  
The origins, people, context, and spirit of gospel music. Arts and Literature.
MUS 278
JAZZ
Undergraduate
A comprehensive study of the origins and developments of jazz, specifically concentrated on important jazz styles and performers since 1917. Arts and Literature.

MUS 280
POPULAR MUSIC OF AFRICA
Undergraduate
This course surveys a wide variety of popular music genres, songs, and performers from the continent of Africa. Students will learn about the cultural context and history of various pop music genres as well as how to recognize key stylistic features.

MUS 281
OPERA
Undergraduate
This class surveys the history and styles of opera from its beginning through the present, with a focus on examples from the 18th through the 20th centuries. While students will learn to identify major operatic styles, a major focus of the course will be the contribution music makes to drama in the context of opera. We will work on developing a vocabulary for discussing the music of opera and its interaction with the stories opera tells.

MUS 282
LOVE SONGS
Undergraduate
This course will investigate case studies of love songs in the Western tradition, considering contemporary conventions, the response of composers and poets to expectations, and the relation between first-person song and autobiography. In this interdisciplinary class, students will explore the historically contingent nature of musical and poetic convention, changing ideas of love and gender relationships, and the importance of biography in the reception of love songs. While the course will have a broad historical scope, an emphasis on modern popular music will allow students to apply critical reading and listening skills to the music they already appreciate.

MUS 303
BASIC CONDUCTING PRACTICUM
Undergraduate
An introduction to ensemble conducting. Students will learn to prepare a score and to execute a rehearsal with a live ensemble. Topics include score study, rehearsal skills, critical listening skills, and physical conducting skills. This course must be taken concurrently with Basic Conducting (MUS 304).

MUS 304
BASIC CONDUCTING
Undergraduate
An introduction to ensemble conducting. Students will learn to prepare a score and to execute a rehearsal with a live ensemble. Topics include score study, rehearsal skills, critical listening skills, and physical conducting skills. COREQUISITE: Basic Conducting Practicum (MUS 303).

MUS 305
MUSICAL ENCOUNTERS OF THE PORTUGUESE EMPIRE
Undergraduate
This course explores the role that music played in encounters between Europeans traveling on behalf of the Portuguese Empire and the cultures colonized by the Portuguese beginning in fifteenth century and continuing today in post-colonial contexts. This course will also examine the musical genres that developed as a result of cross-cultural contact. Musical case studies are selected from different historical periods and diverse cultures and geographical areas encompassed by the Portuguese Empire: Portugal, Asia, Africa, and South America. This class will include listening and reading assignments, and students will have the opportunity to further explore an area of interest in a research project on a topic of their choice. Arts and Literature.
MUS 306
PUNK ROCK THROUGH THE YEARS: ISSUES & AESTHETICS
Undergraduate
This course explores the aesthetic, political, and social issues that have shaped the development of punk rock and its various sub-genres in the United States and the United Kingdom since the early 1970's.

Status as an Undergraduate Music student is a prerequisite for this class.

MUS 308
ANALYTICAL TECHNIQUES
Undergraduate
Investigation of various analytical approaches to music syntax, structure, style and texture (including timbral and vocal or instrumental configurations) as exhibited in representative compositions from late Baroque to the 20th century. Intended for Bachelor of Arts majors.

MUS 309 is prerequisite for this class.

MUS 309
PERFORMANCE PRACTICE AND CRITIQUE
Undergraduate
This course will provide students with additional performance opportunities and will give them a chance to get critique from people not playing their instrument and, therefore, without the sympathy to its technical demands. Additionally, they will learn to criticize their peers in an appropriate and focused manner and will become better acquainted with the specifics of other instruments.

Status as an Undergraduate Music student is a prerequisite for this class.

MUS 310
INTRODUCTION TO ETHNOMUSICOLOGY
Undergraduate
This course introduces students to the discipline of ethnomusicology, the study of why and how people around the world experience music. Students explore key themes and research methodology of ethnomusicology through selected readings, sound recordings, documentary film, live performances, site visits, and class discussions. Students complete an independent fieldwork project.

Status as an Undergraduate Music student is a prerequisite for this class.

MUS 360
TOPICS IN MUSICIANSHIP
Undergraduate
An in-depth investigation of a topic in musicianship studies.

Status as an Undergraduate Music student is a prerequisite for this class.

MUS 379
BAROQUE MUSIC
Undergraduate
(2 hours) This course is concerned with the history and development of musical styles and procedures during the Baroque period, with reference to significant compositions, musical examples, and recordings.

Status as an Undergraduate Music student is a prerequisite for this class.

MUS 381
HISTORY OF OPERA
Undergraduate
A history of opera from the 17th century to the present. Emphasis on the development of musical style with particular reference to significant operas, musical examples, and recordings.

Status as an Undergraduate Music student is a prerequisite for this class.
MUS 386
MUSIC SINCE WORLD WAR II
Undergraduate
This course is concerned with the history and development of musical styles and procedures during the post World War II period, with reference to significant compositions, musical examples, and recordings.

Status as an Undergraduate Music student is a prerequisite for this class.

MUS 387
EARLY 20TH CENTURY MUSIC
Undergraduate
This course is concerned with the history and development of musical styles and procedures during the early 20th Century, with reference to significant compositions, musical examples, and recordings.

Status as an Undergraduate Music student is a prerequisite for this class.

MUS 395
SENIOR CAPSTONE SEMINAR
Undergraduate
This course is designed to fulfill the senior capstone experience for School of Music Bachelors of Arts students only. Students will develop a final project, culminating their musical studies in relationship to their liberal arts studies. The individual projects should reflect an advanced level of musical understanding, scholarship, and writing. The School of Music faculty member will meet with the students in a biweekly seminar throughout the quarter, and on an individual basis as needed.

Status as a Bachelor of Arts in Music student is a prerequisite for this class.

MUS 398
INDEPENDENT STUDY
Undergraduate
An in-depth study of a musicianship topic under the supervision of a faculty member. (Departmental permission required).

Status as an Undergraduate Music student is a prerequisite for this class.

MUS 400
MUSIC RESEARCH
Graduate
Introduction to music research types and techniques; bibliography and bibliographical sources; the development of writing skills; analysis of research examples.

Status as a Graduate Music student is a prerequisite for this class.

MUS 408
ANALYTICAL TECHNIQUES
Graduate
Investigation of various analytical approaches to music syntax, structure, style and texture (including timbral and vocal or instrumental configurations) as exhibited in representative compositions from many historical periods. Intended as an overview of theory/analysis for graduate students.

Status as a Graduate Music student is a prerequisite for this class.

MUS 409
PERFORMANCE PRACTICE AND CRITIQUE
Graduate
This course will provide students with additional performance opportunities and will give them a chance to get critique from people not playing their instrument and, therefore, without the sympathy to its technical demands. Additionally, they will learn to criticize their peers in an appropriate and focused manner and will become better acquainted with the specifics of other instruments.

Status as a Graduate Music Performance student (degree or certificate) is a prerequisite for this class.
MUS 420
HISTORY OF THE ORATORIO
Graduate
An analytical and historical study of oratorio literature from 1600 to the present.

Status as a Graduate Music student is a prerequisite for this class.

MUS 435
18th & 19th WIND HISTORY AND LITERATURE
Graduate
A historical connection exists between wind music of the ancient and medieval periods, and the music of today. This course will trace that historical line, focusing on the 18th & 19th Centuries. The development of repertoire as well as the functions and uses of wind music will be explored. It is the intention of this class to address the needs of people who will perform, conduct, or teach "classical" wind music as part of a career. Emphasis will be placed on original music suitable for professional concert performance.

Status as a Graduate Music student is a prerequisite for this class.

MUS 436
20th CENTURY WIND HISTORY AND LITERATURE
Graduate
The role of this course is to inform students of the development of wind music through the exploration of ensemble size and instrumentation, civic or artistic purpose, influential composers and conductors, and specific repertoire.

Status as a Graduate Music student is a prerequisite for this class.

MUS 460
TOPICS IN MUSICIANSHIP
Graduate
An in-depth investigation of a topic in musicianship studies.

Status as a Graduate Music student is a prerequisite for this class.

MUS 475
MEDIEVAL MUSIC
Graduate
Historical survey of music from the Middle Ages: sacred and secular music as artistic, theoretical, and intellectual expression of the Middle Ages; history of musical styles to 1420; performance practice issues.

Status as a Graduate Music student is a prerequisite for this class.

MUS 478
RENAISSANCE MUSIC
Graduate
Historical survey of music from the Renaissance. Musical style, compositional procedures, and performance practice are studied, within the social, political and economic environment in which the composers worked.

Status as a Graduate Music student is a prerequisite for this class.

MUS 479
BAROQUE MUSIC
Graduate
Historical survey of Baroque music and performance practice. Representative examples of both vocal and instrumental music are studied, mostly using the analytical techniques of the period, with the aim of becoming familiar with the most significant manners of composition of Baroque composers.

Status as a Graduate Music student is a prerequisite for this class.
MUS 481
HISTORY OF OPERA
Graduate
The course surveys the history of opera in western culture from its beginnings in the 17th century through the 20th century. The class materials cover stylistic trends and genres as demonstrated through seminal works. Each class period will contain a relevant analytical study.
Status as a Graduate Music student is a prerequisite for this class.

MUS 482
WORLD MUSIC CULTURES
Graduate
This graduate course will provide a global musical perspective and widen the lens through which students experience music. Through lectures, listening, guest performances, and engaging discussion students will gain rich insights into new worlds of music.
Status as a Graduate Music student is a prerequisite for this class.

MUS 484
CLASSICAL MUSIC
Graduate
Traces the development of musical style during the Classical Era through the analytical study of examples in the principal musical forms such as sonata form. Reception and performance practice then and now will be addressed.
Status as a Graduate Music student is a prerequisite for this class.

MUS 485
ROMANTIC MUSIC
Graduate
Survey of nineteenth century music through a close analysis of representative Romantic works. The course will cover the expansion of both harmonic language and form leading to their eventual breakdown and reinterpretation.
Status as a Graduate Music student is a prerequisite for this class.

MUS 486
MUSIC SINCE WORLD WAR II
Graduate
This course surveys Western art music and related theoretical and technical issues from near the end of World War II to the present focusing on the development of new musical languages, new instruments and new methods of analysis.
Status as a Graduate Music student is a prerequisite for this class.

MUS 487
20TH CENTURY MUSIC BEFORE WWII
Graduate
This course surveys Western art music and related theoretical and technical issues from near the end of the 19th century to World War II, focusing on the new musical languages and aesthetics developed from 1890 until 1940.
Status as a Graduate Music student is a prerequisite for this class.

MUS 498
INDEPENDENT STUDY
Graduate
An in-depth study of a musicianship topic under the supervision of a faculty member. (Departmental permission required).
Status as a Graduate Music student is a prerequisite for this class.
MUS 277
GUIDE TO MUSIC THEORY II
Undergraduate
The advanced study of notation and elemental theory for non-music majors. Online drills and short composition studies will be included as course activities.

MWR 497
WRITING THE LITERATURE OF FACT
Graduate
MWR 498
INDEPENDENT STUDY
Graduate
Independent Study

MWR 499
THESIS RESEARCH
Graduate
Thesis Research

MWR 500
INDEPENDENT STUDY
Graduate
Independent Study

MWR 501
THESIS RESEARCH
Graduate
MWR 502
CANDIDACY CONTINUATION
Graduate
Candidacy Continuation

NMS 501
PROSEMINAR IN NEW MEDIA STUDIES
Graduate
Introduces the field of New Media Studies and the faculty who teach in it. Each week a different NMS faculty member will present his or her research and relate that topic to the wider field of NMS. Encourages students to clarify their course of study and build alliances with faculty and students with similar interests.

NMS 502
NEW MEDIA, OLD MEDIA
Graduate
New Media, Old Media offers a critical examination of the rise of the information age and its impact on old media. This course will situate the NMS program in the historical/critical development of mass media and its relationship to power and meaning-making.

NMS 504
TEXT AND IMAGE
Graduate
In this course we will explore the increasingly important dynamic between textual information and visual information. In this course we will read about how hypertext has changed the environment and nature of the written word, and we will examine how the Web has "remediated" previous media into a new dynamic. We will use this knowledge to perform analyses of visual and textual artifacts; students may also create their own artifacts.
NMS 505
WORKSHOP/PORTFOLIO SEMINAR
Graduate
Students will have a choice between a collaborative workshop or a more individually-centered portfolio development seminar. Each group prepares a digital media project for an existing community group, such as a social service organization. Those students preferring to work independently will, under the guidance of the advising professor, develop and defend a complete portfolio of their work within the NMS program. May be repeated for elective credit.

NMS 506
INTERNSHIP
Graduate
In consultation with the director of NMS, students design a field experience under the direction of a project director in the field. The field experience may be derived from issues raised in courses, from thesis research, or from personal research interests.

NMS 507
INDEPENDENT STUDY
Graduate
In consultation with the director, advanced students may devise, with the approval of an NMS faculty member, an independent course of study that is related to the field yet does not duplicate a core or elective course already available.

NMS 508
DESIGN RHETORICS
Graduate
This course provides students with a theoretical foundation and practical skills in the design of rhetorically sophisticated new media objects. We will learn basic principles of visual composition, both by examining existing compositions and building our own. We will also seek to understand the way visual literacies and culture shape the rhetorical choices we make as designers and managers of new media projects.

NMS 509
SPECIAL TOPICS IN NEW MEDIA STUDIES
Graduate
See schedule for current offerings. May be repeated for credit as topics vary.

NMS 520
WEB DESIGN I
Graduate
An introduction to the process of making functional sites for display on the Internet. Students will learn HTML-based development software, and work with imaging software to apply fundamental theories of new media design to the production of working computer-screen applications.

NMS 521
WEB DESIGN II
Graduate
An introduction to digital authoring software, such as Macromedia Flash, that allows for the combination of animation, sound, and complex user interaction. Students will design and produce working animations while exploring the balance between purpose, usability, and aesthetic appeal.

NMS 530
HTML/CSS
Graduate
An introduction to fundamental web development and design languages. Students will learn HTML syntax, naming practices, and techniques for developing and structuring web pages and sites. Students will also learn how to style HTML pages with Cascading Style Sheets (CSS). While most instruction will proceed through XHTML, students will also have an opportunity to explore HTML5 and CSS3.
### NMS 531
**JAVASCRIPT**  
**Graduate**  
An introduction to JavaScript and JavaScript libraries, focused on the rhetorical possibilities JavaScript makes available for web development. Students will learn the basics of JavaScript as a language, how it interacts with HTML and CSS, how to use it to produce dynamic and interactive structures in sites, and how to leverage existing JavaScript libraries.

### NMS 540
**DIGITAL ARCHIVES**  
**Graduate**  
This course provides students with an overview of issues related to digital archives, and hands-on experience with contemporary archiving practices. Students in NMS 540 will explore digital archiving through theoretical readings and case studies, and create or maintain digital archives for local organizations.

### NMS 580
**MARKUP AND TEXT ENCODING IN THE HUMANITIES**  
**Graduate**  
An introduction to the theory and practice of markup languages and text encoding in the context of humanities research. Practice in the basics of syntax and standards for XML, as well as for XML-schemas used for humanities projects, particularly the Text Encoding Initiative (TEI) guideline. Engagement with both theoretical discussions of encoding and ongoing case study projects to explore rhetorical and methodological choices researchers make as they develop projects that use encoded texts.

### NMS 597
**CANDIDACY CONTINUATION**  
**Graduate**  
Masters candidates who are not enrolled in a course during a given quarter but who want to maintain active university status should register for this course by permission of the graduate director. This course does not maintain student status for purposes of student loans. Non-credit.

### NMS 510
**WRITING DIGITAL CONTENT**  
**Graduate**  
This course teaches students how to author written and multimodal digital content. Students also learn how to strategically deploy digital content for professional and civic purposes through such practices as content strategy, content management, and measurement analytics.

### NSG 200
**HEALTH AND NUTRITION**  
**Undergraduate**  
This course provides an introduction to the complex interactions between nutrition, exercise, genetics, cultural factors, physiological and psychological stressors and health. Each class provides an overview on the various nutritional factors which influence the health of individuals. A population based approach is used to address the issue of world hunger and undernutrition. Multiple perspectives relating to nutrition are included such as cultural, religious, family and alternative nutritional lifestyles.

### NSG 210
**PARENTING IN MULTICULTURAL FAMILY SYSTEMS**  
**Undergraduate**  
Families exist in complex systems of home, community and environment. Each family depends on their cultural history, previous experiences and social supports to assist with parenting. Today over 70% of families with children have two working parents. In the case of single parenting or blended families stressors are great. This course will examine the effect of culture and family traditions on parenting practices in the United States. Multiple family theories will be introduced and discussed. The primary focus is identification of child and family risk factors and strengths. Identifying positive parenting behaviors will enhance the well being, self esteem and health of the family.
NSG 230
WOMEN'S HEALTH: THE PHYSICAL SELF
Undergraduate
This course explores the biological dimensions of women's health. The theoretical bases for evaluating medical research, assessing personal health, and decision-making consumerism from a feminist perspective are emphasized. An advanced-level scientific research paper due at the end of the quarter.

WRD 103 or HON 101 or HON 100 or ENG 120 is a prerequisite for this class.

NSG 232
MEN'S HEALTH: THE PHYSICAL SELF
Undergraduate
This introductory course explores the unitary nature of men's health patterns focusing on anatomy and physiology of the major body systems emphasizing the difference in males. Health issues pertinent to these system differences in males will be presented based upon health risks, assessment, screening, diagnosis, management and treatment. Developing an understanding of male anatomy and physiology utilizing correct medical terminology to describe various parts and conditions. Elements of scientific research are explored in the context of lecture and laboratory sessions. Students select a research-based topic supported by clinical research studies to articulate their knowledge and understanding through a written paper and oral power point presentation.

NSG 260
STATISTICS FOR THE HEALTH SCIENCES
Undergraduate
This course introduces the health science student to theory and application of probability, risk, descriptive and inferential statistics. Computer laboratory experience focuses on using data sets in clinical trials, epidemiology, and critical pathway development.

NSG 261
INTRODUCTION TO FINANCE/ACCOUNTING IN HEALTH CARE
Undergraduate
This course introduces students to basic principles, concepts, and techniques in cost accounting, reimbursement, budgeting, and financial management in health care for the practicing health professional.

NSG 301
INTRODUCTION TO THE ART AND SCIENCE OF NURSING I
Undergraduate
The foundations of the art and science of nursing are developed through the study and practice of basic nursing skills, therapeutic communication and critical thinking in classroom, laboratory and clinical settings. Foundations are strengthened through exposure to theories of human development, aging, stress, health teaching and health promotion. Knowledge is applied to the care of older adults in the clinical setting, facilitating student understanding of individual expressions of wellness, health and illness, and the development of a professional value system.

NSG 222 and NSG 332 are prerequisites for this class.

NSG 302
INTRODUCTION TO THE ART & SCIENCE OF NURSING II
Undergraduate
DescriptionThe art and science of nursing and selected nursing theories are examined to provide the basis for clinical thinking, compassionate communication, and therapeutic nursing interventions in the provision of medical/surgical care with adult/geriatric populations. The roles of the nurse as a health facilitator and provider of care are emphasized in working with common clinical medical/surgical issues. Classroom, clinical and laboratory experiences are provided related to individuals and families experiencing acute and commonly occurring patterns of illness.

NSG 301, NSG 322 and NSG 332 are a prerequisite for this class.
**NSG 303**
**INTRODUCTION TO THE ART & SCIENCE OF NURSING III**
**Undergraduate**
The art and science of nursing and selected nursing theories are examined further as the basis for critical thinking, compassionate communication, and therapeutic nursing interventions in holistic nursing practice with adult/geriatric populations. The roles of the nurse as a health facilitator and provider of care are emphasized in working with more complex clinical issues. Classroom, clinical and laboratory experiences are provided related to health promotion and healing of individuals and families experiencing acute and commonly occurring patterns of illness.

NSG 302, NSG 322 and NSG 332 are a prerequisite for this class.

**NSG 307**
**ART AND SCIENCE OF NURSING IV: PSYCHIATRIC MENTAL HEALTH**
**Undergraduate**
This course examines the etiology, symptomatology, and clinical management of selected mental illnesses across the lifespan. The art and science of nursing and selected nursing and non-nursing theories are examined further as the basis for critical thinking, compassionate communication, and therapeutic nursing interventions in mental health nursing practice. The evidence base for psychiatric nursing will be examined and applied to practicum experiences. Various psychiatric nursing roles will be explored in the contexts of health promotion, disease management and rehabilitation.

NSG 303 is a prerequisite for this class.

**NSG 322**
**BASIC PATHOPHYSIOLOGY AND PHARMACOLOGY**
**Undergraduate**
This course is designed to integrate the principles of pathophysiology and pharmacology in order to set the knowledge base necessary to manage pharmacological therapy for both acutely and chronically ill patients. The nursing role in facilitating safe and effective pharmacotherapy is emphasized. The registered nurse plays a vital role in the education and treatment of patients undergoing drug therapy. To function successfully in this role, the nurse must understand the relationship between: a) pathophysiologic mechanisms and manifestations of disease, b) the fundamental principles of drug action, c) the application of specific drugs in the treatment of disease, and d) related nursing care considerations. The course recognizes the importance of patient teaching as a nursing function and provides greater emphasis on this topic. Guidelines for and specific examples of patient teaching are covered in each session. Changes in structure and function as a result of normal development and aging are addressed. Fundamentals of drug administration and calculations related to pharmacotherapy in a way that ensures the patient’s safety and satisfies medical and legal concerns are being reviewed.

**NSG 330**
**FOUNDATIONS OF PROFESSIONAL NURSING PRACTICE**
**Undergraduate**
This course introduces the registered nurse student to the philosophy and mission of the DePaul Department of Nursing University Program. The central focus will be on the evaluation and analysis of the associate degree nurse transition to educator and leadership management roles at the advanced degree level. Major areas of emphasis will include the evolution of nursing as a scientific professional discipline, the role of the professional nurse as a client advocate, change agent as an educator and leader, the role of power and politics as sources of empowerment, legal and ethical parameters in the scope of nursing practice.

**NSG 332**
**PHYSICAL AND PSYCHOSOCIAL ASSESSMENT STRATEGIES**
**Undergraduate**
This course is designed to prepare the student to perform comprehensive physical assessments and mental status exams of the individual in the context of their family and community.

NSG 322 is a corequisite for this class.

**NSG 335**
**LESBIAN HEALTH MATTERS**
**Undergraduate**
This course explores the unitary processes and experiences of health and quality of life for lesbians in diverse communities and with a range of identification and orientation. The idea that homophobia exists and serves as a significant barrier to access and to maintenance of health for lesbians underpins the course. The course uses multiple forms of scientific literature, general literature, film, and art to study the personal, ecological, and socially constructed determinants of health and quality of life. Various feminist, nursing, queer, and post-colonial perspectives on contemporary scientific and social discourse will emphasize linking health and illness with economic, social/cultural, and political dimensions of society. Concepts of personal health patterning, risk reduction, and health promotion will be stressed.
NSG 376
COMMUNITY HEALTH NURSING FOR THE PROFESSIONAL NURSE
Undergraduate
The emphasis of this course is on the delivery of comprehensive, culturally appropriate services to meet the continuing health needs of families, aggregates, and communities. Students will design population-focused nursing interventions to reduce assessed risk, incidence, and prevalence of community health problems. The role of the community health nurse in health promotion, disease, and injury prevention and management across the lifespan is examined, specifically across the continuum of care and coordination of services at the individual and population levels. Emphasis is placed on current trends and professional, legal/ethical, economic, cultural, and environmental issues as they apply to community health nursing.

NSG 377
PRACTICUM: THE PROFESSIONAL NURSE AND COMMUNITY HEALTH
Undergraduate
This course is taken following NSG 376 and provides the clinical experiences for development of the professional nursing role in community health. Learning activities focus on population-based approaches to community assessment; health program planning, evaluation, and policy development; and the management of change within the family and the community. Leadership development is emphasized in both public health and community based settings involved in the health care delivery to individuals, families, and communities. Students will demonstrate an advanced baccalaureate level of planning, implementing, and evaluating evidence-based care within multicultural contexts.

NSG 380
UNDERGRADUATE NURSING SYNTHESIS
Undergraduate
This course provides a capstone experience of professional nursing practice in contemporary society through integration of liberal arts knowledge, skills, and attitudes developed in earlier courses with evidence-based practice. Students will collaborate with the instructor and each other to contribute to course topics, readings, and discussion. Course work will include research, writing assignments, and other assessments of the student’s understanding of and preparation to practice ethical, compassionate, and culturally competent person- and family-centered care which is informed by evidence from current nursing research. Students will complete a group project demonstrating integration of liberal arts and sciences education with professional nursing practice in contemporary society. Activism and nursing’s role in health care reform, and the need for ongoing personal reflection and professional development will also be explored.

NSG 399
INDEPENDENT STUDY
Undergraduate
INDEPENDENT STUDY Variable credit.

NSG 400
THEORETICAL COMPONENTS OF NURSING
Graduate
This seminar course is designed to examine the nature, function, and development of concepts, models and theories for their relevance to advanced nursing practice and nursing research. The structure of theory is analyzed by examining the relationship between theoretical components. A variety of types of theoretical statements utilized to conceptualize nursing practice and research are presented and evaluated. A process for developing a conceptual framework for inquiry and data-based nursing practice is presented.

NSG 431 or status as a Advanced Practice or DNP student is a prerequisite for this class.

NSG 401
NURSING RESEARCH I
Graduate
This is a seminar course emphasizing the components of the research process. Using discussions and analysis of published studies, students will examine current research problems and their associated methodological and ethical issues. Students will prepare problem statements, formulate research questions, review nursing research literature, and utilize appropriate methodologies in preparing a research proposal. MENP students are required to take NSG 481 as a co-requisite.
A synthesis of organic & inorganic chemistry, molecular biology, and cellular physiology that serves as a foundation for advanced understanding of pathophysiology and pharmacology.

Status as an NP student or (status as an MENP student and NSG 332) is a prerequisite for this class.

Survey of current advances on human physiology with emphasis on the cellular and microcellular basis of health and disease. Students will engage in intensive study of human anatomy and physiology and complex pathophysiologic processes. Current research findings are reviewed for implications for health promotion, health maintenance and health restoration.

Fiscal management and budgetary practices in health care institutions are explored. Budget preparation, cost-benefit analysis, product costing, reimbursement, and analysis of financial status in organizations is emphasized.

This course builds on the principles of pathophysiology and pharmacology introduced in NSG 322. Emphasis is placed on the proper use of medication in self-care and dependent-care relative to health-related requisites, nursing role in administration of drugs, and proper patient education. The course focuses on the principles of nursing management in drug therapy along with the basics of core drug knowledge and patient-related variables. The major classifications of drugs are being examined along with issues arising from the use of drug therapy in contemporary society, and the related nursing implications are discussed. The pharmacological aspects of nursing care are integrated using the nursing process. In addition, there is emphasis on assessing and evaluating patient responses that change in accord with health, age, lifestyle, gender and other factors.

NSG 322 is a prerequisite for this class.

Using a case study approach, pathophysiologic and physiologic alterations will be analyzed in selected systems-related disease processes. Appropriate clinical and lab analysis will be included in preparation for advance practice. Using a variety of learning modalities, students will explore current theories and research related to pathology, pathophysiology and abnormal physiologic function including implications for health promotion, maintenance and restoration.

NSG 422 is a prerequisite for this class.

This course builds on the background of the registered nurse in exploring advanced concepts of pathophysiology and pharmacology. Emphasis is placed on concepts of pathophysiology in relationship to pharmacologic therapies and clinical management. The application of pharmacologic therapies in health promotion and patient management is explored from perspective of the masters prepared nurse.

Seminars will discuss social, economic, legislative and regulatory mechanisms that influence professional practice and health policy in the United States. Emphasis is on the legal definition of professional practice as well as major issues involved in designing, implementing and evaluating policy decisions including scope, dynamics, and conceptual and practical dilemmas.
NSG 431
HEALTH PROMOTION FOR FAMILIES AND COMMUNITIES
Graduate
Examines issues, frameworks, theories and techniques relevant to health promotion for individuals, families and communities. Health disparities and social & cultural factors impacting health and wellness are examined and methods for assessing and facilitating cultural competence of providers and institutions are studied. The nurse's role as advocate for health promotion in public policy is discussed.

NSG 433
NURSING AND BIOMEDICAL ETHICS IN HEALTH CARE
Graduate
Seminars and case studies are used to explore issues and frameworks for ethical practice and research in the health professions.

NSG 440
MATERNAL HEALTH NURSING
Graduate
The art of childbearing nursing: a didactic and clinical course as presented and discussed in class and implemented in the clinical setting. Focus is on the role of the nurse in caring for healthy newborns, and childbearing women who may be experiencing actual or potential educational needs, illness manifestations, or injury patterns. A variety of clinical settings, both inpatient and outpatient for maternity care will be utilized.

NSG 441
INFANT, CHILD AND ADOLESCENT NURSING
Graduate
The art of pediatric nursing: a didactic and clinical course as presented and discussed in class and implemented in the clinical setting. Focus is on the role of the nurse in caring for healthy newborns, children ranging from newborns through adolescents. Levels of prevention, health promotion, health maintenance and health restoration will be discussed. Emphasis is placed on the physical, psychosocial, and developmental needs of infants, children and adolescents within the family as well as the alterations that occur during hospitalization. Major causes of morbidity and mortality will also be covered. The influence of health policy, cultural, economic, and ethical issues on the child and family are also addressed.

NSG 442
COMMUNITY HEALTH NURSING
Graduate
The emphasis of this course is to provide a theoretical basis for nursing and public health sciences in the field of population health. Emphasis is placed on application of the principles of primary health care, strategies of health promotion, disease prevention and management across the life-span in home and community settings, and nursing practice of community-based families and population. Current trends and professional, legal/ethical, economic, cultural, and environmental issues are examined as they apply to community health nursing.

NSG 443
CLINICAL IMMERSION AND INTERNSHIP
Graduate
This is the capstone clinical course in which students, preceptors, and faculty collaborate in application and synthesis of the core concepts of caring, collaboration, communication, cultural sensitivity, community and environment as they relate to the nursing care of clients with complex health care problems throughout the life span. The students will also demonstrate competency in clinical skills, critical thinking, problem solving, and time management. The purpose of the synthesis course is to facilitate the integration of current and prior curricular content so that the student can become an active and productive member of the health care team.

NSG 442 and NSG 472 are a prerequisite for this class.
NSG 445  
NURSING PROFESSIONALISM, ADVOCACY, AND LEADERSHIP  
Graduate  
This course discusses the concepts essential to the development of the professional identity and role of the nurse as a leader. Unique leadership contributions of professional nursing to healthcare in multiple settings will be discussed. The nurse’s interactions with nursing colleagues and other health care providers will be addressed with an emphasis on leadership, communication, delegation, conflict resolution, negotiation and team building. The course draws on current knowledge and theory of leadership and the profession of nursing. The course will focus on the role of the professional nurse in relation to lawful, ethical practice and in relation to current health care system needs and expectations. Nursing roles and specialty practices will be discussed with regard to the leadership provided by these nurse experts. The course will also emphasize the development of the collaborative skills and understanding necessary to lead within the complex healthcare system, including the ability to present her/himself as a professional with evidence of leadership abilities. NSG 442 and NSG 472 are a co-requisite for this class.

NSG 448  
INDEPENDENT STUDY  
Graduate  
This course is reserved for individuals who wish to do focused study at the graduate level.

NSG 450  
SELECTED TOPICS IN NURSING  
Graduate  
This course is reserved for special seminars organized from time to time to accommodate the needs of groups interested in specific topics.

NSG 451  
INTRODUCTION TO NURSING ADMINISTRATION AND LEADERSHIP  
Graduate  
This course is an introduction to the nursing leadership concentration as well as an overview of current issues and theory of nursing administration for all advanced practice nurses. As an introduction to the nursing leadership concentration, this course places emphasis on developing master's level skills of critical reading, scholarly writing, analytical discussion, and shared leadership. May also be taken as a health sciences management elective. The expected outcome of the course is a nursing research question and literature review that will form the basis of the students work in their concentration and the final research project.

NSG 452  
ORGANIZATIONAL AND FINANCIAL MANAGEMENT IN HEALTH CARE  
Graduate  
This course provides insight and reflection on the executive role in advanced practice and organizational administration. Concepts, models, and techniques used to manage systems in a variety of health care organizations or practices are analyzed. Organizational assessment, resource development, and product costing are emphasized. This course provides insight and reflection on the executive role in advanced practice and organizational administration. Concepts, models, and techniques used to manage systems in a variety of health care organizations or practices are analyzed. Organizational assessment, resource development, and product costing are emphasized.

NSG 453  
CASE MANAGEMENT AND THE MANAGED CARE ENVIRONMENT  
Graduate  
In this course, students engage in analysis of concepts central to an indepth understanding of the managed care environment and case management as a clinical care system. Emphasis is upon development of skill in organizational and population-based assessment and data analysis, clinical pathway development, and interdisciplinary collaboration. Students develop a data-base for a clinical project focusing on a client population from their work environment.

NSG 454  
INNOVATIONS IN HEALTH CARE DELIVERY  
Graduate  
This course provides the instruction and clinical experience for the development of the advanced practice nurse role as case manager and administrator. Learning activities focus on implementing contemporary data-based nursing practice models in a variety of health care settings, and the diffusion of innovation at the individual, family and organizational levels.
NSG 455
CURRICULUM DEVELOPMENT FOR HEALTH CARE SYSTEMS
Graduate
Theories, principles and approaches to curriculum development are explored. Basic elements of curricular design are examined in relation to traditional and evolving paradigms, reflecting development in social and professional dimensions of health care.

NSG 456
PRACTICUM IN NURSING ADMINISTRATION I
Graduate
Practicum In Nursing Administration I
NSG 451 and NSG 452 are a prerequisite for this class.

NSG 457
PRACTICUM IN NURSING ADMINISTRATION II
Graduate
Practicum In Nursing Administration II
NSG 456 is a prerequisite for this class.

NSG 458
TEACHING IN HEALTH CARE SYSTEMS
Graduate
This course prepares the registered nurse to apply theories, principles and strategies in education. Emphasis is on education as a vehicle for enhancing the health of populations and systems from an ecological perspective.

NSG 459
PRACTICUM IN TEACHING IN HEALTH CARE SYSTEMS
Graduate
Practicum In Teaching In Health Care Systems
NSG 455 and NSG 458 are a prerequisite for this class.

NSG 460
ADVANCED PHYSICAL ASSESSMENT ACROSS THE LIFESPAN
Graduate
This course emphasizes the knowledge and skills necessary for advanced health assessment of individuals and families across the lifespan. This knowledge will be incorporated with related pathophysiological processes in common health abnormalities, with integration of laboratory findings and physical exam findings. The course will focus on physical, psychosocial, sociocultural, environmental, and developmental elements of advanced assessment necessary for developing clinical data-gathering skills, diagnostic reasoning and clinical problem-solving. It will allow students to explore fully the human individual, holistically, without recourse to invasive technologies. Interviewing techniques and head-to-toe physical assessment will be reviewed. The course will then concentrate on the focused systems assessment necessary for providing care to clients across the lifespan and assist the students in differentiating between normal, deviations from normal, and abnormal physical assessment findings. At the end of the course, students will be expected to perform an advanced physical exam upon a designated client and effectively communicate the findings.
NSG 302 is a prerequisite for this class.

NSG 462
ADVANCED WOMEN'S HEALTH ASSESSMENT
Graduate
Lectures focus on the synthesis of scientific knowledge in performing integrated, comprehensive assessments of women from late adolescence through maturity. Emphasis is placed on the woman in the context of the family and community in health and illness. Laboratory practice includes taking the health history and performing the physical examination to evaluate primary and reproductive health care needs.
NSG 422, NSG 424 and NSG 464 are a prerequisite for this class.
NSG 464
HEALTH ASSESSMENT FOR ADVANCED PRACTICE
Graduate
This course builds on the skills acquired in health assessment and will introduce the skills and knowledge needed to perform a history and physical examination on patients of all ages. Lecture will focus on the synthesis of scientific knowledge in performing integrated, comprehensive assessments of individuals from infancy through maturity. Emphasis is placed on the child in the context of the family and community. Laboratory practice includes taking the health history and performing the physical examination to evaluate primary health care needs. Adult Nurse Practitioner students will not participate in the assessment of the infant and child, but instead will participate in more in-depth assessment of the older adult. NSG 422 is a prerequisite for this class.

NSG 472
CRITICAL CARE NURSING
Graduate
This is a theory and clinical course with a focus on the roles and responsibilities of nurses caring for adults who are experiencing acute illness that may result in complex multiple system disorders. This course will emphasize the critical care concepts of oxygenation, perfusion, ischemia, pain, metabolism, and quality of life. In this course, students will synthesize knowledge and apply advanced skills to manage high acuity and critical care clients. An emphasis is placed on providing a strong theoretical foundation for the student to be able to apply critical thinking skills to clinical decision-making. In the clinical area utilizing the critical thinking techniques of the nursing process, students will assess, collect data, plan, implement and evaluate the care of clients hospitalized in high acuity and critical care units. NSG 440 and NSG 441 are a prerequisite for this class.

NSG 473
PRIMARY CARE OF THE INFANT, CHILD, AND THE ADOLESCENT
Graduate
This course is designed to explore health promotion, health protection, and disease prevention dimensions in pediatric primary care. The focus is on common issues related to clinical, developmental and behavioral needs of children and adolescents and their families. The dynamics of the pediatric client and nurse practitioner relationship will be analyzed, focusing on life transitions and the impact of health and illness on infants, children, adolescents and their families. Clinical practice guidelines will be evaluated through epidemiological and research evidence of selected developmental and behavioral disorders, as well as acute and chronic health problems. Selected theory-based models relevant to primary care of children will be critiqued. NSG 464 and NSG 484 are a prerequisite for this class.

NSG 474
PRIMARY CARE OF THE ADULT AND OLDER ADULT
Graduate
Lectures focus on synthesis and application of scientific knowledge for family advanced practice nursing in primary care. The emphasis of course content is on building advanced knowledge of chronic and complex health problems in the primary care management of adults. This course examines primary health care needs of adults across the life span, with a focus on health promotion and disease prevention. The integrated role of the advanced practice nurse in providing holistic care and collaborative practice is emphasized. NSG 464 and NSG 484 are a prerequisite for this class.

NSG 475
CLINICAL MANAGEMENT OF PREGNANCY AND CHILDBIRTH
Graduate
This advanced practice course provides a comprehensive review of both complicated and high-risk obstetrical conditions. Course content builds upon the nurse practitioner student's knowledge of primary care for low-risk obstetrical patients. Clinical practice guidelines for the advanced practice nurse in a woman's health specialty practice or in a practice devoted largely to the care of women in the family is emphasized. NSG 464 and NSG 484 are a prerequisite for this class.

NSG 477
CLINICAL MANAGEMENT OF WOMEN'S HEALTH AND ILLNESS
Graduate
Lectures focus on synthesis and application of scientific knowledge for gynecologic advanced practice nursing. The integrated role of the advanced practice nurse in providing holistic care and collaborative practice is emphasized.
NSG 478  
CLINICAL MANAGEMENT OF ACUTE AND CHRONIC ILLNESSES IN PRIMARY CARE  
Graduate  
Lectures focus on synthesis and application of scientific knowledge for adult advanced practice nursing. The integrated role of the advanced practice nurse in providing holistic care and collaborative practice is emphasized. The dynamics of the adult client and nurse practitioner relationship will be analyzed, focusing on life transitions and the impact of health and illness on adults, families, and communities. Clinical practice guidelines will be evaluated through epidemiological and research evidenced of selected acute, emergent and chronic health problems.

NSG 464 and NSG 484 are a prerequisite for this class.

NSG 479  
ADVANCED GERONTOLOGICAL NURSING  
Graduate  
This course examines the biological changes of aging using a system approach and reviews selected clinical issues and health problems of older adults, particularly the common health conditions associated with geriatric syndrome. This course provides a foundation in advanced gerontological nursing theory and practice. Comprehensive geriatric assessment, changes in normal aging, geriatric syndromes and functional status of older adults will be explored. Students are expected to learn and apply evidence-based practice to promote wellness, maximize function, and enhance self-care of older adults.

NSG 481  
BIOSTATISTICS AND EPIDEMIOLOGY  
Graduate  
The application of biostatistics/epidemiology to clinical practice and research is the intent of this seminar. Initial discussions will focus on understanding biostatistics and epidemiological statistics as applied to health and disease in diverse populations. From considering the relationship between measurement and biostatics to understanding the importance of insuring data integrity throughout the research process, students will examine existing data sets (federal, voluntary agencies, professional/specialty organizations). Then the focus will be on understanding epidemiological statistics (rates, proportions, relative and absolute risk), descriptive statistics, measures of differences, measures of relationships/prediction, and multivariate statistical models as applied to health and disease.

NSG 482  
INTRODUCTION TO EPIDEMIOLOGY  
Graduate  
An investigative problem-solving process is used to study the personal and ecological determinants of health and disease frequencies in diverse populations. Data are manipulated to plan, implement and evaluate health promotion and disease control programs for a variety of health care settings. Infectious and chronic disease prevention are emphasized. Students electing to take the course for four credit hours will complete a project using the epidemiologic method.

NSG 483  
PRACTICUM IN POPULATION-BASED NURSING PRACTICE 1  
Graduate  
This is the first practicum in a sequence of supervised clinical experiences for nurse practitioner students. The focus of NSG 483 is on application of health assessment and examination skills in the clinical setting, identification of health risks, and learning how to manage common illnesses. Analysis and application of current research is used as the basis for decision-making in performing the health history and physical assessment, contributing to interdisciplinary treatment planning, and teaching for health promotion and illness prevention.

NSG 484  
PHARMACOLOGY FOR ADVANCED PRACTICE  
Graduate  
Provides the advanced-practice nurse with the knowledge base necessary to manage pharmacological therapy for acute and chronically ill clients collaboratively with other members of the health care team. Direct and indirect responsibility for clinical decision-making regarding the administration, management and evaluation of drugs are emphasized.

NSG 428 is a prerequisite for this class.
NSG 487
PRACTICUM IN POPULATION-BASED NURSING PRACTICE II
Graduate
This is the second practicum in a sequence of supervised clinical experiences for nurse practitioner students in which students demonstrate increasing comprehensive practice of primary care in the context of specialty practice for selected populations. Nurse practitioner student readings, assignments, and clinical experiences in primary care: family, adult, pediatric, or women's health with an emphasis on health promotion and disease prevention.

NSG 483 is a prerequisite for this class.

NSG 488
PROFESSIONAL ISSUES & RESEARCH IN POPULATION-BASED ADVANCED PRACTICE NURSING
Graduate
This course introduces the graduate nursing students to a variety of advanced practice nursing roles and the competencies needed for successful practice in those roles. The students explore the conceptual, theoretical, and empirical bases of population based advanced practice nursing. Critical thinking skills are developed through the student's debate of current local, state, and national laws and analysis of coding case studies. Communication skills are fostered through the use of class discussions and development of various assignments. Scholarly written and verbal presentations enhance the student's understanding of historical, economical, political, legal, and ethical perspectives of advanced practice nursing.

NSG 490
PRACTICUM IN POPULATION-BASED NURSING PRACTICE III
Graduate
This is the third clinical practicum in a sequence of supervised clinical experiences for nurse practitioner students in which students demonstrate increasing comprehensive practice of primary care in the context of specialty practice for selected populations. This course provides the opportunity to integrate the multiple professional roles of the advanced practice nurse while refining their skills in the comprehensive practice of primary care and/or specialty practice for selected populations. Emphasis is on health promotion and disease prevention with unitary human beings in mutual process with their environment in the management of health and illness, teaching and health counseling and organizational and role competencies. Students select sites and preceptors in family, adult, pediatric or women's health promotion according to their area of concentration and self-assessed strengths and weaknesses.

NSG 487 is a prerequisite for this class.

NSG 500
CHEMISTRY AND PHYSICS OF ANESTHESIA
Graduate
Review of principles of physics with emphasis on their application in the clinical practice of anesthesia. Nurse anesthesia residents (NAR) will engage in a comprehensive analysis of cell physiology and biochemistry with emphasis upon metabolism, enzyme function, and protein synthesis. Current research findings and their anesthetic implications will be discussed.

NSG 501
ANATOMY AND PHYSIOLOGY I
Graduate
An intensive 6 quarter hour course designed to provide the nurse anesthesia resident (NAR) with current knowledge of advanced anatomy and physiology of the gastrointestinal, nervous and endocrine systems. The course is divided into three sections with emphasis placed on the structural and functional role of each system in maintaining homeostasis. Clinical implications of current research findings will be stressed.

NSG 502
ANATOMY AND PHYSIOLOGY II
Graduate
An intensive 6 quarter hour course designed to provide the nurse anesthesia resident (NAR) with current knowledge of advanced anatomy and physiology of the cardiovascular, respiratory and renal systems. The course is divided into sections with emphasis placed on the structural and functional role of each system in maintaining homeostasis. Clinical implications of current research findings will be stressed.
NSG 503
PATHOPHYSIOLOGY
Graduate
An intensive 6 quarter hour course designed to provide the nurse anesthesia resident (NAR) with current knowledge of diseases and disorders of the nervous, endocrine, cardiovascular, respiratory, renal, GI/hepatic, and musculoskeletal systems. Implications for the design and implementation of an appropriate anesthesia care plan for individuals with specific system disease/disorders will be discussed in detail. Emphasis will be placed on system-specific diagnostic and therapeutic procedures that require anesthesia services.

NSG 504
PRINCIPLES OF ANESTHESIA PRACTICE I
Graduate
Designed to introduce the nurse anesthesia resident (NAR) to the advanced practice of nurse anesthesia. Emphasis is placed upon pre-operative patient assessment, anesthesia equipment and technology, airway management, intra-operative management, and postoperative care of patients undergoing general and regional anesthesia. Course includes orientation to clinical practice.

NSG 505
PRINCIPLES OF ANESTHESIA PRACTICE II
Graduate
An intensive 4 quarter hour course designed to provide the nurse anesthesia resident (NAR) with current knowledge of special populations, including pediatric, obstetric, geriatric and trauma patients, as well as patients requiring pain management. Emphasis will be placed on the anatomical and physiological differences that characterize each population with a focus on the pathological disorders unique to each group. The preparation, implementation and evaluation of an appropriate nurse anesthesia care plan for these populations will be stressed.

NSG 506
PRINCIPLES OF ANESTHESIA PRACTICE III
Graduate
An in-depth course that places emphasis on perioperative anesthetic management of patients presenting for specialty surgical procedures or requiring management for chronic pain. Implications for the development, implementation, and evaluation of anesthesia care plans will be stressed. The ethical, legal and professional issues that influence the advanced practice of nurse anesthesia will be discussed. Course includes preparation for the Certification Examination for Certified Registered Nurse Anesthetists.

NSG 507
ANESTHETIC PHARMACOLOGY
Graduate
This course is an in depth introduction to anesthetic pharmacology. It covers the pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of drugs used in the administration of general, local, and regional anesthesia and provides the scientific basis for the advanced practice of nurse anesthesia.

NSG 508
ADJUNCTIVE ANESTHETIC
Graduate
This 4 quarter hour hybrid course (in class and on-line sections) includes the pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of drugs used in the treatment of a variety of disease states. Implications of current therapy with these agents and use of selected agents as adjunctive therapy in the advanced practice of nurse anesthesia will be stressed.

NSG 509
ADVANCED PHYSICAL ASSESSMENT FOR NURSE ANESTHETISTS
Graduate
This course will provide strategies that promote effective history-taking along with cognitive and psychomotor skills needed for the advanced physical assessment of the neurological, musculoskeletal, respiratory, cardiac, circulatory, and gastrointestinal systems across the lifespan. The assessment of body systems includes an overview of anatomy and physiology, techniques necessary to perform inspection, palpation, percussion and auscultation; and interpretation of physical findings and laboratory testing relevant to the advanced practice of nurse anesthesia.
**NSG 510**  
**ANESTHESIA PRACTICUM I**  
**Graduate**  
An introduction to the clinical practice of anesthesia with emphasis on the principles introduced in ANES 500-504, 507 and 508. Includes administration of anesthesia for select patient populations under direct instruction and supervision of a certified registered nurse anesthetist (CRNA) or anesthesiologist.

**NSG 511**  
**ANESTHESIA PRACTICUM II**  
**Graduate**  
Expanded application and integration of basic principles applicable to ANES 510.  
NSG 510 is a prerequisite for this class.

**NSG 512**  
**ANESTHESIA PRACTICUM III**  
**Graduate**  
This practicum provides the nurse anesthesia resident (NAR) with an opportunity to apply and integrate the basic principles of nurse anesthesia practice. Emphasis is on the anesthetic comprehensive management of the adult patient presenting for elective and emergency surgery.  
NSG 511 is a prerequisite for this class.

**NSG 513**  
**ANESTHESIA PRACTICUM IV**  
**Graduate**  
The first of four advanced anesthesia practicums that allow the third year nurse anesthesia resident (NAR) the opportunity to develop, implement, and evaluate anesthesia care plans for all patient populations undergoing a wide variety of specialty surgical and therapeutic procedures. It is designed to broaden the knowledge and skill base of the NAR. Includes seminar presentations on selected topics or issues relative to the advanced practice of anesthesia and completion of online bimonthly review quizzes.  
NSG 512 is a prerequisite for this class.

**NSG 514**  
**ANESTHESIA PRACTICUM V**  
**Graduate**  
The second in a series of advanced practicums that provide the third year nurse anesthesia resident (NAR) with the opportunity to develop, implement, and evaluate an anesthesia care plan for all patient populations undergoing a wide variety of surgical and therapeutic procedures. Emphasis is placed on application, integration, and synthesis of knowledge, skills, and attitudes that are representative of the advanced practice of nurse anesthesia. Includes seminar presentations on selected topics and issues relative to the advanced practice of anesthesia and completion of online bimonthly review quizzes.  
NSG 513 is a prerequisite for this class.

**NSG 515**  
**ANESTHESIA PRACTICUM VI**  
**Graduate**  
The third in a series of advanced practicums that provides the third year nurse anesthesia resident (NAR) with the opportunity to develop, implement, and evaluate an anesthesia care plan for all patient populations undergoing a wide variety of surgical and therapeutic procedures. Emphasis is placed on application, integration, and synthesis of the knowledge, skills, and attitudes representative of the advanced practice of nurse anesthesia. Includes seminar presentations on selected topics or issues relative to the advanced practice of anesthesia and completion of online bimonthly review quizzes.  
NSG 514 is a prerequisite for this class.
NSG 516
ANESTHESIA PRACTICUM VII
Graduate
The final advanced practicum in which the third year nurse anesthesia resident (NAR) demonstrates the knowledge, skills, and attitudes necessary for entry level nurse anesthesia practice: proficiency in providing perioperative nurse anesthesia care for all patient populations; an ethical and culturally sensitive approach to patient care; analysis and synthesis of current research for application into practice; ability to perform a comprehensive self evaluation; and display of a professional attitude toward life long learning. Includes seminar presentations on selected topics or issues relative to the advanced practice of nurse anesthesia.

NSG 515 is a prerequisite for this class.

NSG 521
INNOVATIONS IN HEALTH CARE DELIVERY
Graduate
This course provides the laboratory and clinical experiences for the development of the professional nurse role as case manager and administrator. Learning activities focus on implementing contemporary data-based nursing practice models in a variety of health care settings, and the diffusion of innovation at the individual, family and organizational levels.

NSG 522
FINANCE AND COSTING IN HEALTH CARE
Graduate
This course provides learning experiences that focus on fiscal management and budgetary practices in health care institutions. Budget preparation, cost-benefit analysis, product costing, reimbursement, and analysis of financial status in organizations are emphasized. Health care finance is covered involving the major sources and uses of funds. Health care accounting is included which addresses financial reporting and cost measurement. An understanding of finance, accounting, policy and administration enables the advanced practice nurse to enhance the delivery of health care in a dynamic health care environment.

NSG 540
CULTURE, ETHICS, AND POLICY ANALYSIS
Graduate
This seminar is designed to explore cultural and ethical perspectives and their relationships to health policy. Health disparities based on social and cultural difference are linked to major diseases such as heart disease, cancer, diabetes, hypertension and stroke, as well as access to and outcomes of health services. Class discussions will focus on the past, current and future health policy needs of multicultural and multifaceted societies. The phenomena of cultural, ethnic, gender, class, and sexual variation in complex societies; notions of diversity and social justice; understandings of cultural conflicts and how cultural differences are managed in healthcare settings will be considered. Students will integrate concepts of all levels of prevention in health care, examine research in health ethics and health policy and discuss legislative processes for their potential to improve the health of the public.

NSG 550
HEALTHCARE ECONOMICS
Graduate
This course focuses on application of supply and demand theory to the healthcare industry as well as analysis of financing and healthcare delivery in the United States and other countries. The principles and tools of microeconomics and macroeconomics will be applied to the healthcare market. Applications particularly pertinent in economic climates include the supply and demand of healthcare, practice incentives, managed care, malpractice and pharmaceutical economics.

NSG 551
LEADERSHIP AND ORGANIZATIONAL BEHAVIOR
Graduate
The course focuses on critical leadership characteristics that are necessary for transforming organizational behavior in healthcare organizations. Students will analyze leadership theories/styles and the interrelationship between leadership and management. Strategies for directing and managing successful change based upon an organization's vision and mission will be explored. Students will have an opportunity to assess their personal leadership style and to develop effective strategic leadership skills.
NSG 552
PROGRAM EVALUATION
Graduate
This course will familiarize the student in different types of program evaluation, including objectives oriented evaluation, management oriented evaluation, consumer oriented evaluation, expertise oriented evaluation adversary oriented evaluation, participant oriented evaluation and alternative evaluation approaches. Students gain practical experience through a series of exercises involving the design of a conceptual framework, development of indicators, analysis of computerized service statistics, and development of an evaluation plan to measure impact.

NSG 548, NSG 554 and NSG 600 are a prerequisite for this class.

NSG 554
INFORMATICS AND TECHNOLOGY APPLICATIONS
Graduate
This course focuses on information systems technology and its application for the improvement and transformation of patient-centered health care. Implications of informatics for advanced practice nursing and health care in general are explored. Impacts on consumer-provider relationships, ethical and legal issues, global/future informatics issues and electronic health record issues are being examined. The course prepares the student to become proficient at selecting and using technology for organizing, analyzing, managing, and evaluating information in nursing administration, education, and clinical practice settings. The use of technology as an adjunct to doctoral-level inquiry and how it supports clinical and professional decision-making is explained and demonstrated.

NSG 555
PHARMACOTHERAPEUTIC IMPLICATIONS FOR THE OLDER ADULT
Graduate
This course examines various factors that impact the pharmacokinetics and pharmacodynamics of drugs used in the care of the older adult. The primary focus will be on drug therapy in the older person, ensuring the appropriate use of frequently prescribed medications. Economic and policy issues regarding pharmacotherapy of the older adult will be explored. Students are expected to develop nursing assessments skills and plan nursing interventions that can promote the appropriate use of medications in this complex older adult patient population.

NSG 561
EVIDENCE BASED MANAGEMENT
Graduate
This course provides an introduction to the utilization of best evidence in managing healthcare issues. The curriculum is intended to prepare the student to identify management problems and develop a related path of focused inquiry, evaluate reliable databases and searching strategies to find evidence, and base management decisions on the best evidence available.

NSG 564
ORGANIZATIONAL BEHAVIOR AND HUMAN RESOURCES
Graduate
This course in Organizational Behavior (OB), and Human Resources (HR), is designed to introduce organizational behavior theory; organizational communication, and human resource management principles to effectively lead and manage an organization. The OB Students will apply management and leadership techniques garnered from successful healthcare organizations to understand and practice management functions, including: understanding employee behavior and motivation, assessing performance, employing groups and teams, operationalize communication, evaluating conflict, and making appropriate business decisions. The HR functions of planning, recruiting, selecting, training, and appraising will be emphasized. Realistic case studies, collaborative discussions, practical research and peer reviews will be used to develop students' skills in organizational behavior and human resource management.

NSG 565
STRATEGIC PLANNING AND LEADERSHIP IN HEALTHCARE
Graduate
This course is intended to introduce the student to leadership skills and strategic planning in healthcare organizations. Creative, collaborative problem solving within the context of current strategic issues in healthcare will be explored. The course content provides an overview of the strategic planning process including the elements required to successfully develop and implement short and long-term plans. The course focuses on leadership skills and qualities necessary to succeed and thrive in the healthcare industry as well as assist the students in applying theories of leadership, motivation, communication and conflict management. Students will learn the construction of a strategic plan and analyze the state of strategic planning in the healthcare industry. Additionally, students will have the opportunity to analyze their own leadership skills and create an action plan for leadership development.
TOPICS IN HEALTHCARE ADMINISTRATION
Graduate
NSG 570
LEARNING THEORIES
Graduate
Students will examine domains of learning and adult learning theories and how they apply to health professions students. Topics include best practices for motivation, adapting to various learning styles, teaching models/strategies, instructional paradigms, and interprofessional learning environments. The concept of lifelong learning is introduced and students will explore the role that higher education and corporate education/training play in instilling a desire for lifelong learning. In addition, students will develop statements of Teaching Philosophy and Philosophy on Interprofessional Education.

NSG 574
CLASSROOM ASSESSMENT
Graduate
Students will examine various tools to assess student learning in the classroom setting. Topics include annotated portfolios, concept maps, memory matrix, process analysis, rubrics development, and the use of reflective statements. Students will also discuss how to adapt assessment tools to include interprofessional students.

NSG 575
COURSE DEVELOPMENT
Graduate
Students will apply curriculum design techniques to develop a course in a health-related area of their own choosing. Activities will include writing learning objectives, planning and organizing content, selecting instructional methods and materials, and designing assessment tools. Students will also discuss how to adapt courses to include interprofessional students.

NSG 579
EVALUATING CLINICAL COMPETENCE
Graduate
Student will develop appropriate tools to evaluate student performance in a clinical setting. In addition, students will develop a clinical rotation manual in their area of interest

NSG 590
INDEPENDENT STUDY IN NURSING
Graduate
The student will work with a faculty mentor to develop an individualized plan of work involving in depth study in an area related to nursing and healthcare. This can include, but is not limited to, reviewing literature for evidence of best practices, developing a research project, collecting data on an ongoing project, coding or analyzing data, developing a research presentation, or working in the community on research or evidence-based intervention projects.

NSG 596
CAPSTONE IN NURSING ADMINISTRATION
Graduate
This course provides a reflective synthesis of the coursework for Health Administration with an emphasis on the American Organization of Nurse Executive competencies. This final Practicum will include a formal synthesis paper and oral presentation that documents achievement of the MS degree outcomes and the competencies in the selected area of specialization. The paper will provide evidence of students' achievement of the program outcomes and the competencies required to become a nurse administrator and to sit for the certification exam in Executive Nursing Practice. Critical concepts covered will include communication, relationship-building, healthcare environment, leadership, professionalism, and business skills. Requires 200 hours of practicum plus online lecture/seminar.

NSG 597
CAPSTONE IN NURSING EDUCATION
Graduate
This course provides a reflective synthesis of the coursework for Nursing Education. This final Practicum will include a formal synthesis paper and oral presentation that documents achievement of the MS degree outcomes and the competencies in the selected area of specialization. The paper will provide evidence of students' achievement of the program outcomes and the competencies required to sit for the Certified Nurse Education Examination (CNE) and become a nursing educator. Critical concepts covered will include effective teaching strategies, evaluation, measurement, and educational processes, and psychometric testing for academic outcomes. Current pedagogical, ethical, social and legal aspects of nursing education will be included. Requires 200 hours of practicum plus online lecture/seminar.
NSG 598
GRADUATE RESEARCH SYNTHESIS
Graduate
Students conduct supervised research terminating in a manuscript suitable for publication. The study must be approved by the faculty advisor and the School of Nursing Human Subjects Committee prior to registration. Students are encouraged to generate research questions from their clinical area of study courses.

NSG 401 and NSG 481 are a prerequisite for this class.

NSG 599
THESIS RESEARCH
Graduate
Students conduct supervised original research terminating in a completed and bound thesis. The study must be approved by the faculty advisor and the thesis committee approved by the School of Nursing prior to registration and must be completed during the term.

NSG 401 and NSG 481 are a prerequisite for this class.

NSG 600
EVIDENCE-BASED PRACTICE RESEARCH
Graduate
This course will focus on the evidence based practice process, theories, concepts, and methods. This will include the synthesis and application of scientific evidence to nursing and healthcare practice within a systems framework. Students will develop a proposal for an evidence-based, scholarly leadership proposal, which will translate science into practice. In order to accomplish this, the student will focus on a specific aggregate population, and develop the program to make a positive impact on healthcare delivery. This proposal will be presented to a faculty committee consisting of three faculty members for their approval.

NSG 481 and NSG 554 are a prerequisite for this class.

NSG 601
EVIDENCE-BASED PRACTICE RESEARCH II
Graduate
Students will submit individual objectives to the faculty advisor and committee who will guide the student through project implementation. Students will implement their evidence based Scholarly Leadership Project during this course.

NSG 602
SCHOLARLY LEADERSHIP PROJECT PRACTICUM
Graduate
Students will implement their Scholarly Leadership Project, and participate in a 100 hour clinical practicum. Students develop a rigorous program evaluation with the results of this project presented to their SLP Committee for approval.

NSG 603
SCHOLARLY LEADERSHIP PROJECT PRACTICUM CONTINUATION
Graduate
Student work continues on implementation and evaluation of their evidence-based scholarly leadership project (SLP). Upon completion the results of the SLP project will be presented to their SLP Committee for approval, followed by dissemination of an oral presentation and a manuscript deemed suitable for a peer-reviewed journal.

NSG 610
ANESTHESIA PRACTICUM I
Graduate
An introduction to the clinical practice of nurse anesthesia with an emphasis on the principles introduced in ANES 500-504, 507, and 508. Includes administration of anesthesia for select patient populations under direct instruction and supervision of a certified registered nurse anesthetist (CRNA) or anesthesiologist. The course content focuses on specific general surgical procedures, including intra-abdominal, gynecological, urologic, ear, nose and throat, orthopedic, and endoscopic procedure. Content knowledge will be assessed through objective examinations. The preparation, implementation and evaluation of an appropriate nurse anesthesia care plan for these populations will be assessed through clinical performance evaluations and written care plans. Course includes Human Patient Simulation (HPS) assignments.

NSG 504 and NSG 507 are a prerequisite for this class.
NSG 611
ANESTHESIA PRACTICUM II
Graduate
Includes administration of general and regional anesthesia for patients undergoing a variety of elective and emergency surgical procedures and diagnostic procedures. Management of special populations, including pediatric, obstetric, and geriatric patients is emphasized with a focus on the anatomical and physiological differences and pathological disorders that characterize each population. Content knowledge will be assessed through objective examinations. The preparation, implementation and evaluation of an appropriate nurse anesthesia care plan for these populations will be assessed through clinical performance evaluations and written care plans. Course includes Human Patient Simulation (HPS) assignments.

NSG 610 is a prerequisite for this class.

NSG 612
ANESTHESIA PRACTICUM III
Graduate
Includes administration of general and regional anesthesia for patients undergoing a variety of elective and emergency surgical procedures and diagnostic procedures. In addition to anesthetic management of the trauma patient, the course includes acute and chronic pain management, and advanced regional anesthetic techniques. Content knowledge will be assessed through objective examinations. The preparation, implementation and evaluation of an appropriate nurse anesthesia care plan for these populations will be assessed through clinical performance evaluations and critically assessed topics (CAT assignments). Course includes Human Patient Simulation (HPS) assignments.

NSG 611 is a prerequisite for this class.

NSG 613
ADVANCED ANESTHESIA PRACTICUM I
Graduate
The first in a series of advanced practicums that provides the third year DNP student with the opportunity to develop, implement, and evaluate an anesthesia care plan for all patient populations with an emphasis on specialty surgical procedures, insertion of invasive monitoring and advanced airway management. Emphasis is placed on application, integration, and synthesis of knowledge, skills, and attitudes that are representative of the advanced practice of nurse anesthesia. This advanced practicum provides the opportunity to explore the professional aspects of nurse anesthesia practice, link policy making with clinical systems, and translate research into practice. Includes seminar presentations on selected topics relative to the advanced practice of nurse anesthesia and self assessment assignments.

NSG 612 is a prerequisite for this class.

NSG 614
ADVANCED ANESTHESIA PRACTICUM II
Graduate
The second in a series of advanced practicums that provides the third year DNP student with the opportunity to develop, implement, and evaluate comprehensive anesthesia care plan for all patient populations undergoing a wide variety of diagnostic, surgical and therapeutic procedures. This advanced practicum provides the opportunity to explore the professional aspects of nurse anesthesia practice, link policy making with clinical systems, and translate research into practice. Includes critically appraised topics, case narratives and seminar presentations on selected topics relative to the advanced practice of nurse anesthesia. Course also includes Crisis Resource Management in the Human Patient Simulator (HPS).

NSG 613 is a prerequisite for this class.

NSG 615
ADVANCED ANESTHESIA PRACTICUM III
Graduate
The third advanced practicum for DNP students provides an opportunity to develop, implement, and evaluate an anesthesia care plan for all patient populations undergoing a wide variety of surgical and therapeutic procedures. This advanced practicum provides the opportunity to explore the professional aspects and link policy making with clinical systems, translate research into practice and serve as change agents for health care. Includes critically appraised topics, case narratives, seminar presentations on selected topics relative to the advanced practice of nurse anesthesia, and Crisis Resource Management in the Human Patient Simulator (HPS).

NSG 614 is a prerequisite for this class.
NSG 616
ADVANCED ANESTHESIA PRACTICUM IV
Graduate
The final advanced practicum in which the third year nurse DNP student demonstrates the advanced knowledge and skills that comprise a foundation for nurse anesthesia practice, the ability to work independently or as a contributing member of the anesthesia care team, adherence to professional standards as well as ethical and moral principles while providing care to a multicultural patient population, analysis and synthesis of current research that support evidence based anesthesia practice, an awareness of limited healthcare resources and cost containment strategies, the ability to perform a comprehensive self evaluation; and display of a professional attitude toward lifelong learning. The practicum includes completion of a final comprehensive exam, the Self Evaluation Exam (SEE) and professional portfolio, and presentation and dissemination of the Scholarly Leadership Project.

NSG 616 is a prerequisite for this class.

NSG 700
ADVANCED PRACTICUM FOR NURSE PRACTITIONERS I
Graduate
First of a series of two clinical courses that focus on developing proficiency in advanced nursing assessment and management for health promotion and disease prevention, management of complex health conditions, and working with interdisciplinary teams to provide care and services for persons across the lifespan. Students will ground their studies in the science of nursing interventions, moral/ethical issues, and nursing research. Practicum experiences are arranged to meet the individual needs of students while also meeting accreditation and certification requirements. This practicum provides an in-depth clinical experience for students in assessing an aggregate population within the context of a clinical setting, and developing programs to creatively and cost effectively affect changes in health care delivery. The clinical residency experience is facilitated by an advanced practice expert clinician, and forms the setting and basis for the Scholarly Leadership Project. There is no lecture/discussion component to this course. The student will meet with his/her course instructor on a regular basis for individual discussion and guidance in this Practicum course.

NSG 701
ADVANCED PRACTICUM FOR NURSE PRACTITIONERS II
Graduate
Second of a series of two clinical courses that emphasizes incorporating current research and demonstrating increasing autonomy and proficiency in decision making and case management. This advanced practicum provides the student with the opportunity to link policy making with clinical systems, translate research into practice, and serve as change agents for health care. In addition, this course provides the student with an opportunity to demonstrate expert knowledge, and expert clinical assessment and diagnostic skills when working with various patient populations. This practicum provides an in-depth clinical experience for students in assessing an aggregate population within the context of a clinical setting, and developing programs to creatively and cost effectively affect changes in health care delivery, and to evaluate those programs. The clinical residency experience is facilitated by an advanced practice expert clinician, and forms the setting and basis for the Scholarly Leadership Project. There is no lecture/discussion component to this course. The student will meet with his/her course instructor on a regular basis for individual discussion and guidance in this Practicum course.

ORGC 201
BUSINESS AND PROFESSIONAL COMMUNICATION
Undergraduate
Employers demand strong communication and presentation skills. In order to compete effectively in the job market, students need to acquire and practice the written and oral communication skills needed to interview successfully. Furthermore, as a professional you will not only be expected to be a confident speaker, but also to organize and prepare clear, concise and interesting presentations. You will also need to communicate effectively while working as the member of a team or in other group contexts. In developing the knowledge, competencies and skills needed to communicate effectively in these and other contexts, this course will embrace opportunities for both critical thinking and applied problem solving. (Formerly CMNS 201)

ORGC 212
SMALL GROUP COMMUNICATION
Undergraduate
A survey of the variables operating in group interactions. Combines principles with practice through participation in small group experiences. Topics include group formation, group formats, organizational approaches, decision-making models, group observation and evaluation. (Formerly CMNS 212)
ORGC 251
ORGANIZATIONAL COMMUNICATION
Undergraduate
This course focuses on the role of communication in organizational life. Attention will be devoted to exploring how communication simultaneously shapes and is shaped by organizations. Topics include conflict and mediation, stress and social support, the supervisor-subordinate relationships, workplace diversity, organizational consultation and new communication technologies in organizations. (Formerly CMNS 251)

ORGC 290
ORGANIZATIONAL COMMUNICATION WORKSHOP (VARIABLE TOPICS)
Undergraduate
This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise.

ORGC 316
COMMUNICATION AND GROUP DECISION-MAKING
Undergraduate
Advanced undergraduate course in small group communication. Students develop skills and abilities in identifying various factors that contribute to the success and failure of group decision-making in organizational contexts. Class sessions will focus on theories, research, and practices in group processes, and their applications to issues in real life. (Formerly CMNS 316)

ORGC 317
TOPICS IN GROUP COMMUNICATION
Undergraduate
Examines selected topics in group communication processes. Topics may include group creativity, communicating in virtual teams, conflict in groups, and group facilitation. (Formerly CMNS 317)

ORGC 332
TOPICS IN ORGANIZATIONAL COMMUNICATION METHODOLOGY
Undergraduate
Courses explore a range of qualitative and quantitative research strategies. Topics may include more specialized modes of gathering and assessing data, using new data technologies and software programs, and conducting communication studies. (Formerly CMNS 332)

ORGC 350
COMMUNICATION AND SOCIALIZATION TO WORK
Undergraduate
This course examines how human beings move through the world of work, paying particular attention to the role communication plays in this process. Often in our study of organizations, we overlook how the very nature of the work we do influences our behaviors, realities, and professional identities. This course draws from multiple disciplines in addition to Communication, in order to further our understanding of how different kinds of work get performed, situated, and embedded in our everyday lives. The class also focuses on meanings of work, various kinds of work across collar colors, and the dignity of labor. Students read and discuss a wide range of topics such as ?real? jobs, dirty jobs, emotional labor, and the influences of race, class, and gender on the social construction of work.

ORGC 352
COMMUNICATION AND THE CORPORATE CULTURE
Undergraduate
Focuses on the communicative implications of such cultural elements as values, heroes, rites, rituals, symbolism and storytelling. Analyzes and presents ways of adapting to the diverse components of a culture. (Formerly CMNS 352)

ORGC 353
COMMUNICATION AND ORGANIZATIONAL CHANGE
Undergraduate
Explores the impact of change on the day to day work experience of organizational members. How culture, management philosophy and individual performances are influenced by change. Political, symbolic interactional, and human resource perspectives are explored. (Formerly CMNS 353)
ORGC 354
EMPLOYMENT INTERVIEWING
Undergraduate
This course examines the theory and practice of on-the-job interviewing and is especially helpful to those students who will soon graduate and transition into the world of full-time work. Through the class, you will learn to: a) identify personal transferable skills acquired through a range of school and work activities and jobs; b) identify careers/professions whose functional makeup requires professionals with your skills; c) apply to an ideal job through a carefully crafted cover letter and resume; d) open and close any interview effectively; e) build an interview schedule for any information-seeking interview; f) align different types of questions with interview goals and in-the-moment interview developments; g) learn to avoid question-asking pitfalls; and h) respond effectively to competency-based employment interview questions. In this class, you will have the opportunity to practice your interviewing skills in simulated probing and employment screening interviews. While the principal emphasis of the class is on the employment screening interview, many interviewing skills and pitfalls that translate equally well to other interview contexts will be learned as well.

ORGC 355
CONFLICT MANAGEMENT
Undergraduate
Examines the theory and process of conflict in interpersonal and organizational contexts. Focuses upon the causes, types, and theories of conflicts as well as upon practical approaches to dispute resolution. Topics include: social-psychological as well as process perspectives of conflict; personal conflict style/s; conflict sources; destructive versus constructive interaction cycles; impression management; conflict escalation or diminishment; and resolution strategies. (Formerly CMNS 355)

ORGC 356
COMMUNICATION CONSULTING
Undergraduate
Examines how to partner with a client to facilitate constructive organizational change and behavioral growth in the workplace. Focuses on contemporary consulting through case studies. Previous courses in organizational, small group, or interpersonal communication are suggested. (Formerly CMNS 356)

ORGC 357
TOPICS IN ORGANIZATIONAL COMMUNICATION
Undergraduate
Topics covered in this course might include: communication and customer service, assessment and intervention in organizations, comparative management, democratic participation in organizations, gender in the workplace, etc. (Formerly CMNS 357)

ORGC 358
LEADERSHIP AND TEAM BUILDING
Undergraduate
This is an advanced undergraduate course in small group communication that addresses how teams can benefit from effective leadership. Class materials will focus on various leadership theories and research, and their applications to leadership issues in real-life organizational teams. Students will acquire knowledge about what separates successful leaders from their unsuccessful counterparts, learn analytical tools to observe, diagnose, and choose appropriate responses to different leadership and team-related problems, and have opportunities to recognize and reflect on one’s own leadership skills in a team context.

ORGC 392
INDEPENDENT STUDY
Undergraduate
Independent Study.

ORGC 393
ORGANIZATIONAL COMMUNICATION PRACTICUM
Undergraduate
Structured and supervised student participation in collegiate debating, radio production or group presentations for various audiences. Includes practical experience in research, rehearsal and performance. Students may take a maximum of 2 credit hours in one quarter, 4 credit hours in the major, and 8 total credit hours. (Formerly CMNS 393)
PAM 200
INTRODUCTION TO MUSIC BUSINESS
Undergraduate
Through lecture and discussion, this course examines the changing music industry. As an overview of music business, this course studies the relationships between artists, managers, agents, and attorneys; recording companies; major and independent labels; music publishing and performing rights organizations; touring and merchandising; copyright and music licensing; careers in the music industry; and topical issues facing the industry today.

Status as an Undergraduate Music, Undergraduate Theater, Undergraduate Business student, or permission from the instructor is a prerequisite for this class.

PAM 301
PERFORMING ARTS MANAGEMENT I: INTRODUCTION TO MANAGEMENT CONCEPTS IN THE PERFORMING ARTS
Undergraduate
Through lecture, discussion, readings, videos, research and projects, the student learns about styles of arts leadership, contemporary issues and best practices in the field of arts management, the history of non-profit arts administration in the US including leaders in the field and opportunities for careers in the arts. Emphasis is placed on how non-profit organizations balance their commitment to the Art, the Artist and the Audience. Specific areas addressed include the role of the arts manager; the primacy of the mission; planning, change and adaptation; leadership and group dynamics; and human resources. (Cross-listed with THE 201)

PAM 200 and status as a Performing Arts Management student is a prerequisite for this class.

PAM 302
PERFORMING ARTS MANAGEMENT II: ORGANIZATIONAL STRUCTURE AND FINANCIAL MANAGEMENT
Undergraduate
Through lecture, discussion and projects, the student learns about non-profit arts organizational structures, short- and long-term planning, intersection of mission/vision/values and programming with growth and sustainability, producing vs. presenting organizations, financial management, management information systems and budgeting. (Cross-listed with THE 202)

PAM 301 and status as a Performing Arts Management student is a prerequisite for this class.

PAM 303
PERFORMING ARTS MANAGEMENT III: MARKETING FOR THE ARTS
Undergraduate
Through lecture, discussion and projects, the student learns about strategies and objectives in marketing and promoting the performing arts. Specific focus is given to integrated marketing and communication strategies; market research and evaluation techniques; organizational image and branding; patron support services; and audience development. Students will create marketing and public relations plans and materials, both independently and on teams, which incorporate targeting audiences; promotions, publicity, and advertising; and working with various forms of media, including social networking and technology-based platforms.

PAM 302 and status as a Performing Arts Management student is a prerequisite for this class.

PAM 304
PERFORMING ARTS MANAGEMENT IV: INSTITUTIONAL ADVANCEMENT & COMMUNITY ENGAGEMENT
Undergraduate
Through lecture, discussion and special projects, the student learns about institutional advancement and development as well as collaborations with internal and external constituencies. Topics include forming partnerships, community outreach, board development and engagement, fundraising and grant writing, donor cultivation, and the philanthropic community. This course is the final course in the four-course sequence on Performing Arts Management, and integrates the topics, vocabulary, themes, and subjects introduced in the previous three courses. (Cross-listed with THE 207)

PAM 303 and status as a Performing Arts Management student is a prerequisite for this class.

PAM 305
COMMERCIAL MUSIC BUSINESS
Undergraduate
Through lecture, discussion, reading and projects, this course provides an in-depth examination of the commercial/for-profit music business with a focus on artist management, record labels (present and future), marketing and touring. Specific attention is given to artist-manager relationship; artist-label relationship; marketing strategies; and the current changes and evolution of the industry, at large.

PAM 200 or permission of the instructor is a prerequisite for this class.
PAM 306
TECHNOLOGICAL TRENDS & DEVELOPMENTS IN THE MUSIC INDUSTRY
Undergraduate
This course will examine the changes within the music industry; past, present, and future; and the technological advancements which provide the catalyst for those changes. Students will develop a basic understanding of the technological breakthrough, recognize its significance and examine how the music industry exploits these new developments into business opportunities never before possible.

Status as an Undergraduate Music, Undergraduate Theater, Undergraduate Business student, or permission from the instructor is a prerequisite for this class.

PAM 307
LEGAL ISSUES IN THE MUSIC INDUSTRY
Undergraduate
This course is a study of legal concepts and issues related to the music industry - types of contracts; contracts mechanics and formats; relationships between artists and key personnel; recording contracts and record labels; copyright issues related to artists, performers, and composers, copyright infringement issues; digital music issues; labor relations; landmark legal cases related to the music industry, and topical legal issues facing the industry today.

PAM 200 or permission of the instructor is a prerequisite for this class.

PAM 308
MUSIC PUBLISHING
Undergraduate
This course is a study of the past, present, and future of music publishing. The course is designed to examine the principles and procedures involved in music publishing, nationally and internationally. Topics include music ownership and copyright registration; copyright searches and infringement; primary functions of a music publisher; sources of publishing income and licenses; current practices, trends, and future issues.

PAM 200 or permission of the instructor is a prerequisite for this class.

PAM 309
MUSIC ENTREPRENEURSHIP
Undergraduate
Through opportunity creation, case study, discussion and peer evaluation, this course analyzes and simulates the professional performing arts marketplace, providing collaborative hands-on experience for performers and arts managers-in-training. In this course, performers will hone their musical point-of-view and create an original, self-produced performance opportunity in the DePaul community, with marketing materials and a business structure to support their project. Arts Management students will collaborate with performers on these projects, providing support to their colleagues in a way that models their future professional activities. Each student will also be responsible for analyzing a current successful model, identifying keys to success. This course is intended to bridge the transition from college to career, providing the artistic, career development and entrepreneurship training that have become essential in today's professional environment. (Cross-listed with APM 309)

Status as an Undergraduate Music, Undergraduate Theater, Undergraduate Business student, or permission from the instructor is a prerequisite for this class.

PAM 310
MUSIC FESTIVAL MANAGEMENT
Undergraduate
This course will provide an introduction to the successful fundamentals of managing a music festival. Topics include the various purposes of a festival, effects on community, music education, outreach, tourism, fundraising, public relations, programming, marketing, ticketing, risk management, and production. Students will acquire an understanding of the evolving trends in creating, sustaining, and assessing a festival.

Status as an Undergraduate Music, Undergraduate Theater, Undergraduate Business student, or permission from the instructor is a prerequisite for this class.
PAM 360
TOPICS IN PERFORMING ARTS MANAGEMENT
Undergraduate
An in-depth study of special topics related to the fields of Performing Arts Management and/or Music Business.

Status as an Undergraduate Music, Undergraduate Theater, Undergraduate Business student, or permission from the instructor is a prerequisite for this class.

PAM 398
PERFORMING ARTS MANAGEMENT INTERNSHIP
Undergraduate
The internship provides the student with an experiential opportunity to learn by working with professionals in the Performing Arts Management and/or Music Business industries.

Status as a Performing Arts Management student is a prerequisite for this class.

PAM 399
INDEPENDENT STUDY
Undergraduate
Status as a Performing Arts Management student is a prerequisite for this class.

PAX 200
PERSPECTIVES ON PEACE, JUSTICE, AND CONFLICT STUDIES
Undergraduate
A survey of key issues in the study of violence, injustice, and conflict, including an examination of nonviolent interventions for action and social change. The course introduces central concepts such as positive and negative peace, and structural and direct violence, and demonstrates the links with other parallel concerns (poverty, women's issues, social inequity). Students work at community service organizations to provide a learning resource.

PAX 201
FRAMEWORKS FOR BUILDING A JUST AND PEACE-SUPPORTING SOCIETY
Undergraduate
An introductory course to positive models for building a peace culture, addressing structural conflicts and injustice, and discovering viable resolutions.

PAX 206
BOUNDARIES AND IDENTITIES
Undergraduate
This course explores how identity formation is shaped by cultural, historical, and political construction of barriers, borders, and boundaries, and how such formations are intertwined with ethnicity, race, nationality, gender and class.

PAX 210
INTERNATIONAL CONFLICT AND PEACE BUILDING
Undergraduate
This interdisciplinary course examines the basic questions of peace studies in different and "diverse" contexts, from personal relationships to societies and states, and addresses the consequences of conflict and conflict resolution in the contemporary world.

PAX 212
SOCIAL JUSTICE AND SOCIAL CHANGE
Undergraduate
An exploration of the mutual interdependence of social justice and non-violence, understanding it as a strategy for social change and a vision for social concord. Formerly PAX 230.
PAX 214
CONFLICT: INTERVENTION, NEGOTIATION AND ADVOCACY
Undergraduate
An exploration of theories of conflict and the intervention methods for dealing with conflicts at the interpersonal and group levels.

PAX 218
HUMAN RIGHTS: PROMISE AND PROBLEMATICS
Undergraduate
This course will explore the historical origins, foundational principles, and socio-political efficacy of human rights discourse in contemporary international relations, domestic politics, and ethical thought. It consider issues such as the religious and/or secular foundation of human rights; their universality in relation to particular cultural customs and norms; the relative priority of individual and collective rights; and the legitimacy of international humanitarian intervention in sovereign nations.

PAX 220
SOCIAL ENGAGEMENT FOR PEACE AND JUSTICE
Undergraduate
This course will look at the various ways in which people across the globe become engaged in social issues of importance, particularly those dealing with achieving justice and peace. Examples are human rights, environmental protection, labor issues, sustainable development alternatives, political representation, and gender issues.

PAX 231
ANALYZING POVERTY, ITS CAUSES AND CONSEQUENCES
Undergraduate
This course investigates a variety of viewpoints on the causes and effects of poverty. Poverty is a complex and multidimensional condition often difficult to measure, comprehend and change. It includes lack of or limited access to material needs (food, water, shelter, health care, etc.), social relations (participation, inclusion, rights, etc.), income and wealth (unemployment, resources, etc.) and moral, psychological, or spiritual well-being. This course reviews the current poverty debates from the economic, policy, social, political, cultural and moral perspectives that influence the implementation of poverty reduction programs.

PAX 235
THE ETHICS OF POVERTY
Undergraduate
This course reviews the current poverty debates from the economic, policy, social, political, and cultural perspectives that influence the implementation of poverty reduction programs, in order to bring an ethical analysis to bear on the degree of moral responsibility that can be argued for when seeking appropriate solutions to global poverty. Several ethical frameworks will be consider, allowing students to learn the critical application of arguments and evidence to a seemingly intransigent phenomenon.

PAX 240
VOICES OF WAR AND PEACE: ART, LITERATURE AND FILM
Undergraduate
This course is an overview of the ways in which the arts, including literature and film, portray warfare and the attempts to end violence and build reconciliation and peace.

PAX 241
HUMAN RIGHTS UNDER THE LENSES OF FILM AND OTHER ARTS
Undergraduate
This course is an overview of the ways in which the arts, including literature and film, portray situations in the United States and globally that limit human rights. Analyses of both the theoretical literature on human rights and the cinematic and other artistic attempts to capture both violations of human rights and the restoration and protection of these will be central to the course.

PAX 242
ACTING FOR SOCIAL JUSTICE: THE PORTRAYAL OF INJUSTICE IN FILM AND LITERATURE
Undergraduate
This course critically examines social justice themes in film and narrative literature (fictional and nonfictional) to see the role film and filmmaking and other narrative arts can play in social justice movements. It discusses a wide variety of depictions of social injustice in order to learn critical tools to analyze their representations of race, gender, class and their depiction of agency of their subjects in light of the characteristics of the media portraying them. It examine case studies of activists who are using film and literary arts as a part of movements for social justice.
Poverty is a complex and multidimensional condition often difficult to measure, comprehend and change. The use of film, literature and other arts allow for those who do not directly experience poverty to develop an understanding through their empathic responses to persons living in poverty. The course will use the lenses of film and literary analysis to measure the success of those uses, in light of a critical analysis of the need to alleviate poverty and its effects.

This course is an overview of the ways in which the arts, including literature and film, portray power and its effects, particularly where these are injust and oppressive. Different theories of power are investigated, so that students can begin a critical analysis of both the benefits and the limitations of the use of power and its effects on those using it well and abusing it. The ability of the arts to aid our understanding of power will be central to the course.

A workshop covering practical instruction in mediation, conflict resolution, and nonviolent methods for promoting social change.

A study of various understandings of “forgiveness” and “reconciliation” in several religions and cultures. The nature and dynamics of forgiveness and reconciliation will be examined both theoretically and in relationship to specific conflicts. Cross-listed with REL 252.

Reconciliation between people when there is disagreement or other forms of conflict or violence is a crucial process to alleviate the negative side of conflict. Love and hate are two of the strongest emotions and consequently can generate conflict. A philosophical analysis of these aspects of human existence can uncover resources for creative approaches to the forms of peace-building that include reconciliation processes, as well as provide ethical arguments for their value.

The idea of inner peace is a theme throughout the histories of many civilizations since recorded history. It provides a twin to the more obvious idea of outer peace, or peace in the environments surrounding us, whether the neighborhood, our tribes and social groups, our nation with other nations. This course will study theories of peace and how these correlate with the theme of inner peace. It will ask what practices have been used to promote or foster inner peace. It will bring a philosophical and critical lens to these theories and practices, whether they are found in religious texts, political understandings, personal narratives or fictional accounts, psychology, or phenomenological and other philosophical approaches to peace.

An exploration using the tools of both peace studies and historical studies to understand the different attempts to bring about a peaceful solution to a conflictual situation, whether this involves citizen refusal to accept a governmental stance (e.g., for military dictatorship, laws such as those for immigration) or actual aggressive events (international war, civil strife, oppressions through structural situations). The course will be comparative and interdisciplinary, but may focus on a single movement.
PAX 275
**MOVEMENTS FOR GENDER AND TRANS JUSTICE**
*Undergraduate*
An exploration using the tools of both justice studies and historical studies to understand the different aspects to bring about changes in the lives of those affected by unjust social structures and persons acting to limit their freedom due to gender or transgender factors. The course will be comparative and interdisciplinary, but may focus on a single movement.

PAX 278
**DISABILITY RIGHTS MOVEMENT**
*Undergraduate*
An exploration using the tools of both justice studies and historical studies to understand the different aspects to bring about changes in the lives of those affected by disabilities and the ways in which a culture and its laws and persons limit the freedom and basic rights of those living with disability. The course will be comparative and interdisciplinary, but may focus one or several aspects of the disabilities movement.

PAX 290
**TOPICS ON JUSTICE AND PEACE**
*Undergraduate*
A topics course geared to introductory level discussions of the core elements of justice and peace-building as they occur in specific venues, such as religion.

PAX 299
**INDEPENDENT STUDY**
*Undergraduate*
The student and faculty member will design a syllabus with readings and assignments appropriate for a lower division course in PJC.

Sophomore or above standing and at least one PAX course is a prerequisite for this class.

PAX 300
**TOPICS SEMINAR**
*Undergraduate*
A seminar on a key theoretical topic in the interdisciplinary fields covered by the Peace, Justice, and Conflict Studies Program, using a variety of theoretical positions.

(Two from PAX 200, 210, 212, 214, 220) or permission of the Program Director is a prerequisite for this course.

PAX 303
**BORDER MATTERS: LITERATURE & CULTURE IN THE LATINO/A BORDERLANDS**
*Undergraduate*
In this course, we will study the values and dynamic that is promoted in different Latino communities in the United States. In order to give context to the present situation of Latinos in the U.S. we will study some of the social issues in the countries of origin which have resulted in immigration and their encounter with borderlands. The notion of a Latina and Latino cultural “borderlands” has proven a ubiquitous and powerful conceptual paradigm in recent years, organizing distinct ethnic groups (Cuban American, Mexican American, Central American, Puerto Rican, etc.) according to the rubrics of pan-ethnic identity labels (Hispanic, Latina/Latino, etc.) and transnational geographies (Latin America, the Americas, etc.). This course will examine a wide range of Latino/a literary expressions produced in the Latina/Latino borderlands, particularly in areas of cultural contact and conflict. While the most obvious focus will be the Texas-Mexico border region, including ongoing efforts to establish the public meaning of the Alamo, additional borderlands, literal and figurative, will be considered. The Latina and Latino borderlands have also inspired critics and theorists to imagine postmodern, post-national subject formations, in which questions of ethnicity, gender, and sexuality are shifted from the margins to the center of critical discourse. We will therefore investigate the use and limits of recent “border theory”. Cross-listed with LST 303.

PAX 320
**TRANSFORMATIVE JUSTICE: THEORY AND PRACTICE**
*Undergraduate*
This course introduces students to transformative justice responses to violence that do not rely on state institutions. These include collective processes for support and healing, intervention, accountability, and prevention. The pedagogical praxis of learning will be through communal peacemaking circles and collective strategy sessions to create community responses to violence. Cross-listed with WGS 320.
PAX 344
TOPICS IN ENVIRONMENTAL JUSTICE
Undergraduate
This course explores a specific topic in environmental justice, such as advocacy. For example, the roles of individuals and organizations in advocacy are discussed, particularly how power arrangements facilitate or impede consensus building, how legislation is written, and how this process impacts communities of color. Special attention is paid to advocacy techniques such as lobbying, movement-building, public education and litigation.

PAX 345
WOMEN, WAR, AND RESISTANCE
Undergraduate
This course aims to make feminist sense of contemporary wars and conflicts. It analyzes the intersections between gender, race, class, and ethnicity in national conflicts. The class traces the gendered processes of defining citizenship, national identity and security, and examines the role of institutions like the military in the construction of femininity and masculinity. The course focuses on the gendered impact of war and conflict through examining torture, mass rape, genocide, and refugee displacement. It analyzes the strategies used by women's and feminist movements to oppose war and conflict, and the gendered impact of war prevention, peacekeeping, and post-war reconstruction. The class draws on cases from Africa, the Americas, Asia, Europe, and the Middle East and North Africa. The class is interdisciplinary and gives equal weight to theory and practice while drawing on writings by local and global activists and theorists. Cross-listed with WGS 345.

PAX 348
INDIGENOUS POLITICAL STRUGGLES
Undergraduate
This course explores the struggles for social justice and the right to have rights by indigenous peoples. It emphasizes contemporary cases and the cultural contexts in which indigenous political strategies have developed and transformed. It uses historical data to understand the issues faced by indigenous peoples. Students conduct research on indigenous struggles and their connections to other social movements at the local, national, and international levels. Cross-listed with LST 348.

PAX 350
CAPSTONE IN PEACE, JUSTICE & CONFLICT STUDIES
Undergraduate
An integrative seminar drawing together students' theoretical work and hands-on expertise.

PAX 351
GEOGRAPHY, FOOD AND JUSTICE
Undergraduate
While the need for food is universal, geographies of food production, distribution and consumption are anything but even. This leads to multiple issues of food injustice at a variety of scales. This course critically examines the contemporary global food system with the goal of providing students with skills and knowledge to engage in food justice activism. Students study the development of food systems and how inequalities have emerged in production, distribution and consumption. The course then explores food justice movements including the emergence of alternative food networks in the U.S and internationally. Assignments may engage students in local food projects and or/advocacy campaigns. Cross-listed with GEO 351.

PAX 360
TOPICS IN DEVELOPMENT AND ANTI-DEVELOPMENT
Undergraduate
A survey of the problem of endemic poverty in the Third World, together with a consideration of the various forms of public action designed to alleviate poverty. Considerable attention will be paid to the problems of rural poverty and the pitfalls and possibilities of industrialization.

PAX 362
TOPICS IN VIOLENCE: SOURCES AND OUTCOMES
Undergraduate
This course will study cultural, structural, or direct violence and their interrelationships, including theoretical justifications, social and political controls, and interventions.
PAX 365  
**TOPICS IN WAR AND PEACE**  
Undergraduate  
This course will deal with one of many ways to discuss the large-scale conflict that is war and the different methods to prevent, delay, and conclude such conflicts, in order to have peace. Cross-listed with INT 365.

PAX 380  
**TOPICS IN NONVIOLENCE**  
Undergraduate  
This advanced seminar will review historical, philosophical, and practical approaches to the use of nonviolence for addressing injustice and conflicts, including violent ones, as well as for enhancing life.  
One 200-level PAX course is a prerequisite for this course.

PAX 381  
**TOPICS IN PEACE BUILDING**  
Undergraduate  
An advanced course looking at the history, theory and implementation of a specific tool for peace building, from diplomacy (state or citizen), legislative & juridical interventions, inner peace practices, and the like.  
One 200-level PAX course is a prerequisite for this course.

PAX 382  
**TOPICS IN SOCIAL JUSTICE AND SOCIAL CHANGE**  
Undergraduate  
An advanced course that investigates one specific arena of social justice, such as environmental racism, gender injustice, religious bigotry, and the like, from a variety of disciplinary perspectives.  
One 200-level PAX course is a prerequisite for this course.

PAX 383  
**TOPICS IN CONFLICT INTERVENTION**  
Undergraduate  
An advanced course that studies one or more types of nonviolent interventions in conflict, including violent conflict and warfare; examples include community organizing, political interventions, educational campaigns, etc.  
One 200-level PAX course is a prerequisite for this course.

PAX 384  
**TOPICS IN ACTIVISM AND ADVOCACY**  
Undergraduate  
An advanced course that looks at the history, merits, values, and organizational possibilities for specific models of activism.  
One 200-level PAX course is a prerequisite for this course.

PAX 385  
**TOPICS IN HUMAN RIGHTS**  
Undergraduate  
Advanced topics on human rights, the competencies approach, institutionalized protection of rights, and the like.  
One 200-level PAX course is a prerequisite for this course.

PAX 386  
**TOPICS IN GLOBAL JUSTICE**  
Undergraduate  
The course will investigate the ways in which global agents, whether governments, NGOs, or corporations act and interact in order to address systemic global inequities and injustice.
PAX 387
TOPICS IN PEACE, JUSTICE AND RELIGION
Undergraduate
This course will investigate the interfaces between one or more religious traditions and the ways in which the questions of peace-building and social justice are handled and responded to with concrete action.

PAX 389
TOPICS IN COMMUNITY DEVELOPMENT, ADVOCACY, & ACTIVISM
Undergraduate
This course will use specific issues, groups, and actions to study how working for the just needs of communities occurs in a variety of ways and settings.

Two 200-level PAX courses are prerequisites for this course.

PAX 390
INTERNSHIP
Undergraduate
The internship as an independent project allows students to find a peace, justice, or conflict intervention organization that will give them a meaningful experience in the work of their organizations, or to sign up with a credit-bearing internship with another academic institution. Permission of the Director.

PAX 392
INTERNSHIP IN PEACE, JUSTICE, AND CONFLICT STUDIES
Undergraduate
The Internship in Peace, Justice and Conflict Studies exposes students to practical learning experiences in non-profit and government agencies through an intensive internship. Students work 100 hours with an organization arranged through Steans Center. Cross-listed with CSS 395.

One 200-level PAX course is a prerequisite for this course.

PAX 398
SENIOR THESIS
Undergraduate
Students have the option of completing a senior thesis on a topic relevant to their major under supervision of a PJC faculty member.

One 300-level PAX course is a prerequisite for this class.

PAX 399
INDEPENDENT STUDY
Undergraduate
The content and evaluation methods for this course are negotiated by the student with an individual faculty member.

PE 60
AEROBIC CONDITIONING
Undergraduate
This course provides instruction and requires participation in the dynamics of exercises that train the cardio respiratory system. These exercises include but are not limited to low-impact aerobics, high impact aerobics, step-aerobics, use of cardio equipment, spin, slide, and circuit training.

PE 66
BEGINNING WEIGHT TRAINING
Undergraduate
This course introduces students to strength training principles and activities: free weights, resistance machines, and functional exercises. Emphasis is placed on the development of strength and flexibility of the major muscle groups. Health-related fitness guidelines are presented to assist the student in developing overall fitness.
PE 70
ADVANCED AEROBIC CONDITIONING
Undergraduate
Advanced instruction in appropriate conditioning techniques and daily participation in monitored strenuous levels of aerobic exercise.

PE 060 is a prerequisite for this class.

PE 71
FITNESS AND CONDITIONING
Undergraduate
(2 credits) The main components of health-related fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition are integrated into the fitness sessions, topic presentations, and health/fitness assessments. Emphasis is placed on improving overall wellness through exercise and healthy lifestyle choices.

PE 72
YOGA
Undergraduate
This course will introduce the philosophy, techniques, and benefits of Hatha Yoga to the beginning students and allow the experienced students to expand upon their knowledge. Participants will develop skills to deepen conscious awareness and focus through asana practice (physical practice of yoga), body alignment, breathing techniques, and relaxation. The emphasis of the class will be on how to properly practice yoga, how to incorporate it into daily life, and how to safely teach asana. Course modules will include physical practice, handouts, support materials, and a quiz. Students will be required to attend and participate in class. The development of an independent home practice of yoga outside of DePaul will be necessary for success in the course.

PE 76
ADVANCED WEIGHT TRAINING
Undergraduate
Advanced instruction and participation in the use of free weights and various machines for body building and weight training.

PE 066 is a prerequisite for this class.

PE 80
RAPE AGGRESSION DEFENSE SYSTEMS
Undergraduate
This 30-hour self-defense course is open to all female students and teaches awareness, prevention, risk reduction and avoidance techniques. In addition, students will learn the importance of physical fitness and perform exercises designed to improve their speed, physical strength and flexibility to aid them in self-defense. At the end of the course, students will be given the opportunity to test their knowledge and skills in various attack scenarios, under the supervision of at least one certified R.A.D. Basic Physical Defense instructor, in a safe and supportive environment.

PE 121
SWIMMING
Undergraduate
This course is designed to provide the student with skill instruction and analysis of the most widely used swimming strokes and basic dives. Principles of hydrodynamics and basic water safety will also be emphasized. Various individual skill levels will be considered to provide a safe and inclusive experience. Additionally, this course introduces the student to the concepts and procedures for teaching basic swimming in a school setting.

PE 151
GYMNASTICS
Undergraduate
This course introduces the student to the concepts and procedures for teaching basic gymnastics in a school setting. Emphasis will be given equally to skill acquisition, spotting techniques, explanation/demonstration of skills, and the theoretical framework that supports a gymnastics program. Students will be provided with the opportunity to acquire skills and spotting techniques for basic stunts, tumbling, balance, balance beam, parallel bars, vaulting, and rhythmic gymnastics.
**PE 181**  
*FLAG FOOTBALL*  
*Undergraduate*  
Fundamental skills, group drills, strategy, and styles of offensive and defensive team play will be covered. Physical education majors will focus on teaching, officiating and assessment.

**PE 182**  
*VOLLEYBALL*  
*Undergraduate*  
Offered alternate years. Fundamental skills, drills, strategy, team play, rules interpretation, and officiating will be covered. Physical education majors will focus on teaching, officiating and assessment.

**PE 183**  
*SOCCER*  
*Undergraduate*  
Offered alternate years. Development of basic skills and progressive teaching stages: fundamental stage, game-related stage, game-condition stage, and functional training to include experience in soccer and other lead-up activities.

**PE 185**  
*SOFTBALL*  
*Undergraduate*  
Offered alternate years. Fundamental skills, group skills, and styles of offensive and defensive team strategy will be covered. Physical education majors will focus on teaching, officiating and assessment.

**PE 186**  
*TRACK AND FIELD*  
*Undergraduate*  
Offered alternate years. Track and field skills, rules, warm-up drills, and management of track and field meets will be covered. Physical education majors will focus on teaching, officiating and assessment.

**PE 187**  
*BASKETBALL*  
*Undergraduate*  
This class introduces and reviews the fundamentals of basketball. It covers basic skills and knowledge of game play, court positions, rules, and drills carried out in practice situations. Physical education majors will focus on teaching, officiating and assessment.

**PE 206**  
*PERSONAL AND COMMUNITY HEALTH*  
*Undergraduate*  
This course is designed to assist students in gaining insight into their health/wellness attitudes, behaviors, and choices. Health/wellness experiences and topics examine the total wellness concept, as a self-designed, dynamic style of living which focuses on optimal functioning and quality of life. Emphasis is placed on the physical, emotional, intellectual, social, occupational and spiritual dimensions of health/wellness.

**PE 213**  
*FOLK-SOCIAL DANCE*  
*Undergraduate*  
Fundamentals, techniques, terms and teaching principles of line dance, square dance, ballroom, and swing dance will be covered. Students are introduced to basic style and basic choreography.

**PE 273**  
*HEALTH AND NUTRITION*  
*Undergraduate*  
This course will provide students with an introductory background in nutrition throughout the life span. The study of foods and their effects upon health, development and performance of the individual will be emphasized. Software analysis of dietary intakes will facilitate an individual reflective approach to an application of the content.
PE 276
TENNIS
Undergraduate
Instruction and practice on basic patterns of movement of tennis skills. Knowledge of rules, etiquette, playing instructions and teaching methods for application of skills stressed.

PE 277
GOLF
Undergraduate
Basic patterns of movement for a controlled golf swing with woods and irons; chipping, pitching and putting skills. Golf course rules and playing instructions. Teaching methods for application of skills stressed.

PE 278
GOLF: FULL-SWING CLINIC
Undergraduate
This course will provide the student with advanced knowledge and practice of the full swing motion in golf. As a hybrid, it will allow the student to meet the professor and design the individual learning steps that will best meet the needs of each student. Course modules will include videotapes, handouts, support materials, and a quiz. Students will work through the modules independently to complete the course. Independent practice of the full swing outside of DePaul will be necessary for success in the course. Students must attend 4 1.5-hour classes per quarter. The first day and last day of class, as well as two additional 1.5-hour sessions arranged with the professor.

PE 302
FIRST AID: RESPONDING TO EMERGENCIES
Undergraduate
This course is designed to provide instruction, demonstration, and practice in application of basic emergency first aid skills. Students will learn to recognize the signs and symptoms of specific life threatening injuries and how to properly care for these injuries as citizen responders. Students will also have the opportunity to achieve Heartsaver CPR, AED, and First Aid Certification by the American Heart Association.

PE 303
ATHLETIC INJURIES
Undergraduate
Principles and techniques of prevention, recognition, treatment, care including adhesive strapping and wrapping and rehabilitation of common athletic injuries. Attention given to role of coach-trainer for emergency field procedures

PE 304
THE SCHOOL HEALTH PROGRAM
Undergraduate
This course is designed to cover the scope of health services that could be provided through a comprehensive school health program. The school environment, community involvement, and legal/ethical considerations will be emphasized.

PE 311
MOTOR DEVELOPMENT THROUGHOUT THE LIFE SPAN
Undergraduate
Through lecture, film analysis, direct observation and instruction of children, and class discussion, students will gain a greater understanding of the maturational and environmental factors that affect human growth and motor development. Since this development is a process that continues throughout our life span, prenatal through adult characteristics will be examined.

PE 317
PHYSICAL EDUCATION AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL
Undergraduate
The course is designed to promote an understanding of the contribution that physical education makes to the elementary school curriculum and the development of the whole child. Lesson planning, instructional delivery, assessment of learning and classroom management will be focused as students engage in 15-20 hours of supervised field experience teaching whole classes of children in local schools. This course is for Physical Education majors only; however, EE majors will be considered if the course is needed for student teaching in the subsequent quarter.

A Physical Education major in Advanced Standing is a prerequisite for this class.
This survey course explores the roles of language and literacy in the physical education setting and the teacher's responsibility for fostering them in all students. Through guided examination of prevailing theories of language acquisition and development that currently influence classroom practices across the K-12 continuum as well as across disciplinary and content areas, this course enables future teachers of physical education to grow in their understanding of the varied literacy-learning contexts that students bring to their physical education experiences. Issues that emerge in planning and conducting literacy instruction in programs with diverse student demographics are discussed and deliberated through University classroom sessions as well as required field experiences (10 hours, minimum; Level I). Course participants enjoy multiple opportunities to apply and analyze theories; to observe, critique, and practice planning as well as instructional strategies; to make informed curricular and instructional decisions; and to use assessment in conjunction with knowledge of child development to inform their planning. This course is designed to assist future teachers in producing students who are strategic readers, skilled speakers and writers, effective communicators, active listeners, independent and critical thinkers/learners, and problem solvers. Such teachers will exhibit awareness of their own metacognitive processes, respect for diversity, necessary social skills, and an ability to develop, set, and strive for professional goals. Candidates enrolled in this course will be encouraged to become education advocates, positive role models for their students, effective colleagues and collaborators, and lifelong learners.

This course will review the history of sport, fitness and physical education; the impact that events have had on their development; and how physical education, fitness and the use of sport is influenced by society. Emphasis will be placed on philosophical perspectives and ethical values of this profession, both for the educator and the sport & fitness management employee. Content is devoted to the study and understanding of sport and physical activity within numerous cultures throughout history to support diversity and help students consider the multiple perspectives expressed through the incorporation of sport and physical activity.

Organization and Administration of Physical Education, Sports, and Fitness Programs. Emphasis is placed on understanding the management process: functions, application to various settings, program development, budget, facilities, marketing/promotion, and risk management.

Biomechanical analysis of the human body and how the human body moves. Scientific principals and their application to human movement are included. Application is made to fundamental and specialized motor skills. Development and maintenance of the human structure through intelligent selection of activities and efficient use. Lecture is supplemented with in class laboratory activities.

Effects of muscular activity on the systems of the body. Nature of neuro-muscular activity, circulatory and respiratory adjustments during exercise, metabolic and environmental aspects of exercise, fatigue and training fitness. Lecture is supplemented with in class laboratory activities.

This course presents those principles of educational psychology specifically related to the psychomotor learning domain, the selection of tests to measure learning of physical skills for all populations, administration of tests, data collection, and the statistical analysis needed to evaluate the learning process. Specifically, measures of central tendency, variability and correlation statistics; and standard tests of health and skill related components of fitness, motor performance, anthropometry, and specific sport analysis will be included in this course.

DePaul University Autumn 2015-2016
PE 362
FITNESS TESTING, ASSESSMENT AND PRESCRIPTION
Undergraduate
This course is designed to provide theoretical knowledge of and select practical skills in fitness assessment, exercise program design, and client instruction in preparation for a national certification exam in personal training. Topics include guidelines for instructing safe, effective, and purposeful exercise, essentials of the client-trainer relationship, conducting health and fitness assessments, and designing and implementing appropriate exercise programming.

PE 372
METHODS AND MATERIALS FOR PHYSICAL EDUC CURRICULUM/INSTRUCTION-SECONDARY SCHL
Undergraduate
This course is designed to provide an understanding of physical education curriculum planning, teaching methods, classroom management, unit and lesson plans in a secondary school setting. Students will engage in 20-24 hours of field work to observe and participate in whole class instruction, in an attempt to integrate theoretical classroom content with on-site experiences.

Advanced Teacher Candidate Standing is a prerequisite for this class.

PE 374
ADAPTED PHYSICAL EDUCATION
Undergraduate
Diversified program of development activities, games, sports and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not be able to participate in the general physical education program.

BIO 201 and BIO 202, Advanced Teacher Candidate Standing or students in BS-EXR-SCI plan, are prerequisites for this class.

PE 378
PHYSICAL EDUCATION STUDENT TEACHING IN ELEMENTARY EDUCATION
Undergraduate
Five school days a week of supervised teaching in a cooperating elementary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. Application and approval required. Open to only DePaul students.

PE 379
PHYSICAL EDUCATION STUDENT TEACHING IN SECONDARY EDUCATION
Undergraduate
Five school days a week of supervised teaching in a cooperating secondary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. Application and approval required. Open only to DePaul students.

PE 380
INTERNSHIP IN EXERCISE SCIENCE
Undergraduate
Four hundred hours of supervised training in a health, fitness, sport, or exercise setting will be completed through this course. Students will receive practical experience in fitness testing, individual and group training, class instruction, program planning, and other facets of exercise science programming. Students will complete a project that will relate their educational background to the practical setting they have chosen to work in, and present their work to the internship site. Special interests of students will be addressed based on the internship site. Open only to students who have applied and been accepted by the exercise science program advisor and must have completed all coursework and clinical hours for the exercise science degree).

PE 384
PHYSICAL EDUCATION CAPSTONE
Undergraduate
The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective physical education teachers with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to use critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to early childhood education. The course is grounded in the College of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies program.
PE 387
CAPSTONE SEMINAR IN PHYSICAL EDUCATION & EXERCISE SCIENCE
Undergraduate
This course is designed to help candidates integrate the central emphases of their Liberal Studies curriculum with their professional knowledge and behavior. It provides opportunities and activities to prospective professionals that engage them in being analytic and reflective upon their major and related disciplines; guide them in further considering their value commitments and how they relate to their chosen profession; apply critical and creative thinking in addressing 'real-time' professional issues and needs; and examine extant practices from multicultural perspectives. Candidates develop a professional portfolio that reflects the standards of the various guiding professional organizations and/or the Illinois State Board of Education (ISBE). The course is grounded in the College of Education's framework for an Urban Professional Multicultural Educator as well as the goals of the Liberal Studies program. The course is taken simultaneously with student teaching or internship.  COREQUISITE(S): PE 378 and PE 379, or PE 380.

PE 390
PSYCHO-SOCIAL ASPECTS OF EXERCISE AND SPORT
Undergraduate
Psycho-Social Aspects of Exercise and Sport. Principles of human behavior, psychology, sociology, and motivational theory are covered as they relate to exercise fitness and sport. Students are introduced to personality factors, leadership skills, psychological skills training, and group dynamics which play important roles in the psychological development of individuals involved in exercise and sport programs.

Advanced Teacher Candidate Standing or status as an Exercise Science student is a prerequisite for this class.

PE 391
THEORY AND TECHNIQUES OF COACHING
Undergraduate
This course is designed to introduce areas from which basic coaching theories and techniques of various sports can be developed, to expose students to situations which place the coach in a decision making position and encourage students to examine practical problems which will influence the quality of an athletic program.

PE 392
ADVANCED ATHLETIC TRAINING TECHNIQUES
Undergraduate
This is an advanced course dealing with the principles and techniques of prevention, recognition, and treatment of athletic injuries.

PE 303 is a prerequisite for this class.

PE 393
THERAPEUTIC EXERCISE
Undergraduate
This course introduces students to the application and theory of specific exercise guidelines and program design for individuals with chronic illnesses, orthopedic conditions, and major athletic injuries. Special populations will also be addressed such as children, pregnant women, the elderly, blind, and deaf individuals. Emphasis is placed on planning and teaching techniques based on the basic FITT principle, and modifying programs to meet the needs of the specific individual. Students will learn specific modifications for all domains of exercise: cardiorespiratory, muscular strength and endurance, flexibility, and balance, with the focus on rehabilitation and health promotion.

Advanced Teacher Candidate Standing or status as an Exercise Science student is a prerequisite for this class.

PE 394
SPORT AND EXERCISE NUTRITION
Undergraduate
This course will provide the student with advanced knowledge of all areas of nutrition as they relate to the different types of exercise and sports. Prior basic nutritional knowledge is required for successful completion of this course. Topics will include but not limited to substrate utilization during different types of metabolic processes, hyper-hydration and nutrient loading prior to activity, nutrient maintenance during various types of exercise, recovery nutrition, nutrition planning for weight management, sport specific nutrition and consumer issues related to sport supplementation.

PE 273 is a prerequisite for this class.
PE 399  
INDEPENDENT STUDY IN PHYSICAL EDUCATION  
Undergraduate  
Permission of Department Chair and Associate Dean are required.

PE 400  
INTRODUCTION TO LEADERSHIP AND MANAGEMENT IN SPORT, FITNESS AND RECREATION  
Graduate  
This course will provide an overall introduction to the program, coursework, pillars of knowledge, expectations, potential employment, and management concepts in sport, fitness, and recreational leadership.

PE 410  
ORGANIZATIONAL LEADERSHIP AND MANAGEMENT IN SPORT, FITNESS AND RECREATION  
Graduate  
This course will examine concepts in administration and communication specific to supervisory relationships. Students will understand the function and application of administrative theory within the fields of sport and fitness.

PE 420  
FACILITY AND RISK MANAGEMENT IN SPORT, FITNESS AND RECREATION  
Graduate  
Students will be introduced to the planning, designing and management of sport, recreation, and fitness facilities. Students will identify strengths and weaknesses of major facilities and will design their own facility upon completion of this course.

PE 440  
STRATEGIC COMMUNICATION AND MARKETING IN SPORT, FITNESS AND RECREATION  
Graduate  
Students will examine communications tools such as advertising, sales, and publicity, social media, media relations and public relations to examine how they are vital to an organization's marketing plan. Students will create a marketing plan specific to a chosen area of study. This course also will focus on leadership and communication skills vital in building professional relationships. Relationships between sport and fitness organizations and consumers will be examined.

PE 442  
ON-CAMPUS SEMINAR  
Graduate  
This course will provide 1st year students with the opportunity to network with their peers and professionals in the field. They will also attend presentations by local professionals in sport, fitness, and recreational fields, as well as presentations of 2nd year students' research projects.

PE 445  
PROGRAM AND SPECIAL EVENTS MANAGEMENT IN SPORT, FITNESS AND RECREATION LEADERSHIP  
Graduate  
This course also will introduce students to planning, operating, funding, and evaluating events within their chosen area of sport or fitness. Principles of hospitality and public relations also will be studied. Students will plan a hypothetical event upon the completion of this course.

PE 450  
PSYCHOLOGY OF SPORT BEHAVIOR AND ATHLETIC PERFORMANCE  
Graduate  
A study of the philosophical and psychological concepts pertaining to sports, in general, and competitive athletic programs specifically. Students will analyze the various coaching and administrative techniques in sports programs. Emphasis will be given to intercollegiate sports. Elementary, secondary and professional sports programs will be examined and discussed. Motivation to exercise socially, recreationally, and in sport will be examined.
PE 451
CURRENT ISSUES AND TRENDS IN ATHLETICS AND PHYSICAL EDUCATION
Graduate
An analysis of the current issues, trends and changes in competitive athletic programs and physical education programs. Major consideration will be given to problems relating to development of goals and objectives, preparation of program budgets, financial considerations, media input, and legal ramifications of the various programs.

PE 452
EXERCISE SCIENCE AND SPORT
Graduate
A study of the advanced concepts and theory pertaining to analysis of human movement. Application will be made for the teaching of fundamental motor skills as well as the specialized analysis made by the coach. Discussion of the various techniques, sophisticated equipment, and empirical evidence will support the conclusions determined in the seminar. The course will be designed for professional physical educators and individuals involved in the coaching profession.

PE 453
ADVANCED HEALTH CONCEPTS
Graduate
This course will present advanced concepts in health for the individual interested in Health Education or the Allied Health Professions. The content will include health principles related to individual athletes throughout the life span, wellness concepts, and strategies for coping with potentially dangerous behaviors. The students will reflect on how to incorporate knowledge of health into their physical education and health classes.

PE 454
ADVANCED CARE OF THE ATHLETE
Graduate
This course is designed to expand the student’s knowledge of athletic injuries, incorporating hands-on experience. Topics will include current issues in anatomy and physiology; athletic first aid and emergency situations; standard procedure for diagnosis and treatment; conditioning, prehabilitation and rehabilitation; heat stress injuries; nutrition and eating disorders; taping, wrapping and bracing; and other related topics in sports medicine.

PE 455
INTERNSHIP IN PHYSICAL EDUCATION
Graduate
This internship is designed to enrich student understanding of organizational and administrative principles through practical opportunities working with experienced professionals in the field of Sport and Physical Education.

PE 456
LEGAL ISSUES IN SPORT, RECREATION AND FITNESS
Graduate
This course will develop a student’s ability to apply legal principles to sport and fitness management situations. Students will examine legal liability of coaches, administrators and fitness professionals, negligence, constitutional and administrative law, product liability, and risk management. There also will be an analysis and study of the governing structure, rules, and legislative processes within the NCAA.

PE 457
ADVANCED COACHING THEORIES & TECHNIQUES
Graduate
This course is designed to cover a review of basic coaching theories and techniques of various sports and then cover advanced theories and application of these theories. The goal of the course is to expose students to situations that will place the coach in a decision making position and encourage students to examine practical problems that will influence the quality of an athletic program. (Crosslisted with PE 391)

PE 480
FINANCE AND REVENUE GENERATION IN SPORT AND FITNESS
Graduate
Students will understand basic concepts of financial management and managerial economics relevant to recreation and sport settings, emphasizing financial analysis, short- and long-term financing, fundraising, sponsorship, financial troubleshooting, capital structuring and budgeting, fundraising, revenue and cost-control.
PE 490
ON-CAMPUS SEMINAR
Graduate
This course will provide 2nd year students with the opportunity to network with their peers and professionals in the field of sport, fitness, and recreation. They will also attend presentations by local professionals, as well as present their final research projects.

PHL 100
INTRODUCTION TO PHILOSOPHY
Undergraduate
An introduction to basic philosophical concepts, methods, and problems.

PHL 200
ETHICAL THEORIES
Undergraduate
Selected readings to acquaint students with different approaches to ethics.

PHL 202
PHILOSOPHY OF GOD
Undergraduate
An investigation of the ways in which philosophers have talked about, and argued for or against, God.

PHL 204
PHILOSOPHY AND EXISTENTIAL THEMES
Undergraduate
A study of the principal ideas regarding the human condition developed in existential literature: death, absurdity, alienation, freedom, God, authenticity.

PHL 206
TOPICS AND CONTROVERSIES
Undergraduate
A study of selected topics and controversies.

PHL 208
VALUES AND PERSONS
Undergraduate
A study of the connections between different conceptions of selfhood and different ethical, political and aesthetic values.

PHL 229
BIOMEDICAL ETHICS
Undergraduate
Moral and ethical issues arising in contemporary biomedical advances and in health care from the perspective of Philosophy.

PHL 230
CONTEMPORARY TOPICS IN ETHICS
Undergraduate
This course will examine a range of ethical issues of contemporary concern, such as abortion, euthanasia, and capital punishment.

PHL 231
PHILOSOPHY AND THE QUESTION OF RACE
Undergraduate
A philosophical inquiry into such issues as racism, anti-Semitism, genocide.
PHL 232
WHAT IS FREEDOM?
Undergraduate
This course will investigate various conceptions of freedom, and will consider in particular the difference between freedom and "doing or saying whatever you wish."

PHL 233
ISSUES IN SEX AND GENDER
Undergraduate
A philosophical investigation into the nature of sex and gender and the role they play in defining human identity.

PHL 234
PHILOSOPHY AND MODERN SOCIETY
Undergraduate
This course will consider such issues as the relation between society and the state, the connections between work, leisure and poverty, and the social effects of prejudice and resentment.

PHL 235
PHILOSOPHY AND THE ENVIRONMENT
Undergraduate
A philosophical study of our environment, the nature of nature, the ecosystem, and the planet.

PHL 236
PHILOSOPHY AND THE CITY
Undergraduate
This course examines the meaning of the city for philosophy and the meaning of urbanization for the formation of values.

PHL 237
PHILOSOPHY, CONFLICT AND PEACE
Undergraduate
A philosophical reflection upon the causes of war and the possibilities for peace.

PHL 238
PHILOSOPHY AND WOMEN
Undergraduate
An examination of the unique contribution which women have made, and can make, to philosophy and the study of values.

PHL 239
PHILOSOPHIES OF AFRICA
Undergraduate
Philosophies Of Africa

PHL 240
LOVE, HATRED AND RESENTMENT
Undergraduate
A phenomenological inquiry into these three powerful emotional states.

PHL 241
ETHICS AND PUBLIC POLICY
Undergraduate
A study of the ways in which ethics can assist us in thinking about matters of public policy.
PHL 242
PHILOSOPHY AND TECHNOLOGY
Undergraduate
Philosophy And Technology

PHL 243
PHILOSOPHY AND FILM
Undergraduate
A study of philosophical themes that arise in films.

PHL 244
PHILOSOPHICAL THEOLOGY
Undergraduate

PHL 245
REASON AND SOCIETY
Undergraduate
A study not aimed at the production of particular skills but at understanding of the proper role of reason in social institutions and the formation of public opinion.

PHL 246
SURVEY OF BLACK AESTHETIC THOUGHT
Undergraduate
This course examines the history of the aesthetic thought that has emerged from the minds of Black creative intellectuals in the United States and globally. Cross-listed with ABD 234.

PHL 247
PHILOSOPHY AND THE VALUE OF MUSIC
Undergraduate
In this course, we will explore the philosophical dimensions of music, in particular, the value of music, both as a tool in the development of character and as a tool of social and political change. The examination of the value of music will involve us in an examination of music as an idea and of how we come to an understanding of the meaning of music.

PHL 248
BUSINESS ETHICS
Undergraduate
An examination of various ethical and moral issues arising in contemporary business and its activities which affect our society and the world. Cross-listed with MGT 248.

PHL 250
PHILOSOPHY AND SOCIAL CHANGE
Undergraduate
Junior Year Experiential Learning

PHL 263
PHILOSOPHY AND WOMEN OF COLOR
Undergraduate
An examination of the philosophical work of women of color, from a variety of ethnic, national, and global contexts.

PHL 264
PHILOSOPHY AND POSTCOLONIALITY
Undergraduate
An investigation of the central issues in the work that protests the colonial conditions in the United States and globally.
PHL 280
CRITICAL THINKING
Undergraduate
A study of argumentation as it occurs in everyday life, the media, etc.

PHL 281
BASIC LOGIC
Undergraduate
A study of fundamental logical concepts and techniques, methods of argument, and ways of detecting fallacies.

PHL 282
SYMBOLIC LOGIC I
Undergraduate
Symbolic Logic

PHL 283
SYMBOLIC LOGIC II
Undergraduate
A study of the methods and techniques of formulating and evaluating arguments with the help of symbolic notation.
PHL 282 is a prerequisite for this course.

PHL 287
INTRODUCTION TO ASIAN PHILOSOPHIES
Undergraduate
A study of Asian Philosophy, examining some of the central philosophical issues and movements in Asian thought, such as Hinduism, Buddhism, Confucianism, and Daoism.

PHL 290
PHILOSOPHIES OF GENDER
Undergraduate
A philosophical investigation into the concepts of sex and gender as categories of identity and their relation to philosophical knowledge.
PHL 100 or HON 105 is a prerequisite for this course.

PHL 291
MORAL PHILOSOPHY
Undergraduate
A philosophical investigation of ethical issues and theories.
PHL 100 or HON 105 is a prerequisite for this course.

PHL 293
ANCIENT PHILOSOPHY
Undergraduate
A study of selected thinkers and issues from ancient Greece.
PHL 100 or HON 105 is a prerequisite for this course.

PHL 294
MEDIEVAL PHILOSOPHY
Undergraduate
A study of selected thinkers and issues from the Medieval period. Cross-listed with CTH 239.
PHL 100 or HON 105 is a prerequisite for this course.
PHL 295
EARLY MODERN PHILOSOPHY
Undergraduate
A study of some of the main philosophers and philosophical movements from the 17th and 18th centuries.
PHL 100 or HON 105 is a prerequisite for this course.

PHL 296
KANT & 19TH CENTURY PHILOSOPHY
Undergraduate
A study of Kant and some of the most influential thinkers of the 19th century. Formerly PHL 313.
PHL 100 or HON 105 is a prerequisite for this course.

PHL 297
20TH CENTURY PHILOSOPHY
Undergraduate
A study of selected thinkers and issues from the 20th century.
PHL 100 or HON 105 is a prerequisite for this course.

PHL 314
SURVEY OF ETHICS
Undergraduate
An intensive study of the broad range of the history of and approaches to ethics.
PHL 100 or HON 105 is a prerequisite for this course.

PHL 315
SURVEY OF POLITICAL PHILOSOPHY
Undergraduate
An intensive study of the broad range of the history of and approaches to political philosophy.
PHL 100 or HON 105 is a prerequisite for this course.

PHL 320
METAPHYSICS
Undergraduate
A critical examination of selected metaphysical systems and issues.
PHL 100 or HON 105 is a prerequisite for this course.

PHL 321
EPISTEMOLOGY
Undergraduate
An investigation of some of the central issues in the philosophy of knowledge, including the nature of knowledge, truth and certainty.
PHL 100 or HON 105 is a prerequisite for this course.

PHL 322
PHILOSOPHY OF LANGUAGE
Undergraduate
An investigation into the nature of language and its significance for philosophical inquiry.
PHL 100 or HON 105 is a prerequisite for this course.
PHL 325
BASIC CONCEPTS OF PHENOMENOLOGY
Undergraduate
This course emphasizes the principal themes of such thinkers as Husserl, Merleau-Ponty and Heidegger.

PHL 100 or HON 105 is a prerequisite for this course.

PHL 327
TOPICS IN ETHICS
Undergraduate
A focused discussion of specific issues in moral and ethical philosophy.

PHL 100 or HON 105 is a prerequisite for this course.

PHL 328
TOPICS IN ECONOMIC, SOCIAL AND POLITICAL PHILOSOPHY
Undergraduate
A focused discussion of specific issues in economic, social and political philosophy.

PHL 100 or HON 105 is a prerequisite for this course.

PHL 330
JUNIOR HONORS OPTION
Undergraduate
Junior Honors Option

PHL 340
PHILOSOPHY OF RELIGION
Undergraduate
A study into the significance of religious phenomena for philosophy.

PHL 100 or HON 105 is a prerequisite for this course.

PHL 341
AESTHETICS
Undergraduate
A study of the relationship of philosophy and the arts, with a critical appraisal of theories of beauty.

PHL 100 or HON 105 is a prerequisite for this course.

PHL 342
PHILOSOPHY OF LAW
Undergraduate
An examination of fundamental legal concepts, and particularly of the concept of law itself.

PHL 100 or HON 105 is a prerequisite for this course.

PHL 343
PHILOSOPHIES OF PUNISHMENT
Undergraduate
An examination of theories of punishment, particularly the two dominant western concepts of retributive and rehabilitative.

PHL 100 or HON 105 is a prerequisite for this course.
PHL 350  
PHILOSOPHY AND THE NATURAL SCIENCES  
Undergraduate  
Philosophy And The Natural Sciences

PHL 353  
PHILOSOPHY AND HISTORY  
Undergraduate  
A study of some of the most significant theories of history. Cross-listed with HST 261.  
PHL 100 or HON 105 is a prerequisite for this course.

PHL 354  
PHILOSOPHY AND PSYCHOLOGY  
Undergraduate  
A philosophical inquiry into the nature and history of psychology, psychoanalysis, and psychotherapy.  
PHL 100 or HON 105 is a prerequisite for this course.

PHL 355  
THEORIES OF INTERPRETATION  
Undergraduate  
Philosophical hermeneutics and Biblical interpretation. Cross-listed with CTH 336.  
PHL 100 or HON 105 is a prerequisite for this course.

PHL 356  
TOPICS IN POSTMODERNISM  
Undergraduate  
A philosophical study of selected themes concerning the condition of, and works about, postmodernity.  
PHL 100 or HON 105 is a prerequisite for this course.

PHL 357  
TOPICS IN PSYCHOANALYSIS  
Undergraduate  
Selected philosophical issues in psychoanalysis, for example, from early writers like Janet through contemporary theorists such as Irigaray.  
PHL 100 or HON 105 is a prerequisite for this course.

PHL 360  
GREEK PHILOSOPHY  
Undergraduate  
PHL 100 or HON 105 is a prerequisite for this course.

PHL 361  
PLATO  
Undergraduate  
PHL 100 or HON 105 is a prerequisite for this course.

PHL 362  
ARISTOTLE  
Undergraduate  
PHL 100 or HON 105 is a prerequisite for this course.
PHL 363  
MEDI VAL AND REN AI SS ANCE PHI LOSOPHY  
Undergraduate  
PHL 100 or HON 105 is a prerequisite for this course.

PHL 364  
17TH AND 18TH CENTURY RATIONALISM  
Undergraduate  
PHL 100 or HON 105 is a prerequisite for this course.

PHL 365  
17TH AND 18TH CENTURY EMPI RICI SM  
Undergraduate  
PHL 100 or HON 105 is a prerequisite for this course.

PHL 366  
DESCAR TES  
Undergraduate  
PHL 100 or HON 105 is a prerequisite for this course.

PHL 367  
THE ENLIGHTENMENT  
Undergraduate  
PHL 100 or HON 105 is a prerequisite for this course.

PHL 368  
GERMAN IDEALISM  
Undergraduate  
German Idealism

PHL 369  
KANT  
Undergraduate  
PHL 100 or HON 105 is a prerequisite for this course.

PHL 370  
HE GEL  
Undergraduate  
PHL 100 or HON 105 is a prerequisite for this course.

PHL 371  
19TH CENTURY PHI LOSOPHY  
Undergraduate  
19Th Century Philosophy

PHL 372  
MARX  
Undergraduate  
PHL 100 or HON 105 is a prerequisite for this course.
PHL 373
NIETZSCHE
Undergraduate
PHL 100 or HON 105 is a prerequisite for this course.

PHL 375
PHENOMENOLOGY AND EXISTENTIALISM
Undergraduate
PHL 100 or HON 105 is a prerequisite for this course.

PHL 376
AMERICAN PHILOSOPHY
Undergraduate
PHL 100 or HON 105 is a prerequisite for this course.

PHL 377
PHILOSOPHY AND DECONSTRUCTION
Undergraduate
PHL 100 or HON 105 is a prerequisite for this course.

PHL 378
ANALYTIC PHILOSOPHY
Undergraduate
PHL 100 or HON 105 is a prerequisite for this course.

PHL 379
EASTERN THOUGHT
Undergraduate
Eastern Thought

PHL 380
SELECTED FIGURES AND TEXTS
Undergraduate
PHL 100 or HON 105 is a prerequisite for this course.

PHL 381
DRAMATIC THEORY: TRAGEDY
Undergraduate
A study of some of the main philosophical theories of tragedy together with readings of some of the most important ancient and modern tragedies. Cross-listed with THE 224.
PHL 100 or HON 105 is a prerequisite for this course.

PHL 382
DRAMATIC THEORY: COMEDY
Undergraduate
A study of some of the main philosophical theories of comedy together with readings of some of the most important ancient and modern comedies. Cross-listed with THE 225.
PHL 100 or HON 105 is a prerequisite for this course.
PHL 383
PHILOSOPHICAL THEMES IN LITERATURE
Undergraduate
An investigation of philosophical topics as they appear in fiction, drama, and poetry.

PHL 100 or HON 105 is a prerequisite for this course.

PHL 386
PHILOSOPHIES OF AFRICA
Undergraduate
A study of patterns of philosophical thinking from the African continent.

PHL 100 or HON 105 is a prerequisite for this course.

PHL 387
TOPICS IN ASIAN PHILOSOPHY
Undergraduate
Focuses on a particular issue, figure, or period in Asian philosophy. Topics will vary according to instructor.

PHL 388
TOPICS IN COMPARATIVE PHILOSOPHY
Undergraduate
Draws on philosophies from different cultures to explore philosophical issues from a comparative perspective. Topics and areas will vary according to instructor.

PHL 389
LATIN AMERICAN PHILOSOPHY
Undergraduate
What does it mean to speak of Latin American philosophy? What is the difference between merely doing philosophy in Latin America and doing Latin American philosophy? These are issues that some thinkers in Latin America grapple with. This course will explore the history and nature of Latin American philosophy. Moreover, we shall examine some of the reasons why, in sharp contrast to the European and Anglo-American philosophical traditions, questions of the very existence of an autochthonous Latin American philosophical tradition are heatedly debated both in Latin America and beyond.

PHL 390
SELECTED TOPICS AND CONTROVERSIES
Undergraduate
SELECTED TOPICS AND CONTROVERSIES

PHL 391
SENIOR CAPSTONE SEMINAR
Undergraduate
A capstone seminar on selected topics in philosophy, that integrates the goals of the liberal studies program.

PHL 392
TOPICS IN FEMINIST PHILOSOPHY
Undergraduate
Selected issues or approaches within feminist work, such as feminist metaphysics, feminist peace theory, particular feminist figures, and the like.

PHL 100 or HON 105 is a prerequisite for this course.
PHL 393
TOPICS IN CRITICAL RACE THEORY
Undergraduate
A study of the intersection of issues from critical race theory and feminist/gender studies.

PHL 393 or HON 105 is a prerequisite for this course.

PHL 394
TOPICS IN POSTCOLONIALISM
Undergraduate
Selected philosophical issues in postcolonial writings, such as notions of identity and place, key figures, representation and film, and the like.

PHL 394 or HON 105 is a prerequisite for this course.

PHL 395
SENIOR THESIS
Undergraduate
An opportunity for intensive independent work, open to philosophy majors of outstanding achievement. By petition only. Contact the department office for further information. Philosophy 395 is not applicable to major field requirements, though it may be used as an open elective. Permission required.

PHL 396
INDIAN PHILOSOPHY
Undergraduate
An investigation into various philosophies as they originated in India, for instance, Hinduism substance metaphysics, Buddhist process metaphysics, Charvakan materialism.

PHL 396 or HON 105 is a prerequisite for this course.

PHL 398
TRAVEL/STUDY
Undergraduate
By arrangement with sponsoring faculty, foreign and domestic travel or residence programs may be combined with lectures, readings, and research assignments. Variable credit.

PHL 399
INDEPENDENT STUDY
Undergraduate
Independent Study

PHL 399 or HON 105 is a prerequisite for this course.

PHL 400
SPECIAL TOPICS IN TRADITIONAL PHILOSOPHERS
Graduate
Special Topics In Traditional Philosophers

PHL 410
PLATO I
Graduate
A study of Plato's life and early dialogues.

PHL 411
PLATO II
Graduate
A study of the middle and later dialogues.
A study of Aristotle's life and selected topics of his theoretical philosophy: organon, physics, psychology, and metaphysics.

A study of aspects of Aristotle's practical and productive philosophy: ethics, politics, rhetoric, and poetics.

A study of Augustine's philosophy through an examination of some of his major writings.

A study of his philosophy, especially its relations to theology, through an examination of selected major works.

An examination of Hobbes' role as the father of modern political philosophy: a study of the Leviathan and the Elements of Law.

An examination of Descartes' role as the father of modern philosophy; issues of the Regulae, the Discours, and the Meditations.

A study of the major theoretical works.

A study of the major philosophical works.

A study of the Ethics and/or the Theologico-Political Treatise.

A study of the major theoretical works.
PHL 443
MEDICAL LEGAL ETHICS
Graduate
An examination of contemporary problems in the area of medical legal ethics.

PHL 445
HUME
Graduate
An examination of Hume's place in classical British empiricism; a study of A Treatise of Human Nature.

PHL 470
PHILOSOPHY OF WITTGENSTEIN
Graduate

PHL 500
SPECIAL TOPICS IN THE HISTORY OF PHILOSOPHY
Graduate
None

PHL 510
KANT I
Graduate
An introduction to the critical philosophy of Kant by concentrating on the Critique of Pure Reason.

PHL 511
KANT II
Graduate
A study of the Critique of Practical Reason or the Critique of Judgment.

PHL 512
KANT III
Graduate
Kant III: Kant's Political Writings

PHL 515
HEGEL I
Graduate
An Introduction to Hegel: The Phenomenology of Spirit.

PHL 516
HEGEL II
Graduate
Readings in the Science of Logic or the Philosophy of Right.

PHL 517
HOLDERLIN
Graduate
An examination of the major theoretical writings, ca. 1797-1804.

PHL 518
SCHELING
Graduate
An examination of the treatise on human freedom (1809).
PHL 520
MARX I
Graduate
An introduction to Marx through a study of selected topics and works.

PHL 521
MARX II
Graduate
A study of selected topics and works from both Marx/Engels and their disciples.

PHL 522
SOCIAL AND POLITICAL PHILOSOPHY
Graduate
None

PHL 525
NIETZSCHE
Graduate
An introduction to the philosophy of Nietzsche through Beyond Good and Evil, Thus Spake Zarathustra and selected topics and works.

PHL 527
PHILOSOPHY, ETHICS, AND ECONOMICS
Graduate
An examination of classical and contemporary theories from Smith and Marx to Friedman, Held and others.

PHL 535
HUSSERL I
Graduate
An introduction to Husserl through a study of selected topics and works.

PHL 536
HUSSERL II
Graduate
Selected topics and works.

PHL 550
HEIDEGGER I
Graduate
An introduction to Heidegger through study of a major work and one of the Marburg lectures.

PHL 551
HEIDEGGER II
Graduate
Selected topics and questions.

PHL 552
HEIDEGGER III
Graduate
Heidegger III
PHL 557
TOPICS IN CONTINENTAL PHILOSOPHY
Graduate
None

PHL 559
FOUCAULT
Graduate
An introduction to Foucault through a study of selected topics and works.

PHL 560
THE PHILOSOPHY OF GABRIEL MARCEL
Graduate
The Philosophy Of Gabriel Marcel

PHL 561
LYOTARD
Graduate
An introduction to Lyotard through a study of selected topics and works.

PHL 565
MERLEAU-PONTY I
Graduate
A study of The Phenomenology of Perception with consideration given to Merleau-Ponty's place in contemporary philosophy.

PHL 566
MERLEAU-PONTY II
Graduate
A study of the themes of his social philosophy and final ontology.

PHL 570
SARTRE I
Graduate
A study of Being and Nothingness with attention given to Sartre's early phenomenological studies as background and to some of his literary works and criticism, such as Nausea and Saint-Genet.

PHL 571
SARTRE II
Graduate
The social thought of Jean-Paul Sartre. A study of A Critique of Dialectic Reason along with appropriate literary works and more recent political writings.

PHL 577
DERRIDA I
Graduate
An introduction to Derrida through a study of selected topics and works.

PHL 578
DERRIDA II
Graduate
Selected topics and questions.
PHL 585
RICOEUR
Graduate
A study of Ricoeur's philosophy and phenomenology of the will with stress on its background and its place in contemporary French phenomenology.

PHL 586
METAPHOR AND POETIC LANGUAGE
Graduate
An examination of Ricoeur's work in poetics.

PHL 587
READING LEVINAS I
Graduate
Reading Levinas I

PHL 588
READING LEVINAS II
Graduate
Reading Levinas II

PHL 589
PHILOSOPHY, LITERATURE, COMMUNITY
Graduate
Discussion of such thinkers as Bataille, Derrida, Jabes, and Nancy.

PHL 590
TRENDS IN CONTEMPORARY FRENCH PHILOSOPHY
Graduate
A look at the increasing importance of structuralism, deconstruction, philosophy of language, and hermeneutics in contemporary French thought.

PHL 591
CRITICAL RACE THEORY
Graduate
Critical Race Theory.

PHL 600
SEMINAR ON AMERICAN THOUGHT
Graduate
None

PHL 601
SEMINAR ON AESTHETICS
Graduate
SEMINAR ON AESTHETICS

PHL 629
SEMINAR ON CONTEMPORARY PROBLEMS
Graduate
None
PHL 640
PROBLEMS IN ETHICS
Graduate
A seminar in business ethics that centers on theoretical, practical, and pedagogical issues.

PHL 641
SEMINAR ON THE CONTINENTAL TRADITION IN ETHICS
Graduate
A comparative discussion of the ethical theories of Scheler, Hartmann, Brentano, Levinas, etc.

PHL 651
TOPICS IN BUSINESS ETHICS
Graduate
A seminar in business ethics that centers on theoretical, practical, and pedagogical issues.

PHL 656
SEMINAR ON SOCIAL AND POLITICAL THOUGHT
Graduate
A study of selected writings of key social and political thinkers.

PHL 657
TOPICS IN SOCIAL AND POLITICAL THOUGHT
Graduate
Topics In Social And Political Thought

PHL 660
SEMINAR IN FEMINIST ETHICS
Graduate
Examination of the care perspective as compared to the justice perspective on moral development. Cross-listed as MLS 477 and WMS 410.

PHL 661
TOPICS IN FEMINIST THEORY
Graduate
Includes such themes as feminist ontologies, theories of discourse and writing, science and technology, etc.

PHL 697
GRADUATE TEACHING PRACTICUM
Graduate
Examination of teaching method concepts.

PHL 698
MASTER’S THESIS RESEARCH
Graduate

PHL 699
DISSERTATION RESEARCH
Graduate
Students admitted to candidacy who have completed all Ph.D. course requirements and who are actively working on their dissertations during the quarter are to register by permission of the graduate director. Students are required to be registered for either PHL 701: Candidacy Continuation or PHL 799: Candidacy Maintenance each quarter of the academic year until the dissertation has been defended and the degree completed. The latter course, PHL 799, is to be used during quarters when the student is not actively doing dissertation work.

Ph.D. Candidates who are not actively working on their dissertations during a given quarter but who want to maintain active university status can register for this course by permission of the graduate director. Please note that this course does not maintain student status for purposes of student loans.

This course focuses on the development of our knowledge about the Solar System with an emphasis on the origin, structure and motion of the planets and the Sun. Topics include both historical astronomy and our current understanding based on information from spacecraft sent to other planets. Cannot receive credit for both PHY 104 and PHY 114.

LSP 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

Introduction to analog electronics that develops the basic principles needed to understand consumer electronics. Emphasis is given to audio applications, but the same basic principles are the foundation of modern computer technology.

LSP 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

Activity-based course that compares the local environment of Earth in the Solar System to worlds and environments elsewhere in the Universe. Cannot receive credit for both PHY 104 and PHY 114.

LSP 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

This course will develop an understanding of the physics of everyday objects and experiences such as bouncing balls, roller coasters, balloons, thermostats, violins, microwave ovens and sun glasses. The relevant physics concepts will be introduced through demonstrations and simple experiments.

LSP 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.
**PHY 150**  
**GENERAL PHYSICS I**  
**Undergraduate**  
This course provides a comprehensive, non-calculus introduction to physics. Vectors, forces, Newtonia mechanics of translational and rotational motion. This course is intended for life science and health science majors.

MAT 131 or above is a prerequisite for this class.

**PHY 151**  
**GENERAL PHYSICS II**  
**Undergraduate**  
Continuation of PHY 150. Topics include heat, thermodynamics, sound and light.

PHY 150 or PHY 170 is a prerequisite for this class.

**PHY 152**  
**GENERAL PHYSICS III**  
**Undergraduate**  
Continuation of PHY 151. Topics include electricity, magnetism and modern physics.

PHY 151 or PHY 172 is a prerequisite for this class.

**PHY 155**  
**GENERAL PHYSICS**  
**Undergraduate**  
A combination of Physics 150 plus half of 151. Summer only.

MAT 131 or above is a prerequisite for this class.

**PHY 156**  
**GENERAL PHYSICS**  
**Undergraduate**  
A combination of the last half of Physics 151 plus 152. Summer only.

PHY 155, PHY 151, or PHY 171 is a prerequisite for this course.

**PHY 170**  
**UNIVERSITY PHYSICS I**  
**Undergraduate**  
This course provides a comprehensive, calculus-based introduction to Newtonian mechanics. Topics include vectors, Newton’s laws, linear and rotational motion. Course intended for majors in a physical science, required for the physics major. Autumn. COREQUISITE(S): MAT 147 or MAT 160 or MAT 170.

MAT 147 or MAT 160 or MAT 170 is a corequisite for this class.

**PHY 171**  
**UNIVERSITY PHYSICS II**  
**Undergraduate**  
A continuation of PHY 170. Topics include heat, sound and light. Winter. COREQUISITE(S): MAT 161 or 171 or 148.

PHY 170 is a prerequisite for this course.

**PHY 172**  
**UNIVERSITY PHYSICS III**  
**Undergraduate**  
A continuation of PHY 171. Topics include electricity and magnetism. Spring. COREQUISITE(S):MAT 162 or 172 or 149.

PHY 171 is a prerequisite for this course.
PHY 190
MATLAB PROGRAMMING FOR SCIENTISTS AND MATHEMATICIANS
Undergraduate
Introduction to the Matlab Programming environment with an emphasis on applications of interest to science and mathematics students. Topics include basic operations, functions and scripts, arguments and scope, and graphics. Applications include curve fitting, visualization of data, root finding, and solving systems of equations.

PHY 200
LIGHT AND ATOMS
Undergraduate
A conceptual treatment of light and matter, which emphasizes the counter-intuitive behavior of atoms, electrons and photons. Topics covered include the electrical nature of matter, wave-particle duality, the uncertainty principle, and philosophical implications. Some applications to technology will also be discussed such as lasers, fiber optic communication, superconductivity, and magnetic storage of data.

LSP 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

PHY 204
FRONTIERS OF THE UNIVERSE
Undergraduate
Focuses on the tremendous increase in our understanding of the universe beyond the Solar System that has occurred in recent years. Topics include stellar evolution, the properties of stars, supernova explosions, black holes, galaxies, and the origin of the universe.

LSP 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

PHY 205
EINSTEIN'S PECULIAR IDEAS
Undergraduate
A conceptual treatment of Einstein's groundbreaking ideas about space, time, and the nature of reality. Topics covered include special relativity, Einstein's contributions to quantum physics, including his criticisms of its orthodox interpretation, and some aspects of his theory of gravity. Aspects of Einstein's thoughts on social issues will also be briefly discussed.

LSP 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

PHY 206
SOUND AND ACOUSTICS
Undergraduate
Sound waves, their production, transmission and detection; applications to music, acoustics and noise pollution.

LSP 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

PHY 220
OCEANOGRAPHY
Undergraduate
Develops the concepts of physical oceanography. Topics include the chemical and physical properties of seawater, the dynamics of ocean currents and circulations, the physics of water waves and tides, the interaction of the ocean with the atmosphere, the formation of coastlines, and the effects of pollution on the ocean. Cross-listed with GEO 220.

LSP 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

PHY 223
LIGHT, COLOR, AND PHOTOGRAPHY
Undergraduate

LSP 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.
PHY 225
WEATHER AND CLIMATE
Undergraduate
Develops the physical concepts needed to understand the atmosphere, the oceans, and their interactions with the aim of building a conceptual model of weather and climate. Long-term climate variability and climate related environmental issues are also discussed. Cross-listed with GEO 225.

LSP 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

PHY 231
LINEAR ELECTRIC CIRCUITS
Undergraduate
Frequency response and feedback, operational amplifiers as linear amplifiers, active filters, oscillators, communication circuits and data conversion circuits.

PHY 110 is a prerequisite for this course.

PHY 232
INTRODUCTION TO DIGITAL ELECTRONICS
Undergraduate

LSP 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

PHY 236
THE SCIENCE OF DIGITAL AUDIO
Undergraduate
Introduction to the physics and mathematics of digital audio, including the conversion of sound energy into electrical signals, the digitization of the signal, conversion of the signal to a standard format, storage of the signal on a hard disk or a CD, and manipulation of the digitized signal. Also includes a discussion of the ethics and legality of downloading digitized audio, in the context of intellectual property rights. This course assumes familiarity with trigonometric mathematical functions.

LSP 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

PHY 270
UNIVERSITY PHYSICS IV
Undergraduate
An introduction to 20th-century physics. Topics include special relativity, quantum mechanics, and statistical analysis of data.

PHY 172 is a prerequisite for this course.

PHY 300
METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS I
Undergraduate
Computational and theoretical methods in ordinary differential equations, complex numbers, systems of equations, phase plane analysis, bifurcations. Applications to damped, driven oscillators, electronics. COREQUISITE(S):MAT 261.

PHY 301
METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS II
Undergraduate
Fourier series, Fourier transforms, partial differential equations, Legendre polynomials, special functions. Applications to wave motion, electricity and magnetism, modern physics, optics. Spring

PHY 300 is a prerequisite for this course.
PHY 310
MECHANICS I
Undergraduate
Newtonian motion in a one-, two-, and three-dimensional motion, conservative systems, variational principles, Lagrangian and Hamiltonian mechanics, central-force problems.

PHY 300 is a prerequisite for this course.

PHY 311
MECHANICS II
Undergraduate
Continuation of PHY 310. Topics include systems of particles, collisions and scattering, motion in rotating frames, rigid body motion.

PHY 310 is a prerequisite for this course.

PHY 315
CHAOS IN PHYSICAL SYSTEMS
Undergraduate
Motion in phase space, characteristics of chaotic systems, Lyapunov exponents, stability of equilibrium solutions, strange attractors, bifurcations, discrete dynamics, and applications to lasers, fluids, and other physical systems.

PHY 300 is a prerequisite for this course.

PHY 320
ELECTRICITY AND MAGNETISM I
Undergraduate
Solutions to electrostatic, magnetostatics, and boundary-value problems. Introduction to Coulomb's law, Gauss's law, Biot-Savart law, and electric and magnetic potentials.

PHY 301 is a prerequisite for this course.

PHY 321
ELECTRICITY AND MAGNETISM II
Undergraduate
A continuation of PHY 320. Topics include Maxwell's equations, time varying fields, electromagnetic waves, and radiation.

PHY 320 is a prerequisite for this course.

PHY 325
LASER PHYSICS
Undergraduate
Interaction of radiation and matter, pumping mechanisms for lasers, optical resonators, cw and transient laser behavior, laser types, current topics in optical physics. Cross-listed as PHY 425

PHY 300 is a prerequisite for this course.

PHY 330
SENIOR CAPSTONE PHYSICAL SCIENCE
Undergraduate
Senior Capstone in the Physical Sciences. Topics in the physical sciences and their social, political, environmental and economic impact.

Student standing of at least junior level is a prerequisite for this course.
The spontaneous formation of structure is one of the most interesting phenomenon in nature and arises in fields as diverse as physics, chemistry, biology, management, economics, and sociology. Many self-organizing systems show similarities in the way the structure arises, indicating that there are underlying general principles that govern these systems. This course will investigate these principles. PHY 340 or consent recommended.

PHY 301 is a prerequisite for this course.

Statistical interpretation of the fundamental concepts of thermodynamics and its physical applications.

PHY 301 is a prerequisite for this course.

Computational solution and simulation of physical systems; applications chosen from nonlinear dynamics, optics, central-force motion, fluids, condensed matter.

PHY 301 is a prerequisite for this course.

Matrix methods for image formation, diffraction, interferometry, coherence, scattering, polarization, holography, Fourier transform spectroscopy. PHY 320 recommended.

PHY 301 is a prerequisite for this course.

Solution of Maxwell's equations for dielectric waveguides, optical communications, nonlinear effects in dielectric waveguides, and current research. PHY 321 recommended. Cross-listed with PHY 456.

PHY 301 is a prerequisite for this course.

Introduction to quantum mechanics, including the solution of the Schrödinger equation in one and three dimensions for a variety of potentials. Applications to atomic systems and solids.

PHY 301 is a prerequisite for this course.

Continuation of PHY 360. Applications of quantum mechanics, including time-independent and time-dependent perturbation theory, the variational principle, and an introduction to scattering theory.

PHY 360 is a prerequisite for this course.
PHY 365
NUCLEAR PHYSICS
Undergraduate
Theoretical and phenomenological approaches to nuclear structure and strong, electromagnetic, and weak interactions of nuclei. Topics of study include the theory of scattering and decay of nuclei, resonances, nuclear models.

PHY 360 is a prerequisite for this course.

PHY 366
RADIATION PHYSICS
Undergraduate
Radioactive decay processes, interactions of radiation with matter, general properties of radiation detectors, and applications to basic nuclear spectroscopy, health physics and medical physics. Cross-listed w/ PHY 466.

PHY 270 is a prerequisite for this course.

PHY 370
ELECTRONICS
Undergraduate
A laboratory course covering analysis and construction of analog and digital circuits used in experimental research.

PHY 301 is a prerequisite for this course.

PHY 375
INTRODUCTION TO COSMOLOGY
Undergraduate
Provides a foundation to the core concepts of cosmology, with an emphasis on developing physical insight. Discusses recent major developments in cosmology, such as the cosmological constant and accelerating universe, and key future developments, including details of the cosmic microwave background and gravitational wave detection. PHY 310 recommended.

PHY 301 is a prerequisite for this course.

PHY 378
TOPICS IN APPLIED PHYSICS
Undergraduate
Current topics in applied physics, as determined by the interests of the instructor and students.

PHY 301 is a prerequisite for this course.

PHY 380
EXPERIMENTAL PHYSICS I
Undergraduate
Experimental techniques in optics, atomic and nuclear physics. Approved for Experiential Learning Credit. Laboratory.

PHY 270 and PHY 301 are a prerequisite for this course.

PHY 381
EXPERIMENTAL PHYSICS II
Undergraduate
Experimental techniques in solid-state and high-vacuum physics. Laboratory.

PHY 380 is a prerequisite for this course.

PHY 382
EXPERIMENTAL PHYSICS III
Undergraduate
Experimental Physics III (laboratory)

PHY 381 is a prerequisite for this course.
PHY 384
ADVANCED LABORATORY
Undergraduate
Variable credit Laboratory experience in techniques selected in consultation with instructor.

PHY 385
INTRODUCTION TO PHYSICS EDUCATION RESEARCH
Undergraduate
This course covers effective teaching methods for physics, findings from physics education research, and the use of technology in physics classrooms. Course is required to serve as a Teaching Assistant within the department. Cross listed with PHY 485
PHY 301 is a prerequisite for this course.

PHY 390
APPLIED COMPUTATIONAL PHYSICS LABORATORY
Undergraduate
Project-based computational laboratory of problems in modern applied physics. Numerical modeling of experiments, computer interfacing of experiments, computational techniques in data analysis.
PHY 301 is a prerequisite for this course.

PHY 391
ELECTRONIC PROPERTIES OF MATERIALS
Undergraduate
The free-electron gas model, energy band theory, theory of metals and alloys, transport phenomena, dia-and para-magnetism, ferromagnetism, and antiferromagnetism, superconductivity.
PHY 360 is a prerequisite for this course.

PHY 392
STRUCTURAL PROPERTIES OF MATERIALS
Undergraduate
Periodicity, symmetry and classification of crystal structure, X-ray diffraction, reciprocal lattice, crystal binding, Debye theory of heat capacity, anharmonic interactions, point defects, surfaces.
PHY 360 is a prerequisite for this course.

PHY 395
METHODS OF THEORETICAL PHYSICS
Undergraduate
Special functions, complex integration, calculus of variations, coordinate transformations.
PHY 301 is a prerequisite for this course.

PHY 398
READING AND RESEARCH
Undergraduate
Undergraduate research participation. Variable credit.
Student standing of at least junior level is a prerequisite for this course.

PHY 399
INDEPENDENT STUDY
Undergraduate
Independent Study. Variable credit.
PHY 400
CLASSICAL MECHANICS FOR TEACHERS
Graduate
Concepts and materials for teaching mechanics as part of high school physics. Only offered by arrangement.

PHY 401
ELECTRICITY AND MAGNETISM FOR TEACHERS
Graduate
The principles of electricity and magnetism, including electric circuits. This level is appropriate for regular and AP high school Physics teachers. Only offered by arrangement.

PHY 402
ATOMIC AND NUCLEAR PHYSICS FOR TEACHERS
Graduate
This course provides a broad perspective for teachers. It includes atomic, nuclear and some particle physics. Only offered by arrangement.

PHY 403
TOPICS IN PHYSICS TEACHING
Graduate
Selected topics for high school teachers. May be taken more than once. Only offered by arrangement.

PHY 404
OPTICS FOR TEACHERS
Graduate
Geometrical and physical optics from the perspective of high school teaching. Applications to photography and holography. Only offered by arrangement.

PHY 406
VIBRATIONS, WAVES AND SOUND FOR TEACHERS
Graduate
Techniques for teaching high school science including musical acoustics and sound reproduction. Only offered by arrangement.

PHY 410
CHAOS IN PHYSICAL SYSTEMS
Graduate
Motion in phase space, characteristics of chaotic systems, Lyapunov exponents, stability of equilibria, strange attractors, bifurcations, discrete dynamics, applications to lasers, fluids, and other physical systems.

PHY 411
ELECTRODYNAMICS I
Graduate
Electrostatics and magnetostatics in vacuum and in media; electromagnetic induction; Maxwell's equations; the Poynting vector; electromagnetic wave propagation.

PHY 412
QUANTUM MECHANICS I
Graduate
Schroedinger equation, operators, eigenvalues; series of eigenfunctions; physical interpretation; one- and three-dimensional applications.
PHY 420
ELECTRODYNAMICS II
Graduate
Further studies of electromagnetic wave propagation; scattering; dispersion; bounded structures and guided waves; electromagnetic radiation, including multipole radiations and radiation from systems of radiators.

PHY 411 is a prerequisite for this course.

PHY 425
LASER PHYSICS
Graduate
Interaction of radiation and matter, pumping mechanisms for lasers, optical resonators, cw and transient laser behavior, laser types, current topics in optical physics. Cross-listed with PHY 325.

PHY 435
NON-EQUILIBRIUM PHYSICS AND SELF-ORGANIZATION
Graduate
The spontaneous formation of structure is one of the most interesting phenomenon in nature and arises in fields as diverse as physics, chemistry, biology, management, economics, and sociology. Many self-organizing systems show similarities in the way the structure arises, indicating that there are underlying general principles that govern these systems. This course will investigate these principles. PHY 340 or consent recommended.

PHY 440
CLASSICAL MECHANICS
Graduate
Variational principles; Lagrangian and Hamiltonian mechanics; small oscillations; canonical transformations; Hamilton-Jacobi theory.

PHY 442
COMPUTATIONAL PHYSICS
Graduate
Contemporary Topics in physics are examined via numerical solutions. Calculations using an interactive approach and graphical representation are used extensively.

PHY 445
STATISTICAL MECHANICS
Graduate
Principles of statistical mechanics; applications to weakly interacting systems such as the classical plasma and Fermi gas; strongly interacting systems; transport theory; fluctuations and irreversible processes, phase transitions.

PHY 450
PHASE TRANSITIONS & CRITICAL PHENOMENA
Graduate
Applications of equilibrium statistical mechanics to the study of phase transitions and critical phenomena. Topics include the Ising model of magnetism, critical phenomena in fluids, mean field theory, Landau-Ginzburg theory, and the renormalization group.

PHY 340 and PHY 445 are prerequisites for this course.

PHY 454
FOURIER OPTICS
Graduate
Fourier Optics and optical processing of information. Topics include diffraction theory, optical transfer functions and holography. The Fourier Transform and Fast Fourier Transform are used extensively.
PHY 456  
FIBER OPTICS  
Graduate  
(Cross-listed as PHY 356) Solution of Maxwell's equations for dialectic wave guides, optical communications, nonlinear effect in dialectic wave guides, and current research.

PHY 460  
QUANTUM MECHANICS II  
Graduate  
Review of basic quantum theory; vector spaces; linear operators; observables; commutators; projection operations; representations; angular momentum theory; systems of identical particles; invariance.

PHY 412 is a prerequisite for this course.

PHY 465  
NUCLEAR PHYSICS  
Graduate  
Theoretical and phenomenological approaches to nuclear structure and strong, electromagnetic, and weak interactions of nuclei. Topics of study include the theory of scattering and decay of nuclei, resonances, nuclear models.

PHY 360 is a prerequisite for this course.

PHY 466  
RADIATION PHYSICS  
Graduate  
Interactions of X-rays, nuclear radiations, etc. with matter; radiation detectors; dosimetry; shielding; applications to medical physics. Cross-listed with PHY 366.

PHY 475  
INTRODUCTION TO COSMOLOGY  
Graduate  
Provides a foundation to the core concepts of cosmology, with an emphasis on developing physical insight. Discusses recent major developments in cosmology, such as the cosmological constant and accelerating universe, and key future developments, including details of the cosmic microwave background and gravitational wave detection.

PHY 478  
TOPICS IN APPLIED PHYSICS  
Graduate  
This course number is reserved for Individual study at the graduate level. Special seminars organized from time to time to accommodate the needs of groups of students in specialized subjects of topical interest.

PHY 480  
THESIS RESEARCH  
Graduate  
This course number designates research performed to gather thesis material. Up to two registrations are allowed. No less than four quarter hours; no more than eight quarter hours total credit.

PHY 485  
INTRODUCTION TO PHYSICS EDUCATION RESEARCH  
Graduate  
This course covers effective teaching methods for physics, findings from physics education research, and the use of technology in physics classrooms. Course is required to serve as a Teaching Assistant within the department. Cross listed with PHY 385.
PHY 490
STRUCTURAL PROPERTIES OF MATERIALS
Graduate
Periodicity, symmetry and classification of crystal structure; X-ray diffraction; reciprocal lattice; crystal binding. Debye theory of heat capacity; anharmonic interactions; point defects; surfaces.

PHY 360 is a prerequisite for this course.

PHY 491
ELECTRONIC PROPERTIES OF MATERIALS
Graduate
The free-electron gas model; energy band theory; theory of metals and alloys; transport phenomena; dia- and para-magnetism, ferromagnetism, and antiferromagnetism; superconductivity.

PHY 360 is a prerequisite for this course.

PHY 495
METHODS OF THEORETICAL PHYSICS
Graduate
Special functions, complex integration, calculus of variations, coordinate transformations. Cross-listed with PHY 395.

PHY 701
CANDIDACY CONTINUATION
Graduate
Non-credit. Students who are not registered for regular courses will be permitted to register in this course only if they are actively working on their thesis.

PHY 702
CANDIDACY MAINTENANCE
Graduate
Placeholder course for students not actively working on their thesis. This course is meant only to maintain university student status, it will not give the student full- or part-time student status and will not permit deferment of student loans.

PM 430
FUNDAMENTALS OF IT PROJECT MANAGEMENT
Graduate
This course concentrates on monitoring, managing and controlling assets and resources on a single IT project. Topics covered are risk management; procurement and contract management; time and cost estimating; controlling and tracking techniques; quality assurance; testing and audit. Students will use common project management software for resource allocation and balancing. PREREQUISITE(S): None

PM 440
COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS
Graduate
Study of the process of virtual teaming with emphasis on facilitation of different time project activities and facilitation of same time meetings. Students will learn how small group psychology and group communication theories inform specific behaviors in the design and leadership of meetings. Several meeting types including information briefing, focus group, document writing, decision making, requirements gathering, and teaching/training will be explored. In addition, the course surveys current collaboration technologies and discusses how to select among those technologies usability and fit to purpose of a meeting agenda. DL students may be required to schedule same time sessions with the instructor and other DL students; see current quarter syllabus for more information on this point. PREREQUISITE(S): None
PM 535
INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
Graduate
This course focuses on the application of financial analysis and decision-making approaches to aid information technology investment decisions at the operational, project, tactical and strategic levels. Students will learn how to apply a variety of financial methods -- breakeven analysis, present value analysis, profitability index, and return on investment to various IT investment decisions. The course will also address cost benefit analysis, outsourcing, balanced scorecard, and multi-factor scoring, benchmarking, and IT investment portfolio methods. These techniques will prepare students to manage capital budgets, acquisition of system and application software, hardware, personnel, and professional services at project and system levels as well as enterprise investment portfolio. PREREQUISITE(S): IS 425 or SE 477 or IS 565 or ACCT 500 or IS 430 or PM 430 or ECT 455

PM 556
ENTERPRISE PROJECT MANAGEMENT
Graduate
This course covers how an enterprise coordinates and effectively manages all its IT projects and programs through program management and the IT program management office. Students will learn the role of the IT program management office in establishing and maintaining the project and program infrastructure and in assisting project managers, program managers, and the executive steering committee. Students will analyze the role of program management in coordinating the delivery of expected program benefits, in managing stakeholder expectations, and in establishing program governance. PREREQUISITE(S): IS 430 or PM 430

PM 570
ENTERPRISE SYSTEM IMPLEMENTATION
Graduate
This course is targeted towards information systems professionals who are involved in the planning and implementation of large scale, cross-functional enterprise systems. Students will examine the characteristics of technology efforts that change and transform the way people perform their tasks and how the new technology structures the flows of information and decision making using workflow modeling methods. Through case studies and exercises students gain insights into the elements of successful implementations leading to the preparation of a change management plan. Emphasis is placed on developing mechanisms for communicating and training all affected agents. PREREQUISITE(S): IS 430 or PM 430 or five or more other SoC MS level courses should contact the course instructor or an advisor.

PM 577
IT PORTFOLIO MANAGEMENT AND STRATEGIES
Graduate
This capstone course integrates the skills and techniques learned in previous IT Project Management courses. Through in depth analysis of case studies and readings, along with presentations by outside speakers experienced in IT Portfolio Management and IT strategy, students use their skills from previous IT project management courses to solve IT strategic and IT portfolio problems. The course starts with formulating the IT strategy from the corporate strategy. Then the IT Portfolio of initiatives, projects and assets is build and fine tuned. PREREQUISITE(S) IS 556 or PM 556

POL 101
BASIC POLISH I
Undergraduate
Listening to, speaking, reading and writing Polish in a cultural context for the beginning student. (Offered on a demand basis only.)

POL 102
BASIC POLISH II
Undergraduate
Continued emphasis on the four skills in culturally authentic situations. (Offered on a demand basis only.)

POL 103
BASIC POLISH III
Undergraduate
Further work on the basic elements of the Polish language, spoken as well as written, with due regard to the cultural context of Polish expression. (Offered on a demand basis only.)
POL 104  
INTERMEDIATE POLISH I  
Undergraduate  
Intensive practice in the use of Polish through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. (Offered on a demand basis only.)

POL 105  
INTERMEDIATE POLISH II  
Undergraduate  
Continuing practice in spoken and written Polish and further development of reading and listening abilities in an authentic cultural context. (Offered on a demand basis only.)

POL 106  
INTERMEDIATE POLISH III  
Undergraduate  
Developing more fluency in speaking, understanding, reading and writing Polish with a concomitant heightened awareness of the cultural dimensions of the Polish language. (Offered on a demand basis only.)

POL 110  
INTERMEDIATE POLISH FOR HERITAGE SPEAKERS I  
Undergraduate  
Introduction to grammar and written composition for heritage speakers of Polish with little or no formal language training. For students who already speak Polish in their families or communities. (Offered on a demand basis only.)

POL 111  
INTERMEDIATE POLISH FOR HERITAGE SPEAKERS II  
Undergraduate  
Introduction to grammar and written composition for heritage speakers of Polish with little or no formal language training. For students who already speak Polish in their families or communities. (Offered on a demand basis only.)

POL 112  
INTERMEDIATE POLISH FOR HERITAGE SPEAKERS III  
Undergraduate  
Introduction to grammar and written composition for heritage speakers of Polish with little or no formal language training. For students who already speak Polish in their families or communities. (Offered on a demand basis only.)

POL 197  
SPECIAL TOPICS IN POLISH  
Undergraduate  
See schedule for current offerings. (Offered on a demand basis only.)

POL 198  
STUDY ABROAD  
Undergraduate  
Variable credit.

POL 199  
INDEPENDENT STUDY  
Undergraduate  
Variable credit.
POL 205
POLISH FOR THE NATIVE SPEAKER I
Undergraduate
Introduction to grammar and written composition for native speakers of Polish with little or no formal language training. (Offered on a demand basis only.)

POL 206
POLISH FOR THE NATIVE SPEAKER II
Undergraduate
Continued emphasis on improved grammar and writing for native speakers of Polish with limited formal Polish language training. (Offered on a demand basis only.)

POL 207
POLISH FOR THE NATIVE SPEAKER III
Undergraduate
Advanced conversation practice emphasizing standard Polish speech for those with limited formal training in spoken Polish. (Offered on a demand basis only.)

POL 297
SPECIAL TOPICS IN POLISH
Undergraduate
See schedule for current offerings.

POL 298
STUDY ABROAD
Undergraduate
Variable credit.

POL 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

POL 397
SPECIAL TOPICS IN POLISH
Undergraduate
See schedule for current offerings.

POL 398
STUDY ABROAD
Undergraduate
Variable credit.

POL 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

POL 497
SPECIAL TOPICS IN POLISH
Graduate
See schedule for current offerings.
POL 498
STUDY ABROAD
Graduate
Variable credit.

POL 499
INDEPENDENT STUDY
Graduate
Variable credit.

POR 101
BASIC PORTUGUESE I
Undergraduate
Listening to, speaking, reading and writing Portuguese in a cultural context for the beginning student. (Offered on a demand basis only.)

POR 102
BASIC PORTUGUESE II
Undergraduate
Continued emphasis on the four skills in culturally authentic situations. (Offered on a demand basis only.)

POR 103
BASIC PORTUGUESE III
Undergraduate
Completion of the basic elements of the Portuguese language, spoken as well as written, with due regard to the cultural context of Portuguese expression. (Offered on a demand basis only.)

POR 104
INTERMEDIATE PORTUGUESE I
Undergraduate
Intensive practice in the use of Portuguese through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. (Offered on a demand basis only.)

POR 105
INTERMEDIATE PORTUGUESE II
Undergraduate
Continuing practice in spoken and written Portuguese and further development of reading and listening abilities in an authentic cultural context. (Offered on a demand basis only.)

POR 106
INTERMEDIATE PORTUGUESE III
Undergraduate
Developing more fluency in speaking, understanding, reading and writing Portuguese with a concomitant heightened awareness of the cultural dimensions of the Portuguese language. (Offered on a demand basis only.)

POR 398
STUDY ABROAD
Undergraduate
Variable credit.

POR 399
INDEPENDENT STUDY
Undergraduate
Variable credit.
PPS 200
INTRODUCTION TO PUBLIC POLICY
Undergraduate
This core course is designed to provide the student with an introduction to the field of public policy. The historical origins of policy analysis, definitions of what constitutes "public policy", various theoretical approaches developed to address policy problems, and contemporary policy debates on various substantive issues. By the end of the course each student has a solid background for further study of public policy and the social sciences. This course should be taken as one of the first courses in the major.

PPS 201
PUBLIC POLICY AND URBAN ISSUES
Undergraduate
This core course is designed to introduce students to the study of urban areas, to some of the more exciting and difficult issues faced by cities, and finally, to some of the policies designed to address these issues. Readings assist students in exploring what makes cities function, how they have changed over time and what it was like to live through those changes, can show us how modern ways of seeing and modern ways of making sense came into being. If student is a PPS major, then students are encouraged to take PPS 200 prior to PPS 201.

PPS 202
PUBLIC POLICY AND ENVIRONMENTAL ISSUES
Undergraduate
This core course reviews the environmental public policy issues in the United States. The history of the modern environmental movement and the impact it continues to have on public policy is explored. Students apply concepts of environmental policy and move towards proposing policy solutions. If student is a PPS major, then students are encouraged to take PPS 200.

PPS 205
PUBLIC POLICY RESEARCH METHODS
Undergraduate
This core course provides students an understanding of and some experience with the qualitative and quantitative research methods used in public policy for collecting and identifying relevant data. Policy analysis, policy arguments, and policy making use of data to identify public problems, identify possible policies for public problems, and support arguments for specific policy alternatives. The credibility and quality of policy analyses and arguments depends in large part on the validity and reliability of that information.

PPS 206
QUANTITATIVE PUBLIC POLICY ANALYSIS
Undergraduate
This course focuses on writing of research questions and hypotheses, selection of appropriate quantitative statistical analyses for research questions, interpretation of statistical results, and communication of those results. A significant portion of the course work will involve doing statistical analyses of existing data using Statistical Package for the Social Sciences (SPSS) in the computer lab. Students will prepare a substantial paper using the techniques for public policy analysis learned in class. Students majoring in PPS are strongly encouraged to have completed PPS 205 before taking this course. This core course for PPS majors and minors should be taken before the senior year. Formerly PPS 204.

PPS 250
ISSUES IN NEIGHBORHOOD DEVELOPMENT
Undergraduate
A major focus of urban policy and grassroots action is the condition of city neighborhoods. This course examines trends in urban policy as they have affected neighborhoods, neighborhood-grounded grassroots action, and local neighborhood development initiatives.

PPS 251
URBAN POVERTY
Undergraduate
This course examines the demographics of poverty and its concentration in central cities. In addition, definitions of poverty and public policies aimed at alleviating poverty are explored with the aim of understanding why poverty remains prevalent in the United States.

PPS 252
PUBLIC POLICY IN COMPARATIVE HISTORICAL PERSPECTIVE
Undergraduate
This course examines the origins and evolution of urban public policy in the United States and other countries. Substantive emphases include city planning measures, urban redevelopment, health and environmental measures, as well as various social policies.
PPS 253
THE CINEMATIC CITY
Undergraduate
This course examines the relationship between the city and cinema and explores how the city both real and ideal is represented in film. Covering a diverse selection of films, genres, and historical periods, the course critically explores the relationship between urban forms and cinematic representations.

PPS 254
SCREENING SUBURBIA
Undergraduate
The course explores how suburbia was represented in cinema since the post-war period. Covering diverse selection of films and genre, the course examines how domesticity, family life, gender roles, race, suburbanization, domestic space and architecture have been in cinematic space. Drawing on historical and contemporary sources, the course places suburbia at the center stage and examines the relationship between cinema and suburban ideals and how cinema as a particular mode of representation has sought to address suburbia as a particular American social and cultural landscape.

PPS 255
CITIES, GLOBALIZATION AND PUBLIC POLICY
Undergraduate
The course will examine the process of globalization on cities and its policy implication. In particular, the course will explore how the impact of globalization on cities may be evaluated; what benefits or problems they produce and for whom. It will conclude by looking at how public policy professionals can influence these results.

PPS 300
APPLIED URBAN AND ENVIRONMENTAL ECONOMICS
Undergraduate
The purpose of this core course is to provide students with a foundation in microeconomic analytical tools through which to analyze urban and environmental policy issues. This course is intended to be participatory and applied. A variety of public policy issues are examined in terms of microeconomic theory and application.

PPS 301
PUBLIC POLICY AND THE POLITICAL PROCESS
Undergraduate
Policy decisions almost inevitably involve politics. This core course explores the politics of the urban political machines that dominated politics in many cities for a long time, though some might argue that they actually had few policy interests other than to remain in power. The course examines how power is distributed in cities, and how it is used to get at the various problems confronting cities. That is, how politics affects policy. The course studies the players in the game of policy formation, and the policy process itself. While the focus may be on cities, make no mistake, politics impacts environmental policy decisions and the process of making those decisions as well.

PPS 302
IMPLEMENTATION OF ENVIRONMENTAL AND URBAN POLICY
Undergraduate
This course examines how organizational cultures affect decision making. The course focuses on bureaucratic decision making routines, the implementation of policy, and the factors which advance or constrain effectiveness in urban and environmental settings. The course also explores the utility of various communication strategies and techniques in executing policies.

PPS 303
PUBLIC POLICY AND LEADERSHIP
Undergraduate
This course analyzes modes of leadership within the context of public policy formulation and implementation. The policy-making process in post-industrial democracies will be discussed from bureaucratic, grassroots, and electoral standpoints, emphasizing the challenges for civic and community leadership that emerge from negotiating competing interests in policy outcomes.
PPS 324
PUBLIC POLICY AND NATURAL RESOURCES
Undergraduate
This course considers the present policies underlying the designation and management of national parks, national forests, wetlands, and other public lands and regulating the use, conservation, and preservation of land, mineral, timber, and water resources. Students will discuss the need for and evolution of public policies to regulate mining, fishing, timbering, and the use of water for generating electricity, irrigation, and recreation, as well as the strengths and limitations of these policies.

PPS 329
TOPICS IN ENVIRONMENTAL STUDIES
Undergraduate
This course provides an in-depth examination of various environmental studies issues.

PPS 330
SUSTAINABLE DEVELOPMENT
Undergraduate
Sustainable development has become a crucial concept in international initiatives worldwide. It attempts to foster policies that balance the need for economic development with practices that promote healthy communities and ecosystems. This course is based on the instructor's theoretical and practical experience gathered in developed and developing countries under market and command economies conditions. Special emphasis is placed on the role of institutions, both governmental and non-government, in shaping economic policies that are compatible with environmental health. The course pursues the objective of preparing students to understand main environmental problems and to generate solutions for these problems from a multidisciplinary perspective.

PPS 331
ENVIRONMENTAL JUSTICE
Undergraduate
The purpose of this course is to provide students with a historical background on environmental justice (EJ) in the US and an understanding of the current EJ movement. Policy debates surrounding EJ are highlighted from recent studies on determining 'disproportionate impact' to local EJ communities. In addition, students will experience the challenges of EJ organizations in Chicago through the service-based leaning component of the course. Twenty-five hours of service learning is required for completion of this course.

PPS 332
NATIONAL PARKS POLICY AND GOVERNANCE
Undergraduate
This course focuses on the interrelationship between public policy, human values, and nature as displayed through environmental policy governing our national parks. Special attention is given to the cultural dynamics (including political and legal) that are demonstrated in how public policies have been created and implemented over time in regards to our national parks. The course reviews the policy literature and theories associated with the management of the national parks as it reflects our societal values of the time period. These policies have dramatically changed over time, so it is an ideal venue that demonstrates a significant change in how we view nature. The role of tourism, economic development pressures and property owners ( takings) concerns will be included. Also, critical thinking about national parks policy will be required. This is taught as a hybrid course.

PPS 333
GREEN CITIES
Undergraduate
This course looks at public policies pertaining to urban sustainability. Low-carbon transportation, green building policies, locally produced renewable energy, and storm water management policies are among the topics discussed.

PPS 334
SUSTAINABLE LAND REVITALIZATION AND BROWNFIELDS REDEVELOPMENT PROJECT
Undergraduate
This course introduces students to environmental public policy issues associated with Brownfields, Superfund sites, and an assortment of state and local land revitalization programs. Substantive emphasis includes examination of social problems and public policy impediments associated with the revitalization of neighborhoods.
PPS 340
DYNAMICS OF PUBLIC POLICY
Undergraduate
Competing theories of policy formulation and the application of these theories to current policy contexts. Problems of policy implementation will be considered. Cross-listed with PSC 320.

PPS 350
CRITICAL ISSUES IN URBAN DEVELOPMENT
Undergraduate
The course examines the central issues in contemporary urban development: how urban restructuring, demographic shifts, new patterns of production and consumption, as well as technologically-grounded globalization processes, shape urban development. The course emphasizes the changing context of urban development policy and explores various critical approaches to interpreting urban development policy.

PPS 351
THE POLICY AND POLITICS OF URBAN HOUSING
Undergraduate
The course looks at housing as a social symbol and material commodity, with particular emphasis placed on the role of government in the direct provision of housing and the indirect support of home ownership, as well as housing policies indirect impact on neighborhood development, race relations, and metropolitan surburbanization.

PPS 352
ISSUES IN URBAN EDUCATIONAL POLICY
Undergraduate
This course examines the politics, history, and social context of urban education. Special attention is devoted to emerging policy alternatives such as the use of school vouchers and the formation of charter schools.

PPS 359
TOPICS IN URBAN STUDIES
Undergraduate
This course provides an in-depth examination of various urban studies issues.

PPS 393
CAPSTONE: GENTRIFICATION
Undergraduate
This course is designed to bring together much of the knowledge attained by Public Policy students during their four years at DePaul by focusing on the often contentious issues of urban gentrification and re-gentrification. Gentrification involves economic issues, political issues, environmental issues, educational issues, race and ethnicity, and equity issues as well. The course shall examine the variables associated with the process of gentrification, the advantages and disadvantages of that process, the winners and the losers in the process, and the political and economic implications of all of this.

PPS 204 and status as a Public Policy Studies major with Senior standing are a prerequisite for this class.

PPS 394
CAPSTONE: GREEN INFRASTRUCTURE
Undergraduate
This course is designed to integrate the two concentrations of the Public Policy major to address sustainable management of essential urban infrastructure systems, including stormwater management, energy production and efficiency, and urban forests. The course shall examine how municipal green infrastructure investment reflects larger social values and encourages students to examine the social forces that impact the efficacy of green infrastructure.

PPS 206 and status as a Public Policy Studies major with Senior standing are a prerequisite for this class.

PPS 397
TRAVEL/STUDY
Undergraduate
Travel/Study
PRAD 244
PRINCIPLES OF ADVERTISING
Undergraduate
This course is designed to be a comprehensive introduction to the principles and practices of advertising. The course will cover topics such as ad agency structure, roles in an agency, types of advertising from TV to mobile, advertising’s role in marketing, brand strategy, market research, creative development and copywriting, media planning and buying.

PRAD 255
PUBLIC RELATIONS
Undergraduate
The foundational course in the public relations/advertising track traces the development of the public relations industry and practices. Students are introduced to theories and principles in public relations along with the roles and responsibilities of professionals working in the public relations discipline. Students examine industry regulations, societal implications, and strategic planning processes associated with public relations campaign and programs.

PRAD 256
WRITING FOR PUBLIC RELATIONS AND ADVERTISING
Undergraduate
This class provides students the opportunity to apply Public Relations/Advertising theories and principles to the development of media materials. The course familiarizes students with various forms of persuasive writing and requires them to develop a writing portfolio that demonstrates their ability to write for diverse audiences. Assignments include campaign plans, news media kits, speeches, video scripts and more.

PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 290
PUBLIC RELATIONS AND ADVERTISING WORKSHOP (VARIABLE TOPICS)
Undergraduate
This course allows students to sample a range of hands on, practical offerings in public relations and advertising that can enhance their knowledge and expertise. Workshop topics can include SEO/SEM, media sales and buying, focus group moderating, and Adobe Creative Suite (InDesign, Photoshop, Illustrator), among others. Students may take a maximum of 4 courses of PRAD 290 in the major, and a total of 8 credit hours.

PRAD 291
RESEARCH METHODS FOR THE PRAD PROFESSIONAL
Undergraduate
Research is critical to any advertising or public relations campaign. This course introduces students to the uses and applications of research in the fields of public relations and advertising. The goal is to provide future practitioners with information needed to commission and apply research to their work problems in the industry. Students will learn to recognize valid and reliable research and to utilize this data in decision making for their agencies or clients. Students will learn to form appropriate questions, select and develop appropriate methods (qualitative and quantitative), and analyze the data for unique consumer insights. Students learn to develop research that ensures messages are able to meet the strategic needs of their clients and agencies. Students cannot earn credit for both CMNS291 and PRAD291.

PRAD 244 or PRAD 255 is a prerequisite for this class.
PRAD 292  
**DESIGN APPLICATIONS FOR PRAD PROFESSIONALS**  
**Undergraduate**  
This course will focus on developing a primary skill-set and a basic technical proficiency using the industry-standard creative design software applications for Advertising and Public Relations. The course will provide an instructional overview of the capabilities and functionality of Adobe Photoshop, Illustrator and InDesign, combined with hands-on labs that will parlay those ideas into practical application. Topics will demonstrate how the Adobe Creative Suite software can be used for creating logos, advertisements, brochures, and other digital imaging media used in Advertising and Public Relations.  
PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 320  
**EVENT PLANNING**  
**Undergraduate**  
This course aims to provide students with the occupational, technical and interpersonal skills necessary to "survive and thrive" in the special event industry. In addition to specific content knowledge, students will develop cross-cultural awareness, global understanding and communication skills as they relate to the event industry as a whole. The course will prepare students for a variety of options: pursuit of employment in the special events industry, professional development for those already employed in the field and general knowledge for those interested in the special events field. The purpose of this course is to acquire an in-depth knowledge about the specialized field of event planning, and to become familiar with management techniques and strategies required for successful planning, promotion, implementation and evaluation of special events.  
PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 323  
**ADVERTISING SALES**  
**Undergraduate**  
This course familiarizes students with the process of advertising & media sales. Coursework will include sales call preparation and prospecting, preparing a sales pitch, the power of active listening and how to ask the right questions during a sales call. We'll discuss tips for organizing business leads and clients, managing sales funnels and territories from a financial standpoint, the importance of networking and client service and best practices for negotiating and closing the deal. This class will focus on solution-oriented selling processes and utilize real-life business examples to understand the art of selling. As part of the class, students will be selling advertising for the student newspaper, The DePaulia.  
PRAD 244 and PRAD 379 is a prerequisite for this class.

PRAD 333  
**HUMOR AND ADVERTISING**  
**Undergraduate**  
Roughly 60% of all ads are classified as "humorous". This course aims to answer the question of why humor and what makes an effective humorous ad. By examining ads and current campaigns, we will look at the role of humor in advertising, what types of humor are more effective, the right humor for specific brands and situations, and the creative way to use humor. Additionally, students will be challenged to create marketing communication that uses humor to meet specific communication goals.  
PRAD 244 is a prerequisite for this class.

PRAD 334  
**ADVERTISING AND PUBLIC RELATIONS ETHICS**  
**Undergraduate**  
This class explores issues of Public Relations/Advertising from both theoretical and practical perspectives. A focus is on the professional and social responsibilities of Public Relations/Advertising professionals and prevailing norms in public relations, advertising and related disciplines. Students also address issues related to institutional ethical practices. Ethical standards and practices associated with the use of persuasive communication are also addressed.  
PRAD 244 or PRAD 255 is a prerequisite for this class.
PRAD 335
ADVERTISING AND SOCIETY
Undergraduate
This course challenges students to think critically about the societal effect of public relations and advertising with regard to their roles in the production and maintenance of consumer culture and the formation of public opinion. Students read widely from a body of social criticism that may diminish democracy and endanger our collective public life. This course asks future practitioners to confront the uses and abuses of public relations and advertising, and to understand the negative social consequences that can result.

PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 336
ADVERTISING CAMPAIGNS
Undergraduate
This course is designed to help students develop a thorough understanding of the entire advertising campaign planning process. Working in teams, students will approach a communication problem for a real-world client just as an advertising agency would when working on new business. Students will bring together knowledge from past courses as they gather and analyze primary and secondary data to assess the client's situation then develop a comprehensive campaign plan. This includes the development of a creative message strategy and advertising campaign as well as a strategic media plan.

PRAD 244, PRAD 256, (CMNS 291 or PRAD 291) and Junior Standing are a prerequisite for this class.

PRAD 337
PUBLIC RELATIONS CAMPAIGNS
Undergraduate
This class is designed to expose students to the use of public relations and advertising strategies and techniques in a variety of functions, including community relations, employee relations, government relations, and media relations. Through case studies, students examine contemporary examples of successful public relations programs and campaigns and discover how practitioners function as intermediaries between organizations and their publics.

PRAD 255, PRAD 256, (CMNS 291 or PRAD 291) and Junior Standing are a prerequisite for this class.

PRAD 338
HEALTH AND PUBLIC RELATIONS
Undergraduate
Anchored at the intersection of health, healthcare, and public relations, this course will help students understand the organizational impact of health policy and the role of health communication in the United States. By extension, the course will aid students' preparation to assume communication and healthcare management positions. Specifically, the course explores health policy and communication issues, such as rising cost of health care, the problem of the uninsured, the impact of the Affordable Care Act (ACA), and competing health communication messages and narratives.

PRAD 255 or a Health Sciences major is a prerequisite for this class.

PRAD 340
CONSUMER PROMOTION
Undergraduate
This course explores the various ways marketers engage consumers with a specific goal of generating a purchase. This course will cover the basics of promotion, as well as the ways brands activate more image-based marketing tactics such as sports and arts sponsorships, cause marketing, and entertainment marketing. Students will learn how these tools can meet the dual objectives of driving purchase while maintaining a brand's image.

PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 350
ACCOUNT PLANNING
Undergraduate
The account planner represents the voice of the consumer in the advertising process. This course will examine the history of account planning and its relationship within advertising agencies to creative development. Special emphasis will be placed on the qualitative and ethnographic research techniques used by planners, and the role that curiosity and empathy play in understanding different consumer audiences.

PRAD 244 and PRAD 291 is a prerequisite for this class.
PRAD 351
COPYWRITING
Undergraduate

This course examines the various ways and styles of writing effective and persuasive advertising copy. Through in class and outside work, students will have the opportunity to develop a variety of advertising/communication pieces, from television and radio scripts, to print and alternative/new media. Emphasis is placed on defining an overriding strategy, and then translating that strategy into effective pieces of communication.

PRAD 244 and PRAD 256 is a prerequisite for this class.

PRAD 352
DIGITAL ADVERTISING
Undergraduate

This course is designed to provide students with an introduction to the dynamic field of digital advertising. The emergence of new media technologies has dramatically changed the ways and strategies for communicating with and engaging consumers. This course provides conceptual basis of digital advertising that separates digital advertising from traditional advertising. This course helps students understand how the digital advertising industry is evolving with the new media technologies and addresses a wide variety of digital advertising through a practical and theoretical framework. Issues will include social media, user-generated content, online community, mobile advertising, and permission marketing, among others.

PRAD 244 is a prerequisite for this class.

PRAD 357
ADVERTISING PORTFOLIO
Undergraduate

This advanced-level course is designed to provide students with hands-on knowledge of what it takes to succeed as a copywriter or art director in today's advertising industry. This course really focuses on the process of generating great ideas that translate into strategic and memorable advertising campaigns. Students learn about the importance of a strong selling proposition, about theories of the creative process, and about idea generation techniques. The course places particular emphasis on the finished campaign execution, as students gain practical knowledge in creative advertising. It all culminates in portfolio critique, where industry creatives come in to evaluate students' work.

PRAD 244 is a prerequisite for this class.

PRAD 361
ACCOUNT PLANNING AND CONSUMER INSIGHTS FOR LATINO MARKETS
Undergraduate

This course encompasses both the similarities and differences of Latino consumers in the U.S. and explores the differences among the unique Latino cultures, their media habits and the effectiveness of using various promotional tools to affect their consumer behavior. The account planner represents the voice of the consumer in the advertising process. This course will examine the role of account planning and its relationship within advertising agencies to creative development. Special emphasis will be placed on the qualitative and ethnographic research techniques used by planners, and the role that curiosity and empathy play in understanding different Latino consumer audiences to gain insight about these groups' motivations and behaviors.

PRAD 244 or instructor permission is a prerequisite for this course.

PRAD 362
LATINO INTEGRATED MARKETING COMMUNICATION
Undergraduate

Focuses on how to effectively target messages to Latino populations in ways that move beyond stereotypic and simplistic models of Latino audiences. Emphasis on developing culturally relevant integrated campaigns that incorporate appreciation of the diversity of Latino audiences. Students learn creative strategies for dialoguing with Latino consumers, customers, stakeholders, and influencers to develop public relations and advertising messaging in both the commercial and non-profit sector. Distinctive characteristics of the Latino population are considered, along with the rich diversity of these communities. Consideration given to effective use of new media and strategic decisions about communicating in English versus Spanish.

(PRAD 244 or PRAD 255) and PRAD 256 and (CMNS 291 or PRAD 291) is a prerequisite for this class.
PRAD 373
PUBLIC RELATIONS & ADVERTISING ENTREPRENEURS
Undergraduate
Entrepreneurship is at the core of the public relations and advertising (PRAD) profession. This course provides students with a grounding in the process of planning, funding, launching, growing and managing a successful new PRAD or media-related business; working for an entrepreneurial venture; or freelancing. Through assignments, class discussions, site visits to entrepreneurial businesses and interaction with guest speakers, students will learn the risk, control and reward that comes with self-employment in the PRAD profession and other fields. The course culminates with the creation of a mini-business plan and business pitch presentations to a panel of industry judges.

PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 374
MEDIA RELATIONS
Undergraduate
Developed in collaboration with media relations experts at leading public relations firms, this course will explore how media relations is evolving in the changing landscape of traditional and social media. Topics include understanding the kinds of stories that interest media, building long-term media relationships, identifying the most strategic media targets, developing a variety of story angles, writing attention-getting pitches, preparing spokespeople for effective interviews, and merchandising media results. Considers classic public relations situations through the lens of today’s media environment and real-life case studies including new product launches, brand repositioning, issues management, and consumer engagement.

PRAD 255 is a prerequisite for this class.

PRAD 375
COMMUNICATION LAW
Undergraduate
This course is designed to provide students with an introduction to the portions of U.S. Law that define the scope of First Amendment protection for communication activities. The goal of the course is to help students understand legal issues important to professionals in the media-related fields of advertising, journalism, public relations and other communication specialties. The course helps students understand both their rights to communicate in political and commercial environments and the restrictions permitted on certain communication activities.

PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 376
CRISIS COMMUNICATION MANAGEMENT
Undergraduate
This course focuses on crisis communication and management, emphasizing practical application of theories, strategies, and tactics from a public relations perspective. Additionally, there is a focus on issues relevant to planning, development and execution of crisis communications programs for businesses and organizations and strategic public relations techniques for communication with stakeholders during a crisis.

PRAD 255 is a prerequisite for this class.

PRAD 377
MARKETING PUBLIC RELATIONS
Undergraduate
This course explores the strategic use of public relations to attain marketing objectives. Marketing Public Relations (MPR) is an important part of a reputation building or product branding effort for a corporation, and it can also be a valuable strategy for government agencies and non-profit organizations. Lectures and projects will demonstrate ways to use public relations strategically to add value to integrated marketing programs. By the end of the course, teams will prepare and present key aspects of a marketing public relations plan to a client.

PRAD 255 is a prerequisite for this class.

PRAD 378
CREATIVITY IN ADVERTISING
Undergraduate
This course focuses on creative processes critical to advertising planning, program implementation and organizational leadership. Overall, the course is designed to help students think more creatively, no matter what their specific goals may be. Readings include case studies and guides to creative processes in advertising, as well as more personal essays by people working in other creative venues. Class assignments direct students in different ways to strengthen their creative abilities.

PRAD 244 is a prerequisite for this class.
PRAD 379
ADVERTISING MEDIA PLANNING
Undergraduate
This course examines the diverse capabilities of various media available to advertisers and the process by which advertising media plans are constructed to help meet marketing communication objectives for a product or service. The course provides fundamentals on the language, tools, research methods and concepts employed in the media planning process and helps students build media plans using appropriate objectives, strategies and tactics. The course will help students develop a heightened appreciation for the roles of logic, analysis, and insight in the media planning and buying process.
PRAD 244 is a prerequisite for this class.

PRAD 380
POLITICAL COMMUNICATION
Undergraduate
This course examines how various U.S. government agencies, jurisdictions, and politicians communicate with the public and how the public influences the government through communication. Topics covered include: theory, strategies, and tactics behind effective government and political communication; how to critically evaluate government and political communication; and how individuals and groups influence the government and politicians through communication.
PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 381
ADVERTISING AND CHILDREN
Undergraduate
This course examines the social and behavioral effects of advertising directed to children, and addresses such topics as what children know and think about advertising, how children respond emotionally to advertising, how advertising can affect behavioral patterns, the changing regulatory environment and related social and psychological issues including materialism and self-esteem. Students will have the opportunity to assess the existing environment and to design creative interventions.
PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 382
NON-PROFIT PUBLIC RELATIONS
Undergraduate
This course examines the philosophical and theoretical foundations of public relations and volunteerism. Strategic communication strategies relating to both internal and external publics will be explored including the unique legal and ethical issues that impact non-profit organizations. Students will gain hands-on experience, using a variety of theoretical foundations to guide development of strategic communication materials for local non-profit organizations.
PRAD 255 is a prerequisite for this class.

PRAD 383
BRANDED CONTENT
Undergraduate
In today's new media world, brands have taken an old tactic of creating content and information to directly connect with their consumers and generate interest and participation. This course provides the approaches that brands take from a strategic point of view, the creation of relevant topics and content, be it entertainment or information, and the most appropriate use of available communication channels to best reach potential and current customers.
PRAD 244 or PRAD 255 is a prerequisite for this class.
INTERNATIONAL PUBLIC RELATIONS
Undergraduate
International public relations is an upper-level undergraduate course designed to introduce students to the global perspective of public relations. A primary goal of the course is to help students become knowledgeable of the ever-increasing development of the field across the world and the opportunities it offers to them, especially in government, transnational businesses, non-governmental organizations, and global agencies. Using a combination of real-world cases, interaction with industry professionals, on-site visit(s), and engagement with the multicultural aspects of the city of Chicago, students will put the class content in perspective and acquire competencies to be effective communicators and global public relations managers.

PRAD 384 is a prerequisite for this class.

SPECIAL TOPICS INTERNATIONAL ADVERTISING
Undergraduate
Along with the thriving of multinational corporations and the emergence of cross-cultural communities, globalization has brought both threats and opportunities to marketers. Given the advance in technologies and the growth of global media, marketers need to become familiar with factors influencing global advertising communications. Thus it is imperative for advertising students to understand how the dynamic global environment influences advertising decisions about strategy, creative, media, and execution. The goal of this course therefore is to introduce and discuss issues that affect advertising in an international and global context. Through theoretical and practical examination of international advertising, students will become aware of how the environmental factors affect international advertising decisions and develop an understanding of how these factors affect responses to advertising.

PRAD 244 is a prerequisite for this class.

SPECIAL TOPICS IN PUBLIC RELATIONS
Undergraduate
This course allows students to sample a range of topical offerings in public relations that have included International Communication and PR, Event Planning, and Study Abroad. In addition to these topics, new topics for this concentration might include Media Relations in Latin America, The Use of Social Media Among Latinos, Marketing PR Strategies for Latino Markets, and other Latino relevant topics.

PRAD 244 or PRAD 255 is a prerequisite for this class.

SPECIAL TOPICS IN ADVERTISING
Undergraduate
This course allows students to sample a range of topical offerings in advertising that have included Media Planning, Advertising in the Digital Age, Ad Copywriting, Advanced Advertising Campaigns, Consumer Promotions, and Psychology of Advertising. Topics for this concentration might include: Media Planning for Latino Markets, Ad Copywriting for Latino Markets, The Advertising Industry in Latin America.

PRAD 244 or PRAD 255 is a prerequisite for this class.

SPECIAL TOPICS IN PUBLIC RELATIONS AND ADVERTISING
Undergraduate
PRAD 244 or PRAD 255 is a prerequisite for this class.

CAPSTONE IN PUBLIC RELATIONS AND ADVERTISING
Undergraduate
This culminating experience for PRAD majors integrates the knowledge learned during their undergraduate years with a forward-thinking professional curriculum designed to prepare students for the competitive 21st century workplace. The course will cover such essential career-building topics as social media management; creating and leveraging a professional network; understanding effective teamwork strategies; time management and work-life balance skills; and creating a plan and fine-tuning the skills needed to secure a full-time position in the public relations and advertising industries. Only PRAD majors who have 144 hours or above are eligible to register for capstone. PRAD majors may not earn credit for CMN 396.

Status as a senior PRAD major is a prerequisite for this class.

PRAD 399
INDEPENDENT STUDY
Undergraduate
PRAD 505
CRITICAL PERSPECTIVES ON PUBLIC RELATIONS AND ADVERTISING
Graduate
This course examines the ever-increasing influence of public relations and advertising in our society, highlighting issues of power and social responsibility. Students are asked to think critically about the societal effects of public relations and advertising and their roles in the production and maintenance of public opinion. Future practitioners consider the potentially adversarial relationship that exists between public relations and advertising and the media in societies based on a free press.

PRAD 553 or PRAD 555 and status as a Graduate Public Relations and Advertising student are a prerequisite for this class.

PRAD 511
CONSUMER INSIGHTS FOR LATINO MARKETS
Graduate
The course encompasses both the similarities and differences of Latino consumers in the U.S. and focuses on how to uncover key insights about consumer buying and information processing behavior among a diverse group of Latino cultures. The insight process is commonly used in advertising and marketing but is gaining popularity in public relations and employee communications. Students will learn how to develop their own instincts as an information consumer, as well as learn some key consumer psychology and research methodologies to learn why individuals behave as they do in the marketplace. Students will find and distill secondary research data and then utilize some qualitative research techniques, such as focus groups, ethnographic research, projective techniques, and in-depth interviewing to develop a key insight into a target group. PREQ: PRAD 553

PRAD 553 and status as a Graduate Public Relations and Advertising student are a prerequisite for this class.

PRAD 512
LATINO INTEGRATED MARKETING COMMUNICATION
Graduate
Many organizations and businesses are actively pursuing the Latino market. Yet few PR/advertising programs train students to communicate effectively with this growing target audience. This course covers the process of uncovering Latino consumer insights and development of culturally relevant messages. Students gain practice in creating comprehensive strategic campaigns addressing various Latino consumer segments and exploring the effectiveness of using advertising, public relations and events, corporate social responsibility and social media specifically focused on the US Latino consumer.

Status as a Graduate Public Relations and Advertising student is a prerequisite for this class.

PRAD 514
CONTEMPORARY ISSUES IN PUBLIC RELATIONS AND ADVERTISING
Graduate
A seminar devoted to the reading and discussion of contemporary academic and popular works dealing with emerging issues in the fields of public relations and advertising. Students gain advanced knowledge of new industry trends and explore issues central to current professional debates.

PRAD 553 or PRAD 555 and status as a Graduate Public Relations and Advertising student are a prerequisite for this class.

PRAD 515
PUBLIC RELATIONS WRITING
Graduate
The goal of this course is to help students develop the professional writing skills needed for success in public relations. Students analyze the process of strategic public relations planning and explore the communication techniques used to establish positive relationships with organizational constituents. They apply what they have learned by developing and presenting a variety of public relations materials, such as a news release, fact sheet, pitch letter, and blog. The course also includes an overview of the AP Style Guide. Upon the successful completion of this course, students will have a professional eportfolio of public relations writing samples.

Status as a Graduate Public Relations and Advertising student and PRAD 555 or instructor permission is a prerequisite for this course.
PRAD 530
PUBLIC RELATIONS AND ADVERTISING MANAGEMENT
Graduate
This course focuses on the application of management principles and practices to the effective development of public relations and advertising plans, programs and campaigns. The course examines management practices in organizational and firm settings and considers issues and practices related to planning, budgeting, new business development and account management.

PRAD 535 and PRAD 555 and status as a Graduate Public Relations and Advertising student are prerequisites for this class.

PRAD 535
PUBLIC RELATIONS IN HEALTH CARE
Graduate
This course will help students understand the organizational impact of health policy in America and prepare them to assume roles in communication management positions in the United States health care industry. Students will explore current issues in health policy such as the problem of the uninsured, the rising cost of health care, the politics of health, the impact of the Affordable Care Act (ACA), and the role of health communication in addressing these issues.

Status as a Graduate Public Relations and Advertising or Health Communication student is a prerequisite for this class.

PRAD 540
CRISIS COMMUNICATION MANAGEMENT
Graduate
This course examines institutional crisis communication from a management perspective. Emphasis is on crisis response strategies and organizational approaches for preventing and managing crisis events. Students develop case studies of contemporary crises and participate in simulations designed to develop professional expertise and practical skills in crisis communication management.

Status as a Graduate Public Relations and Advertising or Health Communication student is a prerequisite for this class.

PRAD 550
INTEGRATED COMMUNICATION CAMPAIGNS
Graduate
The course presents a formal model for the implementation of integrated marketing communication plans across a number of communication functional areas. The course stresses the importance of campaign consistency, expression of unique audience insights, creative leverage, and the establishment of zero-based execution parameters. Case studies are examined as models for understanding elements of successful programs and for the development of team projects.

PRAD 553 or PRAD 555 and status as a Graduate Public Relations and Advertising student or instructor permission are prerequisites for this class.

PRAD 551
ADVERTISING AND COPYWRITING
Graduate
This course will introduce students to the world of the ad copywriter. It will encompass everything from the development of a strategy, to the execution of that strategy in all forms of ad related communication. Students will learn the techniques of good ad writing and create work for Print, TV, Radio, IMC elements, new media, among other forms. PREREQUISITE(S): PRAD 553

PRAD 553 and status as a Graduate Public Relations and Advertising student are prerequisites for this class.

PRAD 553
ADVERTISING
Graduate
This foundational course examines the theories, principles, applications and standards of advertising both from the perspectives of the practitioner and the consumer. It will cover such topics as integration of advertising with other marketing communication tools, advertising?s role in society, advertising research and strategy, advertising creativity, and media planning and buying. The course is designed to equip students with skills to critically interpret, evaluate, and critique advertising messages and solve communication problems.

Status as a Graduate Public Relations and Advertising student or instructor permission is a prerequisite for this class.
PRAD 554
CREATIVE PROCESSES
Graduate
The course focuses on creative processes critical in integrated marketing communication. Overall, the course is designed to help participants think more creatively. Readings include research and theoretical studies of creative processes and institutional practices, as well as more personal essays by representative figures from several different creative venues. Cases studies are the basis for fashioning directed creative responses, discussions, in-class activities and final projects.

Status as a Graduate Public Relations and Advertising student or instructor permission is a prerequisite for this class.

PRAD 555
PUBLIC RELATIONS
Graduate
This foundational course involves the study of the theory, history, practice and future of public relations in a comprehensive way. It is a course designed to allow students to understand the breadth of the field and to investigate specific areas of public relations (i.e., political, medical, financial, government, corporate, education, etc.). It will also cover the operations and the objectives of public relations practice from both the corporate and non-profit sectors.

Status as a Graduate Public Relations and Advertising student or instructor permission is a prerequisite for this class.

PRAD 556
STRATEGIC PLANNING IN PUBLIC RELATIONS
Graduate
Students will learn how to analyze an organization's initial situation, prior to public relations programs; how to formulate strategies and objectives for proper pre-planning; and how to develop a rich and measurable PR plan. Budgets, tactics and timelines will also be discussed and required as an aspect of the final PR plan project.

PRAD 555 and status as a Graduate Public Relations and Advertising student are prerequisites for this class.

PRAD 557
ADVERTISING COMMUNICATION STRATEGY
Graduate
The course examines the development of advertising communication strategy within the context of an organization's overall marketing objectives. The course emphasizes harmonization of strategies for internal and external audiences and for support of organizational vision. Case studies define the relationship of marketing communication to product and service innovation, pricing and distribution. Particular attention is given to strategies which are imaginative and cost-effective.

PRAD 553 and status as a Graduate Public Relations and Advertising student or instructor permission is a prerequisite for this course.

PRAD 558
CONSUMER PROMOTION
Graduate
This course explores the various ways marketers engage consumers with a specific goal of generating a purchase or an action such as lead generation. This course will cover the basics of promotion, as well as the ways brands activate more image based marketing tactics, such as sports and arts sponsorships, cause marketing, and entertainment marketing. Additionally, students will understand what marketers need to do at retail - the last mile on the purchase process - and the new world of shopper marketing. Students will learn how these tools can meet the dual objectives of driving purchase while maintaining a brand's image.

PRAD 553 or PRAD 555 and status as a Graduate Public Relations and Advertising student or instructor permission are prerequisites for this class.
PRAD 562
MEDIA RELATIONS
Graduate
The goal of this course is to provide students with a detailed understanding of the theory and practice of media relations, an essential function of the public relations and strategic communication professions. Through a mix of readings and discussions, assignments, guest speakers from industry and a final project, students develop a strong foundation in the fundamentals of media relations and working effectively with influencers, whether journalists, bloggers or other opinion leaders. Through a series of interrelated assignments that culminate with a final project and presentation, students gain practical experience working with a class client, which has included local Fortune 500 companies or other well-known Chicago organizations. Students also gain experience using media monitoring tools and databases.

PRAD 555 and status as a Graduate Public Relations and Advertising student are prerequisites for this class.

PRAD 563
MEDIA PLANNING
Graduate
This course is designed to introduce students to the concepts and skills essential for pursuing a career in advertising media. Students will learn the planning, selection, and evaluation of advertising media for possible use in advertising campaigns and discuss trends and challenges in current media environment. Fundamental media planning concepts such as reach, frequency, ratings, share, gross rating points, and other cost and audience measurement factors will be discussed in the context of traditional print, broadcast, out-of-home media as well as digital and alternative media options. Students will also become familiar with using syndicated data for developing a media plan.

PRAD 553 and status as a Graduate Public Relations and Advertising student is a prerequisite for this class.

PRAD 564
CORPORATE COMMUNICATION
Graduate
A global business center, Chicago boasts one of the country's largest concentrations of Fortune 1000 companies, employing thousands of strategic communication professionals in companies and agencies. This course provides students with a foundational overview of the corporate communication function and core business concepts for strategic communicators, including corporate reputation and intangible assets, corporate social responsibility, corporate governance and financial disclosures. Course concepts are applied through class discussions, activities, assignments, visits from industry professionals and a final project. For the final project, students work on a case study entry for submission to the annual Arthur W. Page Society case study competition. This case project bolsters the student's professional portfolio and business acumen.

PRAD 555 and status as a Graduate Public Relations and Advertising student are prerequisites for this class.

PRAD 565
INTERNATIONAL PUBLIC RELATIONS
Graduate
This graduate seminar is designed to help students gain an understanding of the theoretical and practical foundation of public relations in international, global, transnational, and multinational contexts. Using a combination of real-world cases, interaction with industry professionals, on-site visit(s), and engagement with the multicultural aspects of the city of Chicago, students will gain the knowledge necessary to prepare an international/global public relations program. Likewise, the academic and trade readings and lectures will introduce theories and best practices related to international public relations and how these inform scholarly work. The course will also help students become knowledgeable of the ever-increasing development of the field across the world and the opportunities it offers to them, especially in government, transnational businesses, non-governmental organizations, and global agencies. Prerequisite: PRAD555 or PRAD553 or by instructor's approval.

PRAD 555 and status as a Graduate PRAD student is a prerequisite for this class.

PRAD 565
INTERNATIONAL PUBLIC RELATIONS
Graduate
This graduate seminar is designed to help students gain an understanding of the theoretical and practical foundation of public relations in international, global, transnational, and multinational contexts. Using a combination of real-world cases, interaction with industry professionals, on-site visit(s), and engagement with the multicultural aspects of the city of Chicago, students will gain the knowledge necessary to prepare an international/global public relations program. Likewise, the academic and trade readings and lectures will introduce theories and best practices related to international public relations and how these inform scholarly work. The course will also help students become knowledgeable of the ever-increasing development of the field across the world and the opportunities it offers to them, especially in government, transnational businesses, non-governmental organizations, and global agencies. Prerequisite: PRAD555 or PRAD553 or by instructor's approval.

PRAD 555 and status as a Graduate PRAD student is a prerequisite for this class.

PRAD 575
COMMUNICATION LAW AND ETHICS
Graduate
This course covers the ethical and legal responsibilities that advertising and public relations professionals encounter in their practice. Students will review legal topics including the First Amendment, libel, privacy and copyright. Additionally, they will analyze and apply the code of ethics that inform public relations and advertising in the U.S. They will learn the ethical values and principles that guide the practice, while discussing issues such as responsible advocacy, public communication campaigns and corporate social responsibility.

Status as a Graduate Public Relations and Advertising student or instructor permission is a prerequisite for this class.
PRAD 585
RESEARCH METHODS FOR THE COMMUNICATION PROFESSIONAL
Graduate
Formative and evaluative research is at the core of effective public relations and advertising campaigns and programs. This course provides students with a foundation in research methods from the perspective of the public relations and advertising professional. Topics include sampling, data analysis, secondary and primary research, and a review of the major quantitative and qualitative research techniques, as well as the appropriate uses of such techniques. Through practical application of course concepts, students will learn how to use research to uncover stakeholder insights, and evaluate and improve the performance of campaigns and programs.

Status as a Graduate Public Relations and Advertising student or instructor permission is a prerequisite for this class.

PRAD 586
ACCOUNT PLANNING
Graduate
As media forms converge, and content delivery and commerce blend, the importance of understanding the emotional connections between consumers and brands has assumed a larger role than ever in the marketing process. The account planner represents the voice, and feelings, of the consumer in this process. This course will examine the history of account planning and its relationship within advertising agencies to creative development and brand development. Special emphasis will be placed on the qualitative and ethnographic research techniques used by planners, and the role that curiosity and empathy play in understanding different consumer audiences.

PRAD 553 and status as a Graduate Public Relations and Advertising student are a prerequisite for this class.

PRAD 590
PUBLIC RELATION & ADVERTISING WORKSHOP
Graduate
This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include focus groups, idea generation, and social media insights.

Status as a Graduate Public Relations and Advertising student is a prerequisite for this class.

PRAD 592
INDEPENDENT STUDY
Graduate
Students will be guided in the development of a special research project that furthers their collaboration with an instructor and produces a report that demonstrates their mastery of critical content and competencies. The independent study option is intended for students who have demonstrated a mastery of course content, who would benefit from a sustained, focused collaboration with a relevant faculty member.

PREREQUISITE(S): Approval from instructor and department chair

Status as a Graduate Public Relations and Advertising student is a prerequisite for this class.

PRAD 595
SPECIAL TOPICS IN PUBLIC RELATIONS & ADVERTISING
Graduate
This course examines a broad range of topics related to public relations and advertising processes. The course may address such topics as issues management, consumer behavior, relationship management, strategic planning and program development, or leadership development.

PRAD 553 or PRAD 555 and status as a Graduate Public Relations and Advertising student or instructor permission are prerequisites for this class.

PRAD 599
RESEARCH THESIS
Graduate
Enroll in 599 during the term you plan to defend your thesis or complete your final project. This is a graded, 4-credit hour course. Tuition is charged. You must have a scheduled defense/completion date to be approved for this class. Your thesis/project advisor needs to communicate this date to the Graduate Studies Director for your program, before you are allowed to enroll. Loan deferment is allowed to those registered for this class.

Status as a Graduate Public Relations and Advertising student or instructor permission is a prerequisite for this class.
**PRAD 601**  
ACTIVE DEGREE COMPLETION  
Graduate  
This is a 0-credit hour course that is available to students who are working actively toward the completion of a thesis or project. Enrollment in this course is limited to the two quarters prior to the defense of the thesis/project and requires graduate director approval and proof of work each quarter. No tuition is charged, only student fees (approx. $50), which allows you access to the library and other campus facilities. This course is graded as pass/fail. Eligible for loan deferment and student loans.  
Status as a Graduate Public Relations and Advertising student or instructor permission is a prerequisite for this class.

**PRAD 602**  
CANDIDACY CONTINUATION  
Graduate  
This is a 0-credit hour course that requires permission from the graduate director. Students can enroll in 602 if they are finishing a course in which they received an incomplete (IN). If the student does not register for any regular courses in the quarter they plan to finish the incomplete, they can enroll in 602 and access the library and other campus facilities. No tuition is charged, only student fees (approx. $50). This course is graded as pass/fail. Not eligible for loan deferment or student loans.  
Status as a Graduate Public Relations and Advertising student or instructor permission is a prerequisite for this class.

**PRF 111**  
ACTING I  
Undergraduate  
First course in a 3 course sequence. Intensive work with Spolin-based improvisation in which the issues of creating theatrical reality are addressed through the medium of theater games. The work culminates in the spring of the year with text-based experiences drawn from either contemporary plays and scenes or story theater.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 112**  
ACTING I  
Undergraduate  
Second course in a 3 course sequence. Intensive work with Spolin-based improvisation in which the issues of creating theatrical reality are addressed through the medium of theater games. The work culminates in the spring of the year with text-based experiences drawn from either contemporary plays and scenes or story theater.  
PRF 111 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 113**  
ACTING I  
Undergraduate  
Third course in a 3 course sequence. Intensive work with Spolin-based improvisation in which the issues of creating theatrical reality are addressed through the medium of theater games. The work culminates in the spring of the year with text-based experiences drawn from either contemporary plays and scenes or story theater.  
PRF 112 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 121**  
MOVEMENT I  
Undergraduate  
First course in a 3 course sequence. Two quarters of movement based on the technique of yoga as a means for the discovery of body mechanics, physical alignment, self-use, and over-all self awareness. One quarter will continue with the elements explored in yoga but will be more focused on freeing the self through the use of music, movement improvisation, and a variety of coordination skills.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
PRF 122
MOVEMENT I
Undergraduate
Second course in a 3 course sequence. Two quarters of movement based on the technique of yoga as a means for the discovery of body mechanics, physical alignment, self-use, and over-all self awareness. One quarter will continue with the elements explored in yoga but will be more focused on freeing the self through the use of music, movement improvisation, and a variety of coordination skills.

PRF 121 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 123
MOVEMENT I
Undergraduate
Third course in a 3 course sequence. Two quarters of movement based on the technique of yoga as a means for the discovery of body mechanics, physical alignment, self-use, and over-all self awareness. One quarter will continue with the elements explored in yoga but will be more focused on freeing the self through the use of music, movement improvisation, and a variety of coordination skills.

PRF 122 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 131
VOICE AND SPEECH I
Undergraduate
Voice & Speech I (4 quarter hours) First course in a 3 course sequence. The focus of the work is on relaxation, alignment, breathing, the development of free resonance flow, and good articulation of vowels and consonants.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 132
VOICE AND SPEECH I
Undergraduate
Second course in a 3 course sequence. The focus of the work is on relaxation, alignment, breathing, the development of free resonance flow, and good articulation of vowels and consonants.

PRF 131 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 133
VOICE AND SPEECH I
Undergraduate
Third course in a 3 course sequence. The focus of the work is on relaxation, alignment, breathing, the development of free resonance flow, and good articulation of vowels and consonants.

PRF 132 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 211
ACTING II
Undergraduate
First course in a 3 course sequence. Scene study work begins. Students explore the relationship of the self to the role through the use of intention, relationship, environment, and text. A variety of playscripts are drawn from contemporary theatre.

PRF 113 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 212
ACTING II
Undergraduate
Second course in a 3 course sequence. Scene study work begins. Students explore the relationship of the self to the role through the use of intention, relationship, environment, and text. A variety of playscripts are drawn from contemporary theatre.

PRF 211 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
PRF 213
ACTING II
Undergraduate
Third course in a 3 course sequence. Scene study work begins. Students explore the relationship of the self to the role through the use of intention, relationship, environment, and text. A variety of playscripts are drawn from contemporary theatre.

PRF 212 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 214
MAKE-UP
Undergraduate
First course in a 3 course sequence. Basic skills of two-dimensional painting as well as basic prosthetic and skin-texturing work are analyzed in this course designed to acquaint the actor with theatrical make-up.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 215
MAKE-UP
Undergraduate
Second course in a 3 course sequence. Basic skills of two-dimensional painting as well as basic prosthetic and skin-texturing work are analyzed in this course designed to acquaint the actor with theatrical make-up.

PRF 214 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 216
MAKE-UP
Undergraduate
Third course in a 3 course sequence. Basic skills of two-dimensional painting as well as basic prosthetic and skin-texturing work are analyzed in this course designed to acquaint the actor with theatrical make-up.

PRF 215 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 221
MOVEMENT II
Undergraduate
Focus will be on full body awareness through Feldenkrais' (and other) movement lessons and through the study of anatomy. Emphasis will be placed on recognizing limiting patterns of response in the self (including inappropriate tensions) and moving beyond those to increase the physical choices and alternatives available to the student. Work is begun on the dynamics of movement and on embodying a role.

PRF 123 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 222
MOVEMENT II
Undergraduate
Focus will be on full body awareness through Feldenkrais' (and other) movement lessons and through the study of anatomy. Emphasis will be placed on recognizing limiting patterns of response in the self (including inappropriate tensions) and moving beyond those to increase the physical choices and alternatives available to the student. Work is begun on the dynamics of movement and on embodying a role.

PRF 221 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 223
MOVEMENT II
Undergraduate
Actors will continue to develop material from previous movement classes, now placing specific focus on combining imaginative work with skill work to explore the realization of dynamics, rhythm, space and flow of energy. Techniques will be used to aid the actor physicalize inner needs, wants and intentions demanded by various roles.

PRF 222 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
PRF 231
VOICE AND SPEECH II
Undergraduate
Actors are introduced to the progression of voice exercised in Kristin Linklater's Freeing the Natural Voice. The focus of the class is on developing techniques that foster the connection between the acting impulse and the voice.

PRF 133 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 232
VOICE AND SPEECH II
Undergraduate
Actors explore the second half of the Linklater voice progression. The focus is on developing each actor's full vocal range. In addition to the voice exercises, students work on a variety of texts chosen to support their growing acquisition of skills.

PRF 231 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 233
VOICE AND SPEECH II
Undergraduate
The focus is on speech. Clarity of articulation and effective use of vowels is developed by learning the International Phonetics Alphabet.

PRF 232 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 261
INTRODUCTION TO PERFORMANCE
Undergraduate
First course in a 3 course sequence. Under the guidance of a director, all second-year acting majors rehearse and perform a play for faculty viewing and evaluation. Students are encouraged to integrate skills acquired in other classes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 262
INTRODUCTION TO PERFORMANCE
Undergraduate
Second course in a 3 course sequence. Under the guidance of a director, all second-year acting majors rehearse and perform a play for faculty viewing and evaluation. Students are encouraged to integrate skills acquired in other classes.

PRF 261 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 263
INTRODUCTION TO PERFORMANCE
Undergraduate
Third course in a 3 course sequence. Under the guidance of a director, all second-year acting majors rehearse and perform a play for faculty viewing and evaluation. Students are encouraged to integrate skills acquired in other classes.

PRF 262 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 281
STAGE COMBAT
Undergraduate
Students learn the fundamentals of hand-to-hand combat and weaponry with a focus on developing skills safely and effectively for the stage.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 290
PERFORMANCE WORKSHOP FOR NON-MAJORS
Undergraduate
Students work on basic performance skills through individual and group exercises in acting, voice and speech and movement. Can be taken by non-Theatre School students.
This artistic dance course will focus on technique, individual and group improvisation, choreography, the art of making dances and how to view dance in performance. Designed for all levels of experience, the class will give attention to body awareness and alignment, physical strength and flexibility, expressive and creative movement in the modern dance style to a variety of musical accompaniment.

Is a continuation from Modern Dance for Non-Majors, of technique, individual and group improvisation, partnering, principles of choreography, the art of making dances and the skill of motivating feedback. Learning how to view and critique dance in performance, students will attend an unprecedented collaboration between Hubbard Street Dance Company and The Second City at the Harris Theater for Music and Dance. Class will include more advanced experiences with body awareness and alignment, physical strength and flexibility, expressive and original movement in the modern dance style to live percussion accompaniment. Students with previous training may take this course with permission from the instructor.

First course in a 3 course sequence. Classical work begins with Shakespeare and possibly other classical texts. Specific focus is given to scansion and First Folio technique. This study is coordinated with both the movement and the voice and speech classes.

Second course in a 3 course sequence. Classical work begins with Shakespeare and possibly other classical texts. Specific focus is given to scansion and First Folio technique. This study is coordinated with both the movement and the voice and speech classes.

Third course in a 3 course sequence. Classical work begins with Shakespeare and possibly other classical texts. Specific focus is given to scansion and First Folio technique. This study is coordinated with both the movement and the voice and speech classes.

First course in a 3 course sequence.

Second course in a 3 course sequence.
PRF 316
ACTING LABORATORY
Undergraduate
Third course in a 3 course sequence.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 317
TOPICS IN SCENE STUDY
Undergraduate
Working with MFA II Directing students, this course will focus on scene study from plays by a particular seminal dramatist. Actors will benefit from in-depth analysis and rehearsal of scenes, exploring the playwright’s style and dramatic influence. Course restricted to upper-level Theatre Performance Students only.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 318
TECHNIQUE
Undergraduate
First course in a 2 course sequence. An advanced level acting course which concentrates the work on carefully selected exercises, monologues, and scenes, in order to further develop physical, sensorial, and emotional skills, in preparing a role.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 319
TECHNIQUE
Undergraduate
Second course in a 2 course sequence. An advanced level acting course which concentrates the work on carefully selected exercises, monologues, and scenes, in order to further develop physical, sensorial, and emotional skills, in preparing a role.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 321
MOVEMENT III
Undergraduate
Actors will continue to build their vocabulary of effort/shape techniques, thereby helping them expand range of choice in physical shape and action for role work. Period dances, manners and clothing will be explored to help the students physically connect to the period and/or style work explored in acting and voice class.

PRF 223 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 322
MOVEMENT III
Undergraduate
Actors will continue to build their vocabulary of effort/shape techniques, thereby helping them expand range of choice in physical shape and action for role work. Period dances, manners and clothing will be explored to help the students physically connect to the period and/or style work explored in acting and voice class.

PRF 321 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 323
MOVEMENT III
Undergraduate
Actors will continue to further the work in period dances and manners with an emphasis on the student taking greater control of this research and its implementation into acting. Imaginative use of self is channeled through character mask work which is then applied to Shakespearean scenes. Full body awareness through movement lessons is continued.

PRF 322 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
PRF 331
VOICE AND SPEECH III
Undergraduate
Breath work, vocal sounding, and physical alignment are focused on the poetry of Walt Whitman.

PRF 331 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 332
VOICE AND SPEECH III
Undergraduate
An introduction to dialect study includes an exploration of the actor’s own idiolect and the acquisition of several dialects, including American Southern, Irish, and varieties of British.

PRF 332 and status as an Undergraduate Theatre student is a prerequisite for this class.

PRF 333
VOICE AND SPEECH III
Undergraduate
Speech work centers on verse speaking and character transformation through vigorous exploration of dramatic texts. Playwrights may include Moliere, Shaw and Howard Barker.

PRF 333 and status as an Undergraduate Theatre student is a prerequisite for this class.

PRF 361
REHEARSAL AND PERFORMANCE I
Undergraduate
First course in a 3 course sequence. Advanced acting and directing students are continually involved in rehearsal and/or performance of plays in showcase, playworks, or workshop productions. These students constitute the acting company for the school.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 362
REHEARSAL AND PERFORMANCE I
Undergraduate
Second course in a 3 course sequence. Advanced acting and directing students are continually involved in rehearsal and/or performance of plays in showcase, playworks, or workshop productions. These students constitute the acting company for the school.

PRF 362 and status as an Undergraduate Theatre student is a prerequisite for this class.

PRF 363
REHEARSAL AND PERFORMANCE I
Undergraduate
Third course in a 3 course sequence. Advanced acting and directing students are continually involved in rehearsal and/or performance of plays in showcase, playworks, or workshop productions. These students constitute the acting company for the school.

PRF 363 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 374
DIRECTING
Undergraduate
First course in a 3 course sequence. An introductory class in which the student is exposed to a wide range of topics related to the craft of the director. These range from pre-production preparation, to the theatre space and composition/picturization considerations, to the actor/director relationship. Teaching methods include lecture, discussion, and in-class projects.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
PRF 375
DIRECTING
Undergraduate
Second course in a 3 course sequence. An introductory class in which the student is exposed to a wide range of topics related to the craft of the director. These range from pre-production preparation, to the theatre space and composition/picturization considerations, to the actor/director relationship. Teaching methods include lecture, discussion, and in-class projects.

PRF 374 and status as an Undergraduate Theatre student is a prerequisite for this class.

PRF 376
DIRECTING
Undergraduate
Third course in a 3 course sequence. An introductory class in which the student is exposed to a wide range of topics related to the craft of the director. These range from pre-production preparation, to the theatre space and composition/picturization considerations, to the actor/director relationship. Teaching methods include lecture, discussion, and in-class projects.

PRF 375 and status as an Undergraduate Theatre student is a prerequisite for this class.

PRF 380
ADVANCED PERFORMANCE WORKSHOP FOR NON-MAJORS
Undergraduate
This course is a continuation of PRF 290 and will allow students who have completed the introductory course further exploration in performance by applying basic acting skills to the presentation of short plays and scenes from modern dramatic literature.

PRF 290 is a prerequisite for this class.

PRF 381
ADVANCED STAGE COMBAT
Undergraduate
In this course students will continue their study of unarmed and rapier-&-dagger techniques, as well as adding a third weapon discipline as taught by The Society of American Fight Directors (past options have included knife, broadsword, quarterstaff, small sword) for use in stage and film performance. The students will perform choreography in all three disciplines, in scenes which they themselves select but which are choreographed by the instructor. The students are then given the opportunity to take the SAFD's Skills Proficiency Test for all three weapons, with an outside adjudicator, in the hope of reaching "Actor Combatant" status within the SAFD.

PRF 281 and status as an Undergraduate Theatre student is a prerequisite for this class.

PRF 390
IMPROVISATION
Undergraduate
This workshop for graduating performance students is designed to renew the student's relationship with the foundation of the training program: Spolin-based improvisational work. There is a particular emphasis on the use of the games as a stimulus for spontaneity, strong playing relationships and trouble shooting within the rehearsal process.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 399
INDEPENDENT STUDY: PERFORMANCE
Undergraduate
Independent Study

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
PRF 411
ACTING IV
Undergraduate
First course in a 3 course sequence. Utilizing an ensemble approach, this class helps prepare the student for the rigors of the professional world by integrating the skills learned in previous years training through the use of exercises, improvisations, reading and discussions, and a variety of performance projects including scenes and monologues.

PRF 313 and status as an Undergraduate Theatre student is a prerequisite for this class.

PRF 412
ACTING IV
Undergraduate
Second course in a 3 course sequence. Utilizing an ensemble approach, this class helps prepare the student for the rigors of the professional world by integrating the skills learned in previous years training through the use of exercises, improvisations, reading and discussions, and a variety of performance projects including scenes and monologues.

PRF 411 and status as an Undergraduate Theatre student is a prerequisite for this class.

PRF 413
ACTING IV
Undergraduate
Third course in a 3 course sequence. Utilizing an ensemble approach, this class helps prepare the student for the rigors of the professional world by integrating the skills learned in previous years training through the use of exercises, improvisations, reading and discussions, and a variety of performance projects including scenes and monologues.

PRF 412 and status as an Undergraduate Theatre student is a prerequisite for this class.

PRF 414
AUDITION
Undergraduate
Students experience handling the range of possible audition situations. Topics include selecting and preparing materials, building a repertoire, and sight reading. Guest professionals lecture on practical survival techniques from job hunting to union membership. The work of the class culminates in The Graduate Showcase, when students audition for an audience of invited agents, casting directors, and directors.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 415
AUDITION
Undergraduate
Students experience handling the range of possible audition situations. Topics include selecting and preparing materials, building a repertoire, and sight reading. Guest professionals lecture on practical survival techniques from job hunting to union membership. The work of the class culminates in The Graduate Showcase, when students audition for an audience of invited agents, casting directors, and directors.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 416
GRADUATE SHOWCASE
Undergraduate
Through the rehearsal process, undergraduate acting majors prepare monologues and scenes, culminating ultimately in a showcase for an invited audience of casting directors, agents, and directors.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 417
NEW PLAY WORKSHOP
Undergraduate
A specialized workshop which brings together MFA 1 actors, MFA 3 Directors, and BFA 3 & 4 playwrights to explore the collaborative process of developing and staging new plays.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
PRF 418
NEW PLAY WORKSHOP
Undergraduate
A specialized workshop which brings together MFA 1 actors, MFA 3 Directors, and BFA 3 & 4 playwrights to explore the collaborative process of developing and staging new plays.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 419
NEW PLAY WORKSHOP
Undergraduate
A specialized workshop which brings together MFA 1 actors, MFA 3 Directors, and BFA 3 & 4 playwrights to explore the collaborative process of developing and staging new plays.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 420
ACTING FOR THE CAMERA
Undergraduate
“Film acting” prepares the student for the professional world in front of the camera(s). The student learns the different techniques between stage and film, between soaps, sitcoms, commercials, and features. The student is also exposed to life on the set, contracts, agents, managers and steps to finding work. This class is a bridge for the student from the classroom to the professional world.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 421
MOVEMENT IV
Undergraduate
The technique of movement to music will be used to: Stimulate the actor’s imagination, experiment with the identification, translation, and articulation of creative impulses, intensify ensemble work, expand the range of expression, and strengthen and condition the body.

PRF 323 and status as an Undergraduate Theatre student is a prerequisite for this class.

PRF 422
MOVEMENT IV
Undergraduate
The technique of Movement to Music will be used to: Stimulate the actor’s imagination, experiment with the identification, translation, and articulation of creative impulses, intensify ensemble work, expand the range of expression, and strengthen and condition the body.

PRF 421 and status as an Undergraduate Theatre student is a prerequisite for this class.

PRF 423
MOVEMENT IV
Undergraduate
This quarter the student will explore African dance, including West African dance styles, songs and rhythms, different ethnic groups from which the dances and songs originated, and the relationship between various West Africa tribal rhythms and movements.

PRF 421 and status as an Undergraduate Theatre student is a prerequisite for this class.

PRF 431
VOICE AND SPEECH IV
Undergraduate
Continued development of skills designed to assist the student with a comfortable transition to the professional world through an approach to singing.

PRF 333 and status as an Undergraduate Theatre student is a prerequisite for this class.
PRF 432
VOICE AND SPEECH IV
Undergraduate
Continued development of skills designed to assist the student with a comfortable transition to the professional world through and approach to singing.

PRF 431 and status as an Undergraduate Theatre student is a prerequisite for this class.

PRF 433
VOICE AND SPEECH IV
Undergraduate
The course is designed to continue the development of professional skills through the study of voiceover.

PRF 432 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 434
ADVANCED SCENE STUDY
Undergraduate
A scene study and monologue class taught by a resident or visiting professional actor or director. Scenes and monologues are drawn from a variety of performance styles. The class is intended to help the student navigate the gap between training and the professional acting world.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 435
ADVANCED SCENE STUDY
Undergraduate
A scene study and monologue class taught by a resident or visiting professional actor or director. Scenes and monologues are drawn from a variety of performance styles. The class is intended to help the student navigate the gap between training and the professional acting world.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 436
ADVANCED SCENE STUDY
Undergraduate
A scene study and monologue class taught by a resident or visiting professional actor or director. Scenes and monologues are drawn from a variety of performance styles. The class is intended to help the student navigate the gap between training and the professional acting world.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 461
REHEARSAL AND PERFORMANCE II
Undergraduate
Advanced acting and directing students are continually involved in rehearsal or performance of plays in Showcase, Playworks, or workshop productions. These students constitute the acting company for the school.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 462
REHEARSAL AND PERFORMANCE II
Undergraduate
Advanced acting and directing students are continually involved in rehearsal or performance of plays in Showcase, Playworks, or workshop productions. These students constitute the acting company for the school.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
PRF 463
REHEARSAL AND PERFORMANCE II
Undergraduate
Advanced acting and directing students are continually involved in rehearsal or performance of plays in Showcase, Playworks, or workshop productions. These students constitute the acting company for the school.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 471
SEMINAR: SPECIAL TOPICS IN DIRECTING
Undergraduate
According to the expertise of faculty and the needs and interests of advanced students, this course deals variously with selected topics in stage directing, including the history and development of stage directing as an independent art form, directing theory, and directing methodology.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 511
GRADUATE ACTING I
Graduate
Beginning with a series of exercised and improvisations, the class introduces the acting student to the basic components of the acting process. Scene work forms the backbone of this class.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 512
GRADUATE ACTING I
Graduate
Beginning with a series of exercised and improvisations, the class introduces the acting student to the basic components of the acting process. Scene work forms the backbone of this class.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 513
GRADUATE ACTING I
Graduate
Beginning with a series of exercised and improvisations, the class introduces the acting student to the basic components of the acting process. Scene work forms the backbone of this class.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 521
GRADUATE MOVEMENT I
Graduate
Movement based on the technique of yoga as a means for the discovery of body mechanics, physical alignment, self-use and over-all self-awareness. This class will also meet two extra hours with a different instructor to concentrated on the imaginative use of self, to explore physical improvisation and to explore movement techniques that will aid the student to use themselves more freely and expand their range of expression.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 522
GRADUATE MOVEMENT I
Graduate
Movement based on the technique of yoga as a means for the discovery of body mechanics, physical alignment, self-use and over-all self-awareness. This class will also meet two extra hours with a different instructor to concentrated on the imaginative use of self, to explore physical improvisation and to explore movement techniques that will aid the student to use themselves more freely and expand their range of expression.

PRF 521 and status as a Graduate Theatre student is a prerequisite for this class.
PRF 523
GRADUATE MOVEMENT I
Graduate
Work focuses on full body awareness through Feldenkrais (R) movement lessons and through the study of anatomy. The emphasis will be place on deepening the actor's kinesthetic awareness and on developing a more articulate physical instrument, understanding the restrictions of habit, exploring dynamics and increasing the ability to make dynamic choices.

PRF 522 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 524
GRADUATE MOVEMENT I: FELDENKRAIS
Graduate
An experiential and demonstration course in better self-use and physical organization. Approaches include Feldenkrais, "Awareness Through Movement" lessons and the study of anatomy.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 525
GRAD MOVEMENT I: FELDENKRAIS
Graduate
An experiential and demonstration course in better self-use and physical organization. Approaches include Feldenkrais, "Awareness Through Movement" lessons and the study of anatomy.

PRF 524 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 530
MFA I SPEECH
Graduate
This course is designed to open awareness regarding the placement of vocal resonance and the shaping of vowels and consonants.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 531
GRADUATE VOICE AND SPEECH I
Graduate
Foundation work consists of breathwork, skeletal alignment, and the development of free voice flow. Classes include a regime of intensive group exercises, and attention is paid to the expansion of each actor's individual expressiveness. The fundamental work is inspired by the Feldenkrais(r) and the Lessac System and is further influenced by the writings of Cicely Berry and Patsy Rodenburg.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 532
GRADUATE VOICE AND SPEECH I
Graduate
Foundation work consists of breathwork, skeletal alignment, and the development of free voice flow. Classes include a regime of intensive group exercises, and attention is paid to the expansion of each actor's individual expressiveness. The fundamental work is inspired by the Feldenkrais(r) and the Lessac System and is further influenced by the writings of Cicely Berry and Patsy Rodenburg.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 533
GRADUATE VOICE AND SPEECH I
Graduate
Actors will continue to explore fundamental skills acquired during Fall and Winter Quarters. The actors learn the first half of the progression of exercises in Kristin Linklater's Freeing the Natural Voice. The focus is on connecting acting impulses to the voice.

Status as Graduate Theatre student is a prerequisite for this class.
PRF 540
GRAD SPEECH I: ADVANCED NOTATION
Graduate
Objectives are to extend the use of phonetic symbols to describe the speech of self and others, to explore an ever-widening range and flexibility of choice in pronunciation, to develop a more acute "ear" for the music of vowels and consonants and to apply the work to texts.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 551
MFA I IMPROVISATION
Graduate
Intensive work in Spolin-based improvisation in which the issues of creating theatrical reality are addressed through the medium of theatre games.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 552
MFA I MEISNER
Graduate
Sanford Meisner said, "Acting is the ability to live truthfully under imaginary circumstances." In this first of a two quarter sequence, actors will participate in a sequence of structured improvisational exercises focused on the first half of that sentence: living truthfully. The foundational exercise is called Repetition. Using Repetition as a base, students will explore exercises specifically designed to improve their listening and answering skills and increase their ability to respond to their partner moment to moment.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 553
MFA I MEISNER
Graduate
Building on the work of the winter quarter, students will use their enhanced partner attention skills in order to focus on the second half of Meisner's definition of acting: "living truthfully under imaginary circumstances." Each exercise in the progression is designed to expand the actor's ability to imagine and personalize circumstances that are meaningful to them. We will also explore what the student needs to do to be ready for the first moment of a scene or play: Emotional Preparation. Finally, actors will learn how to carry over what they have learned into a scripted scene.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 561
REHEARSAL AND PERFORMANCE I
Graduate
Graduate acting and direction students are continually involved in rehearsal and performance of plays in the Showcase, the Playworks series and workshop productions. Acting students constitute the casting pool for the school.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 562
REHEARSAL AND PERFORMANCE I
Graduate
Graduate acting and direction students are continually involved in rehearsal and performance of plays in the Showcase, the Playworks series and workshop productions. Acting students constitute the casting pool for the school.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 563
REHEARSAL AND PERFORMANCE I
Graduate
Graduate acting and direction students are continually involved in rehearsal and performance of plays in the Showcase, the Playworks series and workshop productions. Acting students constitute the casting pool for the school.

Status as Graduate Theatre student is a prerequisite for this class.
PRF 571
MFA WORKSHOP I: ACTOR AS ENTREPRENEUR
Graduate
MFA Workshop I (2) is a flexible laboratory time period designed to accommodate a number of possibilities of workshops, lectures, and demonstrations with guest artists mainly from the Chicago theatre community and beyond. MFA Workshop also accommodates a number of projects generated by the MFA Acting students themselves. As MFA Workshop is a process class, projects and workshops may or may not result in a showing. (Some activities in the class will combine MFA I and MFA II students and some will be specific to each class.)

Status as Graduate Theatre student is a prerequisite for this class.

PRF 572
MFA WORKSHOP I: ACTOR AS ENTREPRENEUR
Graduate
MFA Workshop (2) is a flexible laboratory time period designed to accommodate a number of possibilities of workshops, lectures, and demonstrations with guest artists mainly from the Chicago theatre community and beyond. MFA Workshop also accommodates a number of projects generated by the MFA Acting students themselves. As MFA Workshop is a process class, projects and workshops may or may not result in a showing. (Some activities in the class will combine MFA I and MFA II students and some will be specific to each class.)

Status as Graduate Theatre student is a prerequisite for this class.

PRF 573
MFA WORKSHOP I: ACTOR AS ENTREPRENEUR
Graduate
MFA Workshop I (2) is a flexible laboratory time period designed to accommodate a number of possibilities of workshops, lectures, and demonstrations with guest artists mainly from the Chicago theatre community and beyond. MFA Workshop also accommodates a number of projects generated by the MFA Acting students themselves. As MFA Workshop is a process class, projects and workshops may or may not result in a showing. (Some activities in the class will combine MFA I and MFA II students and some will be specific to each class.)

Status as Graduate Theatre student is a prerequisite for this class.

PRF 580
STAGE COMBAT
Graduate
One quarter hour. Students learn the fundamental of hand-to-hand combat and weaponry with a focus on developing skills safely and effectively for the stage.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 581
DIRECTING I
Graduate
This course covers the basics of the directing process with an emphasis on textual analysis. Lecture discussion and performance projects are utilized to develop a common understanding and vocabulary useable in the wide variety of theatrical situations the contemporary director is likely to confront. The final project of the class is the direction of a short play.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 582
DIRECTING I
Graduate
This course covers the basics of the directing process with an emphasis on textual analysis. Lecture discussion and performance projects are utilized to develop a common understanding and vocabulary useable in the wide variety of theatrical situations the contemporary director is likely to confront. The final project of the class is the direction of a short play.

Status as Graduate Theatre student is a prerequisite for this class.
PRF 583
DIRECTING I
Graduate
This course covers the basics of the directing process with an emphasis on textual analysis. Lecture discussion and performance projects are utilized to develop a common understanding and vocabulary usable in the wide variety of theatrical situations the contemporary director is likely to confront. The final project of the class is the direction of a short play.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 590
IMPROVISATION
Graduate
This workshop for graduating and performance students is designed to renew the student's relationship with the foundation of the training program: Spolin-based improvisational work. There is a particular emphasis on the use of games as a stimulus for spontaneity, strong playing relationships and trouble shooting within the rehearsal process.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 591
DIRECTING THEORIES
Graduate
This course is designed to introduce students to the history of stage directing as an independent art form and to the key directorial thinkers of Western theatre. Through both lecture and practice, students learn the theories and techniques of such innovators as Stanislavski, Meyerhold, Craig Artaud, Brecht, Clurman, Grotowski, Brook, LeCompte, and Bogart.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 592
DIRECTING THEORIES
Graduate
This course is designed to introduce students to the history of stage directing as an independent art form and to the key directorial thinkers of Western theatre. Through both lecture and practice, students learn the theories and techniques of such innovators as Stanislavski, Meyerhold, Craig Artaud, Brecht, Clurman, Grotowski, Brook, LeCompte, and Bogart.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 594
MFA MAKEUP
Graduate
MFA Makeup is a quarter-long course designed to give the graduate actor facility in conceiving and creating the makeup for a given character he or she might have to portray on stage. The goal of the course is to demystify the art of makeup by doing ten weeks of character development, visual research and hands on painting that will produce a basic level of comfort with makeup techniques. Basic light and shade sculpting will be reviewed. Aging the face, making the face look younger, white face techniques, trauma, animal techniques, and non-realistic makeups will be explored and applied to the various theatre sizes we encounter here at DePaul as well as in stages all over Chicago.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 595
SOLO PERFORMANCE WORKSHOP
Graduate
Designed for advanced BFA and MFA acting students, Solo Performance Workshop offers students the opportunity to conceive, create and develop original solo works through writing exercises, structured improvisation, character creation and formal experiments. At the end of the quarter, students share their works-in-progress with the TTS community.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
PRF 596
ADVANCED STAGE COMBAT
Graduate
An advanced movement class which, as an elective, builds new skills and furthers proficiency gained in the required Stage Combat class. Realistically portraying violence while remaining safe, good partnering, balance, and coordination are some of the movement skills that are honed through this course. Work continues on perfecting techniques and performance in Rapier-and-Dagger and Unarmed combat. Students may take this course more than once as a different third weapon (either knife, smallsword, quarterstaff, or broadsword) is added to the course-work each quarter. The students have the option to have their final scene-work adjudicated by a Fight Master from The Society of American Fight Directors, which, if successful, offers the opportunity to become a recognized "Actor-Combatant" with that institution. Entrance into class is competitive and is partially decided in accordance with discipline shown in the earlier course.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 597
ADVANCED STAGE COMBAT II
Graduate
An advanced movement class which, as an elective, builds new skills and furthers proficiency gained in the required Stage Combat class. Realistically portraying violence while remaining safe, good partnering, balance, and coordination are some of the movement skills that are honed through this course. Work continues on perfecting techniques and performance in Rapier-and-Dagger and Unarmed combat. Students may take this course more than once as a different third weapon (either knife, smallsword, quarterstaff, or broadsword) is added to the course-work each quarter. The students have the option to have their final scene-work adjudicated by a Fight Master from The Society of American Fight Directors, which, if successful, offers the opportunity to become a recognized "Actor-Combatant" with that institution. Entrance into class is competitive and is partially decided in accordance with discipline shown in the earlier course.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 599
INDEPENDENT STUDY
Graduate
Independent Study

Status as Graduate Theatre student is a prerequisite for this class.

PRF 611
GRADUATE ACTING II: CLASSICAL
Graduate
The goal of this year-long course in Heightened Text/Classical Acting is to join the emotional, physical and imaginative life of a role with the technical skills needed to express that character to its fullest. This is achieved through rigorous foundation work and applying the basic tenets of acting to the acting of plays in verse; making strong choices that are grounded in the text, establishing a connection to the scene partner, listening and responding to what is happening in the scene, and integrating the work done in other voice, speech and movement classes.

PRF 513 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 612
GRADUATE ACTING II: CLASSICAL
Graduate
In winter quarter, students work with dramatic monologues, explore and study Shakespeare's prose and scenes from the Jacobean playwrights John Webster, John Ford and Thomas Middleton. Though prose lacks meter, it has its own rhythm, in part defined by punctuation and rhetorical shape. Finding that rhythm of thought is essential to the clarity and life of the prose. With prose, as with meter, rhetoric, and imagery, we approach the work through both brain and body: balancing analytical and physical techniques for understanding and harnessing the dynamics of Shakespeare's language.

PRF 611 and status as a Graduate Theatre student is a prerequisite for this class.
The spring quarter will focus on comedies by Shakespeare, Moliere, Sheridan, Wilde and Coward. Students will call upon all of the truth-seeking, risk-taking and relish-making that comedy and heightened language requires. Only farce and commedia are larger. The resulting agility with text provides a firm foundation for confident performance of all classical and modern roles. Exploration of Shakespeare's comedies will include collaboration with M.F.A. Directors with scenes to be presented as an invited-audience showing.

PRF 612 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 614
THE DIRECTOR AND THE ACTING PROCESS
Graduate
This year-long class focuses on how the director helps the actor. Through both participation and observation in this undergraduate scene study class taught by a senior member of the acting faculty, the directing student acquires the skills and strategies necessary in helping the actor personalize and embody the text.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 615
THE DIRECTOR AND THE ACTING PROCESS
Graduate
This year-long class focuses on how the director helps the actor. Through both participation and observation in this undergraduate scene study class taught by a senior member of the acting faculty, the directing student acquires the skills and strategies necessary in helping the actor personalize and embody the text.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 616
THE DIRECTOR AND THE ACTING PROCESS
Graduate
This year-long class focuses on how the director helps the actor. Through both participation and observation in this undergraduate scene study class taught by a senior member of the acting faculty, the directing student acquires the skills and strategies necessary in helping the actor personalize and embody the text.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 617
DIRECTING: SCENE STUDY
Graduate
This is a two-quarter classic play scene study class. MFA directors will learn a variety of techniques in staging, text analysis, and working with actors. Directors will work with a variety of modern writers including Chekov, Ibsen, Miller, and O'Neill. They will also investigate working with heightened text including Moliere, Shakespeare, and the Greeks.

PRF 583 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 618
DIRECTING: SCENE STUDY
Graduate
This is a two-quarter classic play scene study class. MFA directors will learn a variety of techniques in staging, text analysis, and working with actors. Directors will work with a variety of modern writers including Chekov, Ibsen, Miller, and O'Neill. They will also investigate working with heightened text including Moliere, Shakespeare, and the Greeks.

PRF 583 and status as a Graduate Theatre student is a prerequisite for this class.
THE DIRECTOR AND THE NEW PLAY DEVELOPMENT PROCESS
Graduate
This course is offered every other year and explores the director's role in the development of new plays. MFA Directors work with professional playwrights on new work. Directors are introduced to the many ways they may be charged with presenting new work, including table readings, staged readings, workshops, designed workshops and world premieres. Over the course of the quarter, directors rehearse and present one sit-down reading and one staged reading. Additionally, students rehearse and present a staged reading in a professional situation.

Status as Graduate Theatre student is a prerequisite for this class.

GRADUATE MOVEMENT II
Graduate
Movement work focused on the exploration of effort/shape and how to function within the boundaries of form. Period dances, manners, and clothing will be explored and the creation of specific worlds (styles) will be emphasized.

PRF 523 and status as a Graduate Theatre student is a prerequisite for this class.

GRADUATE MOVEMENT II
Graduate
Movement work focused on the exploration of effort/shape and how to function within the boundaries of form. Period dances, manners, and clothing will be explored and the creation of specific worlds (styles) will be emphasized.

PRF 621 and status as a Graduate Theatre student is a prerequisite for this class.

GRADUATE MOVEMENT II
Graduate
Movement work designed to further the work in period dances, manners, and the creation of specific worlds (styles) with an emphasis on the student taking greater control of this research and its implementation into action. Full Body awareness through movement lessons is continued. Imaginative use of self is also channeled through character mask work.

PRF 622 and status as a Graduate Theatre student is a prerequisite for this class.

GRADUATE VOICE AND SPEECH II
Graduate
Intensive, individualized work on the development of the full range of the actor's voice. The second half of the Linklater progression is explored in depth. Texts are chosen that place greater demands on the actor's growing emotional and vocal capabilities.

PRF 533 and status as a Graduate Theatre student is a prerequisite for this class.

GRADUATE VOICE AND SPEECH II
Graduate
Intensive, individualized work on the development of the full range of the actor's voice. The second half of the Linklater progression is explored in depth. Texts are chosen that place greater demands on the actor's growing emotional and vocal capabilities.

PRF 631 and status as a Graduate Theatre student is a prerequisite for this class.

GRADUATE VOICE AND SPEECH II
Graduate
Intensive, individualized work on the development of the full range of the actor's voice. The second half of the Linklater progression is explored in depth. Texts are chosen that place greater demands on the actor's growing emotional and vocal capabilities.

PRF 632 and status as a Graduate Theatre student is a prerequisite for this class.
PRF 641
GRADUATE ACTING II: MYTH, FABLE, & FOLKLORE IN DRAMA
Graduate
This course explores the world of archetype, performance and magic in drama across boundaries of time and tradition. Inspired by folktales, myths, oral poetry and rituals from many traditions, the students develop original and play-based theatrical work both solo and ensemble. Resources include the traditional stories of African, Asian, South American, European and American literature, as well as plays from modernity that explore a mythic or folkloric basis.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 642
GRADUATE ACTING II: TRAGIC FOCUS FROM 1700 TO 1950
Graduate
This course explores a broad swath of tragic-focused dramatic material from Restoration through 1950. The students select scenes from plays that follow tragic shape and perform them in scene study form.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 643
GRADUATE ACTING II: COMIC FOCUS FROM 1700 TO 1950
Graduate
This course explores a broad swath of comic-focused dramatic material from Restoration through 1950. The students select scenes from plays that follow comic shape and perform them in scene study form.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 661
REHEARSAL AND PERFORMANCE II
Graduate
Graduate acting and directing students are continually involved in rehearsal and performance of plays in the showcase, the Playworks series, and workshop productions. Acting students constitute the casting pool for the school.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 662
REHEARSAL AND PERFORMANCE II
Graduate
Graduate acting and directing students are continually involved in rehearsal and performance of plays in the showcase, the Playworks series, and workshop productions. Acting students constitute the casting pool for the school.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 663
REHEARSAL AND PERFORMANCE II
Graduate
Graduate acting and directing students are continually involved in rehearsal and performance of plays in the showcase, the Playworks series, and workshop productions. Acting students constitute the casting pool for the school.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 671
MFA WORKSHOP II: ACTOR AS ENTREPRENEUR
Graduate
MFA Workshop is a flexible laboratory time period designed to accommodate a number of possibilities of workshops, lectures, and demonstrations with guest artists mainly from the Chicago theatre community and beyond. MFA Workshop also accommodates a number of projects generated by the MFA Acting students themselves. As MFA Workshop is a process class, projects and workshops may or may not result in a showing. (Some activities in the class will combine MFA I and MFA II students and some will be specific to each class.)

Status as Graduate Theatre student is a prerequisite for this class.
MFA WORKSHOP II: ACTOR AS ENTREPRENEUR
Graduate
MFA Workshop is a flexible laboratory time period designed to accommodate a number of possibilities of workshops, lectures, and demonstrations with guest artists mainly from the Chicago theatre community and beyond. MFA Workshop also accommodates a number of projects generated by the MFA Acting students themselves. As MFA Workshop is a process class, projects and workshops may or may not result in a showing. (Some activities in the class will combine MFA I and MFA II students and some will be specific to each class.)

Status as Graduate Theatre student is a prerequisite for this class.

ADVANCED STAGE COMBAT
Graduate
In this course students will continue their study of unarmed and rapier-&-dagger techniques, as well as adding a third weapon discipline as taught by The Society of American Fight Directors (past options have included knife, broadsword, quarterstaff, small sword) for use in stage and film performance. The students will perform choreography in all three disciplines, in scenes which they themselves select but which are choreographed by the instructor. The students are then given the opportunity to take the SAFD’s Skills Proficiency Test for all three weapons, with an outside adjudicator, in the hope of reaching ‘Actor Combatant’ status within the SAFD.

PRF 580 and status as a Graduate Theatre student is a prerequisite for this class.

DIRECTING II
Graduate
A laboratory class in which student directed scenes are rehearsed and presented for discussion and criticism. Several cuttings are directed during the year.

PRF 581 and status as a Graduate Theatre student is a prerequisite for this class.

DIRECTING II
Graduate
A laboratory class in which student directed scenes are rehearsed and presented for discussion and criticism. Several cuttings are directed during the year.

PRF 582 and status as a Graduate Theatre student is a prerequisite for this class.

DIRECTING II
Graduate
A laboratory class in which student directed scenes are rehearsed and presented for discussion and criticism. Several cuttings are directed during the year.

PRF 583 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 680
DIRECTING II
Graduate
A laboratory class in which student directed scenes are rehearsed and presented for discussion and criticism. Several cuttings are directed during the year.

PRF 681 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 682 and status as a Graduate Theatre student is a prerequisite for this class.
PRF 690
INTERNSHIP
Graduate
The internship provides the student with an opportunity to learn by working with experienced professionals in an area related to his or her area of study at The Theatre School.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 691
DIRECTING SEMINAR
Graduate
This course provides the opportunity for all three years of MFA directors and directing faculty to share, discuss and investigate particular and immediate aspects of directing. The course provides a forum for directors to discuss current rehearsal processes and trouble-shoot with their colleagues and instructor. Additionally, directing students reflect on, discuss and receive feedback from their colleagues and instructor on production work. The second half of the course focuses on honing a specific directorial skill or exploring new directorial territory. This component changes quarterly at the discretion of the instructor.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 692
DIRECTING SEMINAR
Graduate
This course provides the opportunity for all three years of MFA directors and directing faculty to share, discuss and investigate particular and immediate aspects of directing. The course provides a forum for directors to discuss current rehearsal processes and trouble-shoot with their colleagues and instructor. Additionally, directing students reflect on, discuss and receive feedback from their colleagues and instructor on production work. The second half of the course focuses on honing a specific directorial skill or exploring new directorial territory. This component changes quarterly at the discretion of the instructor.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 693
DIRECTING SEMINAR
Graduate
This course provides the opportunity for all three years of MFA directors and directing faculty to share, discuss and investigate particular and immediate aspects of directing. The course provides a forum for directors to discuss current rehearsal processes and trouble-shoot with their colleagues and instructor. Additionally, directing students reflect on, discuss and receive feedback from their colleagues and instructor on production work. The second half of the course focuses on honing a specific directorial skill or exploring new directorial territory. This component changes quarterly at the discretion of the instructor.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 711
GRADUATE ACTING III: COMPANY CREATION
Graduate
This course is a journey with toolbox through creating and producing ensemble-based theater. Students follow two pathways: creating theater and producing theater. The path of creating follows on the self-generated work of MFA I and II Workshops, empowering the class to imagine and rehearse an original piece of theater through an invented process. Weekly rehearsal meetings build the piece into a “producer’s rehearsal” at the end of the quarter. The path of producing introduces the class to tools necessary for mounting theater in Chicago or elsewhere. Using the piece under construction as their example, the students delegate and coordinate work on mission statement, company structure/contracts, by-laws, board formation, not-for-profit/tax-exempt status, grant writing, fundraising, space rental, rehearsal process, press relations, advertising, audience development, festivals, transfers, documentation, and touring.

PRF 613 and status as a Graduate Theatre student is a prerequisite for this class.
PRF 712
GRADUATE ACTING III: PROFESSIONAL PREPARATION
Graduate
This course follows on the Audition class from fall quarter bringing the students into simulated auditions for weekly guests including professional casting directors, casting agents, talent managers, artistic directors, and filmmakers from Chicago and beyond. Feedback will focus on empowering the actors to strengthen their approach, courage, effectiveness and flexibility in the casting process as felt in the "real world."

PRF 711 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 713
GRADUATE ACTING III: ADVANCED IMPROVISATION
Graduate
This intensive course capstones the impulse work and Spolin-based work from MFA I Improvisation by updating the class to improvisational forms that extend beyond scenic and sketch. Mining the rich and still-unfolding history of Chicago improvisation, students flex their creative muscles by exploring long-form improvisational models and unique multi-scenic structures.

PRF 712 and status as a Graduate Theatre student is a prerequisite for this class.

PRF 714
AUDITION
Graduate
This studio-based class introduces the student to multiple forms of audition practiced in professional theater as well as those forms practiced in film, television, and commercials. Students train rigorously with monologues, cold readings, callback scenes, copy reading, and reader-style auditions in weekly class simulations. The course will cover methods for researching and attending auditions, finding and preparing suitable material, as well as handling the audition process professionally and successfully. Discussions of "type," "color-blind casting," manager/agent relationships, and ethical concerns of auditions will be included.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 716
GRADUATE SHOWCASE
Graduate
Through the rehearsal process, graduate acting majors prepare monologues and scenes, culminating ultimately in a showcase for an invited audience of casting directors, agents, and directors.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 720
ACTING FOR THE CAMERA
Graduate
"Film acting" prepares the student for the professional world in front of the camera. Working in front of the camera(s), the student learns the different techniques between stage and film techniques and the differences, between soaps, sitcoms, commercials, and features. The student is also exposed to life on the set, contracts, agents, managers and steps to finding work. This class is a bridge for the student from the classroom to the professional world.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 721
GRADUATE MOVEMENT III
Graduate
The technique of movement to music will be used to: stimulate the actor's imagination, experiment with the identification, translation, and articulation of creative impulses, intensify ensemble work, expand the range of expression and strengthen and condition the body.

PRF 623 and status as a Graduate Theatre student is a prerequisite for this class.
**PRF 722**  
**GRADUATE MOVEMENT III**  
**Graduate**

An independent study of movement for the actor.

PRF 721 and status as a Graduate Theatre student is a prerequisite for this class.

**PRF 723**  
**GRADUATE MOVEMENT III: AFRICAN DANCE**  
**Graduate**

This cross-listed course is designed to engage students across majors and expose them to a different culture. African Dance is an advanced movement class that teaches and demands spatial, gestural, and percussive coordination. It allows you to shine as an individual and work as an community of movers/ensemble.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 724**  
**GRADUATE MOVEMENT III: PILATES**  
**Graduate**

This is a finishing level movement class that is taught by certified instructors at a nearby studio. Working on Pilates equipment ("reformers", etc.), this class offers the student a chance to further learn about efficient patterns of motion while creating an evenly conditioned body. Pilates helps the student develop strong core muscles and build strength without "bulking up". This class will draw upon the student's previous movement classes by challenging their awareness, levels of inquiry and physical decisions in a non-theatrical movement class.

PRF 722 and status as a Graduate Theatre student is a prerequisite for this class.

**PRF 730**  
**MFA III VOICE & SPEECH**  
**Graduate**

This advanced voice and speech class will focus on the individual needs of the participating students. Students can expect a range of lessons designed to explore voice/body connections using monologues and scenes.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 731**  
**GRADUATE VOICE AND SPEECH III**  
**Graduate**

Students continue to develop professional skills through singing.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 732**  
**GRADUATE VOICE AND SPEECH III**  
**Graduate**

Students acquire flexibility in role development through vocal exploration.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 733**  
**VOICEOVER**  
**Graduate**

The course is designed to continue the development of professional skills through the study of voiceover.

Status as Graduate Theatre student is a prerequisite for this class.
Graduate acting and directing students are continually involved in rehearsal and performance of plays in the Showcase, the Playworks series, and workshop productions. Acting students constitute the casting pool for the school.

Status as Graduate Theatre student is a prerequisite for this class.

Graduate acting and directing students are continually involved in rehearsal and performance of plays in the Showcase, the Playworks series, and workshop productions. Acting students constitute the casting pool for the school.

Status as Graduate Theatre student is a prerequisite for this class.

Graduate acting and directing students are continually involved in rehearsal and performance of plays in the Showcase, the Playworks series, and workshop productions. Acting students constitute the casting pool for the school.

Status as Graduate Theatre student is a prerequisite for this class.

According to the expertise of faculty and the needs and interests of advanced students, this course deals variously with selected topics in stage directing, including the history and development of stage directing as an independent art form, directing theory, and directing methodology.

Status as Graduate Theatre student is a prerequisite for this class.

A year long research and performance project that culminates in a fully supported production and written thesis. The production is part of The New Directors Series presented for the general public.

Status as Graduate Theatre student is a prerequisite for this class.

A year long research and performance project that culminates in a fully supported production and written thesis. The production is part of The New Directors Series presented for the general public.

Status as Graduate Theatre student is a prerequisite for this class.

A year long research and performance project that culminates in a fully supported production and written thesis. The production is part of The New Directors Series presented for the general public.

Status as Graduate Theatre student is a prerequisite for this class.
PSC 120
THE AMERICAN POLITICAL SYSTEM
Undergraduate
A survey of the national political system, including discussions of the political beliefs and behavior of citizens, the constitutional structure, and national political processes.

PSC 140
INTRODUCTION TO INTERNATIONAL RELATIONS
Undergraduate
Three main themes are dealt with: the nature of power in the international political system, conflict and conflict resolution in the system, and the basis of national foreign policy decisions. Issues of current importance, such as the likelihood of global war, conflict between rich and poor nations, and East-West relations, provide the substantive material to illuminate these main themes.

PSC 150
INTRODUCTION TO COMPARATIVE POLITICS
Undergraduate
This course focuses on the way in which political systems other than that of the United States operate. The common features of governments are identified and examined with special attention to such topics as political elites, political institutions, mass political behavior, political change and revolution. Examples are drawn from a wide range of political systems.

PSC 201
GEOGRAPHIC INFORMATION SYSTEMS
Undergraduate
An introductory-level course covering the fundamentals of Geographic Information Systems (GIS). Topics include GPS, remote sensing, data models (vector and raster), coordinate systems, and map design. Instruction is accomplished through lectures and hands-on computer lab exercises using ArcGIS. Cross listed with GEO 241.

LSP 120 or HON 180 or (MAT 130 or above) or consent of instructor is a prerequisite for this course.

PSC 205
STATISTICS FOR THE SOCIAL SCIENCES
Undergraduate
Data description and interpretation; table construction; correlation, regression and ANOVA; introduction to multivariate analysis; statistical inference and hypothesis testing. Cross-listed with SOC 279.

MAT 100 or higher or placement by test is a prerequisite for this class.

PSC 213
POLITICAL SOCIALIZATION
Undergraduate
This course considers the social institutions important for the political development of individuals. The political significance of institutions such as the family, the school and the work place will be examined. (Please note that the catalog number for this course was changed from PSC 219 to PSC 213 effective Autumn, 2001)

PSC 214
POLITICS AND MULTICULTURALISM
Undergraduate
This course examines the theoretical and practical dilemmas facing multicultural societies, with special emphasis on the United States. Special attention is paid to questions of identity, integration, and separatism.

PSC 216
AMERICAN POLITICAL CULTURE
Undergraduate
An examination of the shared symbol systems that provide meaning and structure for political life. Key historic cultural concepts, such as individualism, materialism and mobility will be considered, and their connections to contemporary popular culture explored.
PSC 217
WOMEN AND POLITICS
Undergraduate
This course explores the ways in which women interpret, gain access to, and use political power. It focuses on sex- and gender-based differences in the political socialization process, and their implications for the participation and organization of women. Gender-related legislation and "women's" political issues are also evaluated. Particular attention is given to women and politics in the United States.

PSC 218
AFRICAN-AMERICAN POLITICS
Undergraduate
This course discusses the nature and scope of African-American politics. Major topics include the radical, liberal, moderate and conservative wings of African-American political discourse, the civil rights movement and its aftermath, the rise of African-American mayors, and presidential politics. An historical survey of African-American politics, and the factors that have shaped them, may also be included.

PSC 219
TOPICS IN POLITICAL CULTURE
Undergraduate
The course focuses on specific themes or concerns in politics and culture. Variable topics.

PSC 220
THE AMERICAN PRESIDENCY
Undergraduate
An examination of the structure of the presidency, its relationship to other political and social institutions, and the way in which that office is shaped by individual presidents.

PSC 221
CONGRESS AND THE LEGISLATIVE PROCESS
Undergraduate
This course provides an analysis of congressional elections, the structure and operation of the United States Congress, the behavior of its members, and the relationship of the Congress to interest groups, the public, the President and the bureaucracy.

PSC 222
POLITICAL PARTIES AND ELECTIONS
Undergraduate
The course explores the changing nature and function of political parties in the United States, factors that affect individual and aggregate vote choice, and the electoral process.

PSC 223
URBAN POLITICS
Undergraduate
Communities running the gamut from small towns through urban neighborhoods to big cities are examined with reference to their structures of government, systems of political influence, and public policy issues.

PSC 224
BUREAUCRACY AND POLITICS
Undergraduate
This course examines the ways that administrative organizations participate in and influence the policy-making process and the common forms of politics within bureaucracies.

PSC 225
STATE POLITICS
Undergraduate
The formal structures of government and political behavior found among the fifty states and their local subdivisions are surveyed.
PSC 229
TOPICS IN AMERICAN POLITICS
Undergraduate
This course discusses selected topics in American politics.

PSC 230
CLASSICAL POLITICAL THOUGHT
Undergraduate
Political thought of the ancient, medieval and early modern period including Plato, Aristotle, Cicero, St. Thomas, and Machiavelli.

PSC 231
MODERN POLITICAL THOUGHT
Undergraduate
Political thought of the modern period including Hobbes, Locke, Rousseau, Hume, Burke, Mill, and Marx.

PSC 232
LIBERALISM, CONSERVATISM, AND DEMOCRACY
Undergraduate
This course seeks to give students a solid underpinning on which they can understand liberalism and conservatism and in turn sharpen their own arguments while gaining an appreciation for those held by others. The goal is to gain a better philosophical understanding of politics but also to see the political relevance of philosophical thinking.

PSC 233
POLITICAL IDEAS AND IDEOLOGIES
Undergraduate
An introduction to the enduring political issues confronted by major theorists and political traditions. (Please note that the catalog number for this course was changed from PSC 203 to PSC 233 effective Autumn, 2001.)

PSC 234
FREEDOM AND EMPOWERMENT
Undergraduate
Considers different models for the distribution of power including forms of classic and modern elitism and representative and democratic theories. Explores issues of citizenship, community, participation, representation and constitutionalism. The dynamic of inclusion and exclusion within society are addressed as well as theories that point to political, economic, and cultural liberation.

PSC 235
EQUALITY AND SOCIAL JUSTICE
Undergraduate
Considers how societies distribute social goods of power, status, wealth, and informal resources and models of just distribution utilized in classic and modern political theory. Shifts in the meaning of social justice over the course of history and the critical contests over this issue are addressed, as well as the emergence of new models focusing on regional and global concerns. The major concepts including capitalism, socialism and meritocracy are considered.

PSC 236
LEGITIMACY AND CRISIS
Undergraduate
Considers how states achieve validation with their members and maintain that validation through such mechanisms as socialization, education, information flow, civil religion, and war. Theories of social crisis that challenge regime legitimacy are considered as well as issues of revolution, counterrevolution, and regime stabilization.

PSC 239
TOPICS IN POLITICAL THOUGHT
Undergraduate
Variable topics.
PSC 242
AMERICAN FOREIGN POLICY
Undergraduate
An examination of the forces that shape the broad outlines of United States foreign policy, including historical background, and the effects of social forces and governmental structures. The challenges, opportunities and constraints presented by the international environment are also considered.

PSC 243
RUSSIAN-AMERICAN RELATIONS
Undergraduate
This course will probe the institutions, objectives and techniques which are reflected in contemporary Russian external policy. Economic, military and cultural dimensions will augment the primarily political focus of the course. The principle focus of the course will be Russian-American relations.

PSC 244
LATIN AMERICAN-UNITED STATES RELATIONS
Undergraduate
This course analyzes the dual thrust of Latin American foreign relations: toward autonomy and "third world" nationalism on the one hand, and interdependence and integration on the other. The course analyzes the background of Latin American-United States relations in the 20th century, and also gives attention to the new relationships and issues emerging among Latin American states.

PSC 245
FOREIGN POLICIES OF WESTERN EUROPE
Undergraduate
This course examines the content and domestic and international contexts of the foreign policies of Western European nations, NATO, and the European Union.

PSC 246
ASIAN FOREIGN POLICY
Undergraduate
This course surveys the international relations of selected Asian countries. For each country, the course presents the basic historical background shaping foreign relations, introduces the external and domestic influences on foreign policy, and identifies emerging international challenges. It examines both the economic and military-security dimensions of Asian foreign relations.

PSC 247
U.S.-AFRICA RELATIONS
Undergraduate
This course examines the foreign policy of the United States toward Africa. The course focuses on the historical, civilizational, political, economic, ideological and strategic forces that shape U.S.-Africa relations over time.

PSC 249
TOPICS IN INTERNATIONAL RELATIONS
Undergraduate
This course discusses selected topics in the area of international relations.

PSC 250
EUROPEAN POLITICS
Undergraduate
An overview of European political and economic systems, including an examination of their historical origins, the implications for political and social outcomes, and the contemporary challenges facing Europe.
PSC 251
RUSSIAN POLITICS
Undergraduate
This course offers an overview of the fundamental premises, structures and political developments in Russia. Special attention is given to issues of transition from Communism to the new reality, and the emphasis is on contemporary politics. Key issues include the place of the military, economic and business patterns, health, education, and gender.

PSC 252
LATIN AMERICAN POLITICS
Undergraduate
An examination of the history of Latin America and the major institutions, social sectors, and actors that shape the political life of the region. The course focuses on the development of revolutionary regimes and movements as well as military regimes and their demise during the transition to democracy.

PSC 253
ASIAN POLITICS
Undergraduate
An introduction to contemporary government and politics in Asia, focusing on China and Japan, with comparative reference to other Asian and non-Asian political systems. Special attention will be made to the emerging political and economic role of the Pacific Rim.

PSC 254
AFRICAN POLITICS
Undergraduate
An introduction to African politics. The course will focus on the basic concepts, issues, and theoretical models used in studies of the dynamics of government and politics in Africa from the precolonial era to the contemporary period.

PSC 255
MIDDLE EAST POLITICS
Undergraduate
This course explores contemporary political issues in the Middle East. It includes country profiles, a review of the Arab-Israeli conflict, analysis of opposing viewpoints about the revival of Islam and about Islamic fundamentalism, and the region's position in the emerging new world order.

PSC 259
COUNTRY STUDIES
Undergraduate
Intensive study of the politics of one foreign nation.

PSC 260
LAW AND THE POLITICAL SYSTEM
Undergraduate
An examination of the American judicial system with special attention to the role of the Supreme Court in American politics, the personnel of the American legal system, the problem of crime and the nature of the criminal justice system, and selected issues in constitutional law, including discrimination, privacy, family life, and freedom of speech, press, assembly and religion.

PSC 261
FIRST AMENDMENT RIGHTS
Undergraduate
A discussion and analysis of Supreme Court decisions interpreting the meaning of the First Amendment guarantees of freedom of speech, press, assembly and religion.

PSC 262
RIGHTS OF DEFENDANTS
Undergraduate
A discussion and analysis of Supreme Court decisions interpreting the meaning of the phrase "due process of law" and the various specific provisions protecting the rights of criminal defendants.
PSC 263
EQUAL PROTECTION OF THE LAWS
Undergraduate
A discussion and analysis of Supreme Court decisions interpreting the meaning of the Equal Protection Clause of the 14th Amendment and resolving issues of race and sex discrimination, school segregation, and the status of indigents in American law.

PSC 265
LAW AND POPULAR CULTURE
Undergraduate
This course explores popular portrayals of a variety of legal topics in order to better appreciate how everyday understandings of the law are transmitted through movies, TV, and popular wisdom. Students will be asked to examine how legal meaning is socially constructed and to critically examine the normative implications of these constructions.

PSC 269
TOPICS IN PUBLIC LAW
Undergraduate
This course discusses selected topics in the area of public law.

PSC 282
POLITICAL ACTION AND SOCIAL JUSTICE
Undergraduate
This course combines community-based service learning with readings, lectures and classroom discussions to investigate the nature of social justice and the extent to which individual and community political action can promote it. (Please note that the catalog number for this course was changed from PSC 396 to PSC 282 effective Autumn, 2001.)

PSC 284
MOCK TRIAL: CIVIL LAW
Undergraduate
Mock Trial is a co-curricular activity involving intercollegiate competitive simulation of court cases. This course is taught by attorneys and gives students a chance to learn first hand about the work of trial attorneys, understand the judicial system, examine the anatomy of the litigation process, develop critical thinking skills, enhance their communication skills, and participate in simulated trial experiences. Students will learn and practice the basic elements of trial advocacy, including opening statements, direct and cross-examination of witnesses, objections, and closing arguments. PSC 284 focuses on civil law, cases, and procedures.

PSC 285
MOCK TRIAL: CRIMINAL LAW
Undergraduate
Mock Trial is a co-curricular activity involving intercollegiate competitive simulation of court cases. This course is taught by attorneys and gives students a chance to learn first hand about the work of trial attorneys, understand the judicial system, examine the anatomy of the litigation process, develop critical thinking skills, enhance their communication skills, and participate in simulated trial experiences. Students will learn and practice the basic elements of trial advocacy, including opening statements, direct and cross-examination of witnesses, objections, and closing arguments. PSC 285 focuses on criminal law, cases, and procedures.

PSC 286
CAMPAIGNS AND SOCIAL ENGAGEMENT
Undergraduate
This course examines political campaigns and participation in the United States, the role of civic engagement in a representative and democratic political system, and the ethics of political campaigns. Students engage in an experiential project including participation in a political organization.

PSC 288
BIKING, POLITICS AND POLICY
Undergraduate
This class focuses on biking, politics and transportation policy. Through reading, riding, and reflection, students will examine and experience policies that generate bike friendliness. They will also meet with political actors and interest groups that contribute to continuing policy development. The bike's potential contribution to a green future and to alleviating the political problems of allocating scarce finite resources will also be assessed.
PSC 289
GROUP INTERNSHIP SPECIAL TOPIC
Undergraduate
Various internships.

PSC 299
SPECIAL TOPICS
Undergraduate
SPECIAL TOPICS

PSC 300
POLITICAL ANALYSIS AND RESEARCH
Undergraduate
An introduction to the scientific method as applied in political science research. Among the topics covered are distinctions between normative and empirical statements, techniques for gathering data, basic data analysis, and interpretation of statistical results. This course is strongly recommended for students considering graduate study.

PSC 305
WRITING IN POLITICAL SCIENCE
Undergraduate
Good writers intensively revise their work. This class will improve students' writing through instruction and revision. The course is intended for students intending to go to law or graduate school or who struggle with writing papers in political science.

PSC 310
POLITICAL CULTURE AND DEVELOPMENT
Undergraduate
Examines the theoretical and empirical linkages between development and culture. Development remains a hotly contested concept, as its relationship with "culture," or the norms, customs, practices and institutions that govern social relations in a particular society. The relationship between culture and development poses significant challenges to students of international and comparative political economy, especially in an era of unprecedented globalization.

PSC 312
CREATING CHANGE: CONTEMPORARY GAY, LESBIAN, BISEXUAL & TRANSGENDERED POLITICS
Undergraduate
Explore the historical roots and contemporary realities of gay, lesbian, bisexual and transgendered (GLBT) politics, nationally and internationally. Such issues as hate crimes, marriage, AIDS, and ballot initiatives over non-discrimination law and policy have entered the political mainstream since the 1970's. This course examines the GLBT movement, its political and social strategies, conflicts and issues, and the political roles played by its members as participants in political culture. (cross-list with WMS 332)

PSC 315
INTERNET, TECHNOLOGY, AND POLITICS
Undergraduate
This course explores the evolving relationships that reside at the intersection of the Internet and politics. Themes covered in this course include the ways in which politicians and organizations use the Internet and how the Internet is changing the relationship between governments and citizens.

PSC 316
RELIGION, NATIONALISM AND POLITICS
Undergraduate
This course looks at the role of religion, nationalism and ethnicity in contemporary political life. Attention is given to the various theories for explaining modern religious politics. The course also examines the phenomenon in practice. Case studies are drawn from a variety of regions and traditions.
PSC 319
ADVANCED TOPICS IN POLITICAL CULTURE
Undergraduate
Various topics in political cultures.

PSC 321
MASS MEDIA AND AMERICAN POLITICS
Undergraduate
The rise, fall and manipulation of public opinion and voting behavior, with special attention given to the mass media.

PSC 322
URBAN POLICY MAKING
Undergraduate
U.S. urban policy is examined from the standpoints of program objectives, the mechanics of their evaluation, and the barriers to their effective implementation.

PSC 323
CHICAGO GOVERNMENT AND POLITICS
Undergraduate
The particular socioeconomic characteristics of Chicago are linked with its formal government structure, informal political style, and prominent public issues. To enhance this analysis, comparisons with other U.S. cities are employed.

PSC 324
INEQUALITY IN AMERICAN SOCIETY
Undergraduate
This course examines the nature and extent of inequality in American society and explores various psychological, political, social, and economic theories which attempt to explain the existence of this phenomenon.

PSC 326
IDEOLOGY, ECONOMICS AND POLICY
Undergraduate
This course examines the economic theories and political ideologies behind the policies advocated by the major political parties in America. The course also examines the social and economic consequences of policies advocated by Democratic and Republican Administrations.

PSC 327
PUBLIC OPINION
Undergraduate
An in-depth look into how individuals form opinions, how researchers attempt to measure attitudes, what the public thinks about a variety of social and public policy issues, and the role that public opinion plays in American society, politics and our notions of democracy.

PSC 328
ADVANCED TOPICS IN AMERICAN POLITICS
Undergraduate
Advanced topics in American politics.

PSC 329
ADVANCED TOPICS IN PUBLIC POLICY
Undergraduate
Advanced Topics in Public Policy.

PSC 330
AMERICAN POLITICAL THOUGHT
Undergraduate
An examination of the enduring problems of American political thought from colonial time to the present, including puritanism, constitutionalism, Calhoun, populism, socialism, Social Darwinism, and pragmatism.
PSC 331
CONTEMPORARY POLITICAL THOUGHT
Undergraduate
An intensive seminar discussion of selected political and social thought of contemporary significance drawn from main currents of liberalism, conservatism, socialism, fascism, anarchism, and existentialism.

PSC 333
MARXISM
Undergraduate
An analysis of Marxist political and economic thought as represented by the writings of Marx, Lenin, Trotsky, Lukacs, Sartre. Primary texts will be examined, and their application to the contemporary setting considered.

PSC 335
THEORIES OF THE CHURCH
Undergraduate
This course deals with the theological, social, and political implications of ecclesiology, or "theories of the church". Students will explore ideas about the origins and purposes of the Church, notions of authority and membership, matters of church and state, and more. The impact of Marxist, feminist, and conservative ideologies on understandings of the church may also be explored. The course will integrate theological, sociological, and political methods of analysis. Cross-listed as CTH 209.

PSC 336
AFRICAN-AMERICAN POLITICAL THOUGHT
Undergraduate
Considers black political thought through a variety of ideological, political, legal and historical perspectives. First explores early efforts by blacks to challenge the racialized limitations of America's core principles of liberty, equality and democracy in the contexts of abolitionism, the women's suffrage movements, Manifest Destiny, and American industrialism. Then concentrates on the evolution of contemporary black political thought, with an emphasis on both conceptual diversity and continuity over time.

PSC 337
CHRISTIAN POLITICAL THOUGHT
Undergraduate
An exploration of key themes, thinkers and movements in the Christian tradition's engagement with power, governance, authority, and allegiance. Students explore scriptural and early church sources, important pre-modern theologians like Augustine and Aquinas, Reformation figures including Luther and Calvin, and contemporary philosophers, theologians and topics.

PSC 338
POLITICS AND LITERATURE
Undergraduate
This course investigates themes in politics through the perspective of major works of literature. The emphasis is on the ways in which writers utilize the imaginative process to represent and investigate the working of society, culture, the individual, the public and private realms, and relationships in order to convey a complex understanding of political values and processes in their eras.

PSC 339
ADVANCED TOPICS IN POLITICAL THOUGHT
Undergraduate
Advanced topics in political thought.

PSC 340
THE EUROPEAN UNION
Undergraduate
This course examines the history, institutional structures and processes, and policies of the EU. It will look at how the EU is unique, sharing characteristics of states and of international organizations.
PSC 341
POLITICAL ISLAM AND AMERICAN FOREIGN POLICY
Undergraduate
This course examines the historical development of the international Islamist movement and the U.S. government's response to it. The course will include a review of Islamist ideology and the debates over how to deal with the militant challenge. The course also examines U.S. policies in the post 9/11 period.

PSC 342
ARMS, SECURITY, AND WAR
Undergraduate
Focus is on the military dimensions of international politics, such as nuclear and conventional deterrence, arms races, arms control, alliances, and American defense policy, and how those affect war and peace.

PSC 343
ASIAN POLITICAL ECONOMY
Undergraduate
This course offers an overview of the geopolitics, culture and history behind the "East Asian Miracle." It provides students with the tools to analyze the core theories, actors, and current and historical events in the study of the international relations, business, politics, and economy of Asia.

PSC 344
WORLD POLITICAL ECONOMY
Undergraduate
Political conflicts over trade relations, global inequality, development, growth, inflation, and scarcity are analyzed, with special emphasis placed on a description of the institutions and processes that shape international economics.

PSC 345
THE CATHOLIC CHURCH IN WORLD POLITICS
Undergraduate
This course seeks to familiarize students with major theories, research traditions, and issues regarding the role of Catholicism in the contemporary world. It will assess the role of various levels and actors with the Church--the Vatican, priests and nuns, lay groups and movements, activists, and others--in working as forces of social change/stability in matters of world politics, economics, and culture. The course will also consider the impact of globalization and other transnational processes on the activities and options of Catholic institutions and actors.

PSC 346
THE UNITED NATIONS AND WORLD PROBLEMS
Undergraduate
This course will examine the historical and theoretical foundations of the United Nations, particularly in light of the changing problems and issues that confront the global community, such as international peace and security, global economic inequality, and environmental and human rights norms.

PSC 347
ETHICS IN WORLD POLITICS
Undergraduate
Drawing on general theories of international relations and historical cases, this course examines both the forces that inhibit the development and effectiveness of ethical norms at the international level and the conditions under which such norms develop and affect the behavior of states and other actors.

PSC 349
ADVANCED TOPICS IN INTERNATIONAL RELATIONS
Undergraduate
Advanced topics in international relations.
PSC 350
JAPANESE POLITICS
Undergraduate
This course examines the meeting of the ancient and the modern in the context of 21st century politics in Japan. Exploring political, economic, and cultural practices and institutions, this class provides an in-depth understanding of Japan's political system from its origins in Samurai traditions to current challenges facing Japan's democracy and economy.

PSC 351
REVOLUTION AND TERRORISM
Undergraduate
Aspects of revolution, emphasizing contemporary cases, including units on ideology, leaders, followers, organization, techniques, weapons, causes and theories of revolution.

PSC 352
POLITICS OF CHINA
Undergraduate
This course examines the political system of China and the major domestic issues in contemporary Chinese politics. The course explores the rise and early governance of the Chinese Communist Party, the economic and political developments since the start of the reform (post 1978) era, and the main political challenges facing Chinese society today.

PSC 353
COMPARATIVE DEMOCRACY AND DICTATORSHIP
Undergraduate
This course compares democracies and dictatorships in order to ascertain how they differ and what are the requisite conditions for each type of political system. Among the concepts to be examined are elections, participation, distribution of resources, corruption, and transparency.

PSC 354
POLITICAL REPRESENTATION IN COMPARATIVE PERSPECTIVE
Undergraduate
A comparative treatment of those processes and institutions that comprise the representative system, including executives, legislatures, political parties, coalitions, and elections.

PSC 356
ETHNIC CONFLICT IN THE THIRD WORLD
Undergraduate
This course examines the nature, causes, and consequences of ethnic conflict in "Third World" nations, including conflict resolution in the presence of ethnic and racial cleavages.

PSC 358
GLOBAL GENDER ISSUES
Undergraduate
This course examines how inequalities between women and men are connected to the global politics of power, security, the political economy, and ecology. It focuses on the theoretical and practical linkages between "women's issues" and political matters such as wars of secession, arms proliferation, global economic recessions, and environmental degradation. Questions of the nature of power, abuses of human rights, the human costs of global inequality, and the meaning of a just world order are explored.

PSC 359
ADVANCED TOPICS IN COMPARATIVE POLITICS
Undergraduate
Advanced topics in comparative politics.

PSC 361
INTERNATIONAL LAW
Undergraduate
The nature, sources, and applications of international law in the international community, including issues of recognition, territory, jurisdiction, settlement of international disputes, diplomatic agents, intervention and the use of force.
PSC 362
THE CRIMINAL JUSTICE SYSTEM
Undergraduate
An overview of the important features of the American criminal justice system, including the role of police, courts and corrections. The course analyzes conventional and alternative definitions of crime and explanations for criminal behavior. An examination of race and class issues as they relate to criminal justice, and their implications for public policy, is also included.

PSC 363
WOMEN AND THE LAW
Undergraduate
This course investigates the variety of ways in which women come into relation with the law, focusing on laws and judicial decisions dealing with equal opportunity. Cross-listed as WGS 326.

PSC 364
COMPARATIVE PROTECTION OF INDIVIDUAL RIGHTS
Undergraduate
This course will compare the status of individual rights in Britain, the United States, and Canada, and under the European Convention on Human Rights. Course materials will consist of judicial decisions and other materials on specific areas of civil liberties.

PSC 365
VOTING RIGHTS AND THE LAW
Undergraduate
Explores the legal and political struggles of two originally disenfranchised groups-women and African Americans-to gain access to the ballot, and what their struggles reveal about American law, politics and society. This course is also intended to familiarize students with dominant legal theories, as well as introduce them to alternative approaches such as Critical Race Theory and Critical Feminist Theory. The readings include Supreme Court opinions, legal theories of voting rights jurisprudence, political theories of representation, and historical narratives.

PSC 366
NATIONAL SECURITY AND THE U.S. CONSTITUTION
Undergraduate
Explores the relationship between the U.S. Constitution and the government's responsibility for the protection of national security. The course examines the constitutional doctrine of separation of powers and the respective roles of Congress, the President, and the courts in the conduct of foreign policy and the use of military force. It also examines the relationship between national security and protection of various rights, including freedom of speech, freedom of the press, privacy, and personal liberty.

PSC 367
IMMIGRATION LAW
Undergraduate
Examines the various legal categories under the U.S. Immigration and Nationality Act that permits persons to be admitted to the United States either temporarily or permanently. It also examines U.S. policies toward illegal immigration and the rights of aliens after the 9/11 terrorist attacks.

PSC 368
RIGHTS-BASED SOCIAL MOVEMENTS
Undergraduate
This course offers an in-depth look at the relationship between rights, identity, and social movements. It will examine how activists pursue policy goals through the use of rights-based legal strategies. Course material will cover a diverse set of groups, which may include: African Americans, disabled persons, Native Americans, immigrants, gun owners, women, anti-abortion activists, opponents of affirmative action, and LGBTQ individuals.

PSC 369
ADVANCED TOPICS IN PUBLIC LAW
Undergraduate
Advanced topics in public law.
PSC 390
 CAPSTONE SEMINAR
 Undergraduate

Senior capstone seminar.

Senior standing is a prerequisite for this class.

PSC 392
 INTERNSHIP
 Undergraduate

By arrangement.

PSC 393
 HONORS SEMINAR
 Undergraduate

Variable credit.

PSC 394
 SENIOR THESIS
 Undergraduate

Variable credit.

PSC 395
 TRAVEL/STUDY
 Undergraduate

By arrangement with sponsoring faculty, foreign and domestic tours or residence programs may be combined with lectures, readings, and research assignments. Variable credit.

PSC 399
 INDEPENDENT STUDY
 Undergraduate

Variable credit.

PSY 105
 INTRODUCTORY PSYCHOLOGY I
 Undergraduate

Introduction to the history and science of psychology; human development through the life span; learning, memory, thinking, language, and intelligence; personality; social psychology. PSY 105 and PSY 106 will include a research participation requirement of no more than six hours. PSY 105 and PSY 106 may be taken in either order; one is not a prerequisite for the other.

PSY 106
 INTRODUCTORY PSYCHOLOGY II
 Undergraduate

Introduction to the history and science of psychology; neuroscience and behavior; sensation and perception; states of consciousness; motivation and work; emotion; stress and health; psychological disorders; therapy. PSY 105 and PSY 106 will include a research participation requirement of no more than six hours. PSY 105 and PSY 106 may be taken in either order; one is not a prerequisite for the other.

PSY 210
 PSYCHOLOGY OF BUSINESS AND INDUSTRY
 Undergraduate

Applications of theories and methods of psychology to the study of human behavior in business, industry and other work environments. Cannot be used as psychology major course.
PSY 213
LESBIAN, GAY, BISEXUAL AND TRANSGENDER PSYCHOLOGY
Undergraduate
Overview of psychological and social issues relevant to lesbian, gay, bisexual, and transgendered (LGBT) individuals and communities. The course will examine key concepts, LGBT psychological research, and efforts to promote liberation and well being.

PSY 215
HUMAN SEXUALITY
Undergraduate
Historical, cultural, psychological and physiological aspects of human sexuality. Cannot be used as psychology major course.

PSY 218
PSYCHOLOGICAL PROBLEMS OF CONTEMPORARY FAMILY
Undergraduate
An overview of the major psychological issues facing the contemporary family. Cannot be used as psychology major course.

PSY 220
LATINA/O PSYCHOLOGY
Undergraduate
The purpose of this course is to examine the psychological research literature on the mental health and well being of Latina/o populations in the United States. A number of relevant topics will be examined, including the current state of Latinas/os in psychology, cultural characteristics and values, immigration, acculturation, ethnic identity, stereotypes and discrimination, health, and education. The goal of this course is for students to be better equipped in understanding the factors that influence the psychology of the Latina/o population.

PSY 221
ASIAN AMERICAN PSYCHOLOGY
Undergraduate
This course provides an overview of the research literature pertaining to the psychology issues relevant to Asian American individuals and communities.

PSY 240
STATISTICS I
Undergraduate
Descriptive and inferential statistics in the behavioral sciences.
MAT 100, MAT 101 or equivalent or higher is a prerequisite for this class.

PSY 241
RESEARCH METHODS I
Undergraduate
Introduction to methods of psychological research to enable students to become more sophisticated consumers of research information. Students will learn and apply basic methodological concepts and skills. Students will conduct a non-experimental research project, analyze the data, and write a paper based on the project. PSY 241 and PSY 242 may be taken in either order; one is not a prerequisite for the other. (PSY 105 or PSY 106) and (PSY 240 or MAT 137 or MAT 242 or SOC 279) are a prerequisite for this class.

PSY 242
RESEARCH METHODS II
Undergraduate
Design, execution, analysis and interpretation of psychology research, with an emphasis on experimental design. Students will conduct an experimental research project, analyze the data, and write a paper based on the project. PSY 241 and PSY 242 may be taken in either order; one is not a prerequisite for the other. (PSY 105 or PSY 106) and (PSY 240 or MAT 137 or MAT 242 or SOC 279) are a prerequisite for this class.
PSY 280
CONTEMPORARY ISSUES
Undergraduate
Psychological aspects of topics of current interest and relevance.

PSY 302
PERSONAL ADJUSTMENT AND MENTAL HEALTH
Undergraduate
Psychological principles involved in personality and interpersonal adjustments. May only be taken for credit toward psychology major by students in the Comprehensive Evening Program. May be taken as general elective by all students.

PSY 303
HUMAN DEVELOPMENT
Undergraduate
Principles of development from conception through maturity. May only be taken for credit toward psychology major by students in the Comprehensive Evening Program. May be taken as general elective by all students.

PSY 305
PSYCHOLOGY AND SOCIAL JUSTICE
Undergraduate
This course is designed to provide students with both in-class and applied experience within the field of psychology, including an overview of psychology as an academic discipline. Offered every quarter.

PSY 306
SERVICE LEARNING
Undergraduate
This course is designed to provide students with both in-class and applied experience in a specific area of psychology. Course focuses on one particular topic per term, such as Mental Health Problems in Contemporary Society, Chronic Fatigue Syndrome, etc. Check course schedule for current offerings.

PSY 310
CONNECTING WITH YOUTH THROUGH RESEARCH, ADVOCACY, AND SERVICE: QUARTER 1
Undergraduate
This course is the first in a three-quarter service learning sequence designed to teach students the latest research on stressors affecting low-income urban communities and effective strategies for making a difference in those communities. Students will put their learning into practice by connecting as mentors and advocates with low-income urban adolescents.

PSY 311
CONNECTING WITH YOUTH THROUGH RESEARCH, ADVOCACY, AND SERVICE: QUARTER 2
Undergraduate
This course is the second in a three-quarter service learning sequence designed to teach students the latest research on stressors affecting low-income urban communities and effective strategies for making a difference in those communities. Students will put their learning into practice by connecting as mentors and advocates with low-income urban adolescents.

PSY 312
CONNECTING WITH YOUTH THROUGH RESEARCH, ADVOCACY, AND SERVICE: QUARTER 3
Undergraduate
This course is the third in a three-quarter service learning sequence designed to teach students the latest research on stressors affecting low-income urban communities and effective strategies for making a difference in those communities. Students will put their learning into practice by connecting as mentors and advocates with low-income urban adolescents.
PSY 317
PSYCHOLOGY OF INTERPERSONAL RELATIONSHIP
Undergraduate
A review of psychological issues, theory, and research related to close relationships, e.g., attraction, love, attachment, friendship, sexuality, jealousy, conflict and power. Cross-listed with PSY 435.

PSY 105 or PSY 106 is a prerequisite for this class.

PSY 325
PSYCHOLOGY OF WOMEN
Undergraduate
A review of research and theory on women, including sexist bias in methodology, violence and discrimination against women, gender differences in power and nonverbal behavior in relationships.

PSY 105 or 106 is a prerequisite for this class.

PSY 326
PSYCHOLOGY OF MEN
Undergraduate
This course evaluates and investigates research and theory of the psychology of males in present society.

PSY 105 or 106 is a prerequisite for this class.

PSY 333
CHILD PSYCHOLOGY
Undergraduate
Infancy and childhood. Description and evaluation of principles and theories of development from conception through childhood.

PSY 105, PSY 106 or the equivalent of Introduction to Psychology is a prerequisite for this class.

PSY 334
ADOLESCENT PSYCHOLOGY
Undergraduate
Biological, cognitive, emotional and social development. Covers theories and research on normal and abnormal development during adolescence.

PSY 105 or PSY 106 is a prerequisite for this class.

PSY 340
STATISTICS II
Undergraduate
Introduction to advanced statistical techniques such as analysis of variance and regression models.

PSY 240 or equivalents is a prerequisite for this class.

PSY 341
METHODS IN QUALITATIVE RESEARCH
Undergraduate
(Cross-level as Psychology 416). History and paradigms of qualitative research, the strategies and data collection methods used, and how to make sense of qualitative data once it is collected.

(PSY 105 or 106) and (PSY 240 or equivalents) and PSY 340 are a prerequisite for this class.

PSY 342
RESEARCH METHODS III
Undergraduate
Advanced research methods; topics will vary by instructor. In addition to the prerequisites, completion of PSY 340 is highly recommended.

PSY 240 (or equivalents), PSY 241 and PSY 242 are a prerequisite for this class.
PSY 343
INTRODUCTION TO PSYCHOLOGICAL MEASUREMENT
Undergraduate
Measurement in psychology; emphasis on standardization, reliability, validity; test and scale development.

PSY 240 (or equivalents), PSY 241 and PSY 242 are a prerequisite for this class.

PSY 345
CULTURAL ISSUES IN PSYCHOLOGY
Undergraduate
Race and ethnic relations in the U.S. is not a fixed, static phenomenon, but rather a dynamic, ever-changing pattern of relationships. This course assists students in understanding the diversity, heterogeneity, and complexity of race relations in American society.

PSY 105 or 106 is a prerequisite for this class.

PSY 346
PSYCHOLOGY OF THE AFRICAN-AMERICAN CHILD
Undergraduate
Development and socialization of the African-American child from infancy to adolescence. Emphasis on psychological and cultural factors which influence these processes. Understanding the child, family and the child, language and IQ, education and learning styles, and cultural identity are all emphasized. Cross-level with PSY 521.

PSY 105 or 106 is a prerequisite for this class.

PSY 347
SOCIAL PSYCHOLOGY
Undergraduate
Survey of social psychological theory and research on how individual behavior, thoughts, and feelings are influenced by the social context in which they occur.

PSY 105, PSY 106 or the equivalent of Introduction to Psychology is a prerequisite for this class.

PSY 348
SOCIAL COGNITION AND MENTAL CONTROL
Undergraduate
Theory and research addressing major aspects of social cognition, including how people subjectively understand and mentally represent themselves and others (e.g., in terms of unique attributes versus applicable stereotypes), and how these representations influence self-regulation, person and group perception, and social behavior.

PSY 241, PSY 242, and PSY 347 are prerequisites for this class.

PSY 351
THEORIES OF PERSONALITY
Undergraduate
Survey of major personality theories with separate emphasis on clinically-derived and research-derived theories. Freudian psychoanalysis is especially emphasized in the clinical area. Personality research philosophy is presented separately and as part of the research-derived theories.

PSY 105 or 106 is a prerequisite for this class.

PSY 353
ABNORMAL PSYCHOLOGY
Undergraduate
Description of the nature, symptoms, treatment applications, and cause of psychological disorders.

PSY 105, PSY 106 or the equivalent of Introduction to Psychology is a prerequisite for this class.
PSY 354
COMMUNITY PSYCHOLOGY
Undergraduate
Focus on systemic and ecological theories of human behavior, diversity, social support, community intervention and evaluation, empowerment, social change, and working with underserved populations. Community service project strongly encouraged. Cross level with PSY 654.

PSY 105, PSY 106 or the equivalent of Introduction to Psychology is a prerequisite for this class.

PSY 355
GROUPS AND ORGANIZATIONS
Undergraduate
Issues related to how groups, small and large, function. Includes group formation, relationships, decision-making, performance, and conflict. Also, discussion of organizations as examples of large groups.

PSY 347 or PSY 380 or instructor consent is a prerequisite for this class.

PSY 356
PRINCIPLES OF FIELD RESEARCH AND ACTION
Undergraduate
Basic knowledge of program development, program evaluation, consultation, human diversity, ethics, group dynamics, and interpersonal skills.

PSY 105 or 106 and PSY 354 are prerequisites for this class, and admission into the community psychology concentration.

PSY 357
APPLIED PSYCHOLOGY I
Undergraduate
Overview of behavioral principles, strategies, and system approaches to individual, organizational, and community change. Generally taken in junior year.

PSY 358
APPLIED PSYCHOLOGY II
Undergraduate
Approaches to counseling, psychotherapy and helping relationships. Generally taken in junior year.

PSY 359
FIELD WORK IN COMMUNITY RESEARCH AND ACTION
Undergraduate
Field work in community research and action.

PSY 356 and senior standing are a prerequisite for this class.

PSY 360
THEORIES OF LEARNING AND COGNITION
Undergraduate
Explores classical and modern theories and research in the science of learning and cognition.

PSY 105 or 106 is a prerequisite for this class.

PSY 361
HISTORY AND SYSTEMS OF PSYCHOLOGY
Undergraduate
Historical development of psychology and its fields. Cross-level with PSY 461.

(PSY 105 or 106), (PSY 240 or equivalents), PSY 241 and PSY 242 are a prerequisite for this class.
PSY 362
SEMINAR IN COGNITION
Undergraduate
Consideration of a current important topic area in cognitive psychology. Cross-level with PSY 563.

PSY 105 or 106 is a prerequisite for this class.

PSY 363
ALCOHOLISM, DRUG ADDICTION AND RECOVERY
Undergraduate
Survey of major research findings in the area of alcoholism and drug addiction. Description of treatment programs for recovery and explorations of drug free ways to alter consciousness.

PSY 105, PSY 106 or the equivalent of Introduction to Psychology is a prerequisite for this class.

PSY 364
HEALTH PSYCHOLOGY
Undergraduate
This course provides an overview of such topics as psychosocial factors in disease etiology, health behaviors and behavior change, stress and coping, adjustment to illness, social relationships and health, mind-body interactions and intervention, and patient-provider interaction.

PSY 105 or 106 is a prerequisite for this class.

PSY 366
BEHAVIOR PROBLEMS OF CHILDREN
Undergraduate
Factors associated with deviance in children and adolescents. Examination of personal and social consequences. Review treatment programs for children.

PSY 105 or 106 is a prerequisite for this class.

PSY 367
PSYCHOLOGY OF EXCEPTIONAL CHILDREN
Undergraduate
Comprehensive introduction to the study of special children--those children who do not reach their fullest potential because of physical, social, cognitive, or behavioral factors.

PSY 105 or 106 is a prerequisite for this class.

PSY 368
CHILD ABUSE AND NEGLECT
Undergraduate
This course investigates in detail the causes, consequences, and contextual factors associated with child maltreatment (abuse and neglect) and interventions for children and families. The course considers maltreatment within an ecological context and examines issues of culture and diversity (e.g., race, gender, ethnicity, socioeconomic status, sexual identity, family structure) in relation to maltreatment. It is designed for students with prior coursework in psychological research methods and child psychology or equivalent. Cross-level with PSY 678.

PSY 240, PSY 241 and PSY 333 or equivalents are a prerequisite for this class.

PSY 369
EMOTIONAL AND BEHAVIORAL DISORDERS CHILDREN AND ADOLESCENTS
Undergraduate
This course examines the major developmental and emotional difficulties experienced by children and adolescents. Factors that lead to the development of disorders, classification and treatment methods will also be examined. Students will be required to complete 25 hours of service in an organization which provides services to this population.
PSY 370
SOCIAL AND EMOTIONAL DEVELOPMENT
Undergraduate
This course focuses on the development of emotions, social relationships and social interactions. Both theoretical perspectives and research findings are present and analyzed. Topics to be covered may include primary emotions and their development, nonverbal communication of emotion, socialization within the family, friendship and peer relations, aggression, moral development, sex role development and attachment.

PSY 105 or 106 and PSY 333 are prerequisites for this class.

PSY 372
RESEARCH METHODS IN SOCIAL PSYCHOLOGY
Undergraduate
Overview of methods and associated problems unique to conducting research with humans both in the laboratory and the field.

PSY 347 is a prerequisite for this class.

PSY 373
HAPPINESS, JUDGMENT AND DECISION MAKING
Undergraduate

PSY 105 or PSY 106 is a prerequisite for this class.

PSY 375
SENSATION AND PERCEPTION
Undergraduate
The physiology of sensory systems and the psychological mechanisms of perception.

(PSY 105 or PSY 106) and PSY 242 are a prerequisite for this class.

PSY 377
PHYSIOLOGICAL PSYCHOLOGY
Undergraduate
Nervous system and endocrine functions as related to behavior.

(PSY 105 or PSY 106), PSY 240, and PSY 242 are prerequisites for this class.

PSY 378
COMPARATIVE PSYCHOLOGY
Undergraduate
Patterns of behavior shown by various animal species. Cross-listed with PSY 554.

(PSY 105 or PSY 106) and PSY 242 are a prerequisite for this class.

PSY 379
COGNITIVE NEUROSCIENCE
Undergraduate
This course explores the neuroscience of human behaviors such as emotions, attention, executive function, language, learning, memory, and social interaction by exploring both the underlying biological mechanisms and the psychological theories behind these behaviors. Cognitive Neuroscience is an emerging field of study that attempts to help one gain an understanding of the interdisciplinary nature of the human mind.

PSY 380
INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
Undergraduate
Application of theories and methods of psychology to the study of human behavior in business, industry, and other organizations. Cross-listed with PSY 680.

PSY 105 or 106 is a prerequisite for this class.
PSY 381
PERSONNEL PSYCHOLOGY
Undergraduate
Application of concepts from differential psychology and measurement to employee selection, performance appraisal, placement and training in business and other organizations.

PSY 380 or consent is a prerequisite for this class.

PSY 382
ORGANIZATIONAL BEHAVIOR
Undergraduate
Theories in learning, personality, work motivation, job attitudes, and organizational culture, and application to employee behavior.

PSY 380 or consent is a prerequisite for this class.

PSY 385
TRAINING AND DEVELOPMENT IN ORGANIZATIONS
Undergraduate
Issues related to training in industry and other organizations. Such topics as needs assessment, training program design, and program evaluation will be covered, along with relevant ethical, social and economic issues.

PSY 380 or consent is a prerequisite for this class.

PSY 388
TOPICAL SEMINAR IN INDUSTRIAL - ORGANIZATIONAL PSYCHOLOGY
Undergraduate
Current topics and issues in I-O Psychology beyond the introductory course with particular emphasis on recent developments and research. Topics vary.

PSY 380 or consent is a prerequisite for this class.

PSY 390
INDEPENDENT RESEARCH IN PSYCHOLOGY
Undergraduate
Independent Research in Psychology. Student will work with a faculty mentor to develop an individualized plan of work involving some aspect of research. This can include, but is not limited to, reviewing literature, developing a research project, collecting data on an ongoing project, coding or analyzing data, developing a research presentation, or working in the community on research or intervention projects. Students taking the course for 4 or more units must produce a graded project at the end of the quarter.

PSY 392
PSYCHOLOGY OF ALIENATION
Undergraduate
Causes of individual and group alienation, and the resultant behavior.

PSY 105 or 106 is a prerequisite for this class.

PSY 393
PSYCHOLINGUISTICS
Undergraduate
Applications of linguistic theory and the psychology of language. Cross-listed with MOL 356.

PSY 394
ADVANCED TOPICS IN PSYCHOLOGY
Undergraduate
Senior standing is a prerequisite for this class.
PSY 395
FIELD WORK/INTERNSHIP
Undergraduate
Supervised experience in selected off-campus settings and associated readings. Generally taken in senior year.

PSY 396 and PSY 358 are a prerequisite for this class.

PSY 396
HONORS IN PSYCHOLOGY
Undergraduate
Attendance at monthly Honors Seminar is required. Honors thesis is completed during the student's senior year. Can be registered for more than once.

Senior standing is a prerequisite for this class.

PSY 397
EXPERIENTIAL LEARNING/PSYCHOLOGY RESEARCH
Undergraduate
Experiential Learning/Psychology Research.

PSY 398
TUTORING AND MENTORING IN PSYCHOLOGY
Undergraduate
Senior standing is a prerequisite for this class.

PSY 399
INDEPENDENT STUDY
Undergraduate
PSY 402
PERCEPTUAL PROCESSES
Graduate
Analysis of the variables involved in the determination of perception with particular attention to the problems of space, motion, distance, size, form, aftereffects and constancies.

PSY 404
LEARNING AND COGNITIVE PROCESSES
Graduate
Survey of classical and instrumental conditioning, biological constraints, attention, memory, cognition, and practical applications. Major theoretical approaches include stimulus-response, early cognitive theories and information processing theory.

PSY 406
PHYSIOLOGICAL PROCESSES
Graduate
The functional role of neural systems important for the processes of motivation, emotion, sleep, memory, and cognition.

PSY 409
STATISTICS FOR THE BEHAVIORAL SCIENCES
Graduate
Applied inferential statistics.

PSY 240 is a prerequisite for this class.

PSY 410
ADVANCED STATISTICS I
Graduate
Brief review of introductory statistics, followed by a focus on Analysis of Variance and related techniques for data analysis. One way, factorial, repeated measures and ANCOVA with a priori and post hoc tests. Nonparametric alternatives to mean-comparison tests.
PSY 411
ADVANCED STATISTICS II
Graduate
Multiple linear regression, analysis of covariance, and logistic regression.

PSY 410 is a prerequisite for this class.

PSY 412
ADVANCED STATISTICS III
Graduate
Advanced Statistics III

PSY 411 is a prerequisite for this class.

PSY 413
ANALYSIS OF LONGITUDINAL DATA
Graduate
Analysis of changes and time-dependent data.

PSY 411 is a prerequisite for this class.

PSY 414
CATEGORICAL DATA ANALYSIS
Graduate
Analysis of contingency tables and count data logit, probit and loglinear models.

PSY 411 is a prerequisite for this class.

PSY 416
METHODS IN QUALITATIVE RESEARCH
Graduate
History and paradigms of qualitative research, the strategies and data collection methods used, and how to make sense of qualitative data once it is collected.

PSY 418
MULTIVARIATE STATISTICAL ANALYSIS
Graduate
Multivariate regression, principal component, cluster analysis and multidimensional scaling. Canonical correlation, multivariate analysis of variance, linear discriminant function analysis.

PSY 411 is a prerequisite for this class.

PSY 419
FACTOR ANALYSIS AND PATH MODELING
Graduate
Theoretical foundations, methods of analysis, and comparison of various factor analytic models. Structural equation and measurement models using the Mplus/ LISREL program.

PSY 411 is a prerequisite for this class.

PSY 420
QUANTITATIVE RESEARCH DESIGN
Graduate
Design and analysis of basic and applied psychological research with an emphasis on experimental and quasi-experimental design, and basic issues of measurement.

PSY 411 is a prerequisite for this class.
PSY 421
ADVANCED EXPERIMENTAL DESIGN
Graduate
None

PSY 420 is a prerequisite for this class.

PSY 422
COMPUTING FOR THE BEHAVIORAL SCIENTIST
Graduate
An introduction to computer programming, web development, and other computer-intensive techniques as applied to behavioral science research.

PSY 425
COGNITIVE PROCESSES
Graduate
Cognitive Processes

PSY 426
ADVANCED LANGUAGE SEMINAR: PSYCHOLOGY OF BILINGUALISM
Graduate
This course presents an introduction to how bilinguals produce and understand language by examining theoretical constructs and research in psycholinguistics. It also explores developmental and methodological issues in bilingualism research.

PSY 427
SENSORY PROCESSES
Graduate
Sensory Processes

PSY 430
ADVANCED SOCIAL PSYCHOLOGY
Graduate
Advanced study of social psychological methodology, ethics and deception, attitudes, altruism, aggression, and interpersonal processes and attraction.

PSY 432
ATTITUDE ANALYSIS
Graduate
Theory and research in attitude formation and organization, communication and persuasion, resistance to persuasion, and measurement techniques.

PSY 433
SOCIAL JUDGMENT
Graduate
Theory and research in judgment of social stimuli, perceiving and evaluating persons, and social comparison processes.

PSY 434
SMALL GROUP BEHAVIOR
Graduate
Theory and research in goal formation, conformity, power and communication structures, cohesion, and task performance. The emphasis is on the behavior of persons within groups.
PSY 435  
**PSYCHOLOGY OF INTERPERSONAL RELATIONSHIPS**  
Graduate  
Theory and research on selected aspects of close relationships. Cross-level with PSY 317.

PSY 437  
**ADVANCED PERSONALITY**  
Graduate  
Critical analysis of research in personality with emphasis on the development and testability of major constructs in contemporary research.

PSY 439  
**ADVANCED DEVELOPMENTAL PSYCHOLOGY**  
Graduate  
Current research and theories in child development relating to the preschool child, elementary school child, and adolescent. Emphasis on cognitive, language, and social/emotional development.

PSY 440  
**PSYCHOLOGY OF WORK AND MOTIVATION**  
Graduate  
Current research and theories in organizational psychology relating to motivation, job satisfaction, work attitudes, employee withdrawal, and counterproductivity.  
PSY 448 is a prerequisite for this class.

PSY 441  
**PSYCHOLOGY OF LEADERSHIP**  
Graduate  
Current research and theories in organizational psychology relating to leadership, supervision, job performance, and managerial training. Emphasis is on theoretical development and empirical evaluation of constructs in contemporary research.  
PSY 448 is a prerequisite for this class.

PSY 442  
**PERSONNEL PSYCHOLOGY**  
Graduate  
Major issues in the Human Resource area. Topics include job analysis, job evaluation, pay equity, benefits, incentive systems, and personnel selection methods, focusing on recruitment, biodata, references, testing, interviews.  
PSY 448 or instructor consent is a prerequisite for this class.

PSY 443  
**PSYCHOLOGY OF DESIGN**  
Graduate  
This course helps students understand how theoretical principles of psychology can be applied to the design of human-centered organizations, environments and technologies. Prior familiarity with psychology and experimental design is strongly recommended. Cross-level with PSY 383.  
PSY 448 is a prerequisite for this class.

PSY 444  
**PERFORMANCE APPRAISAL**  
Graduate  
Theory of criterion development, the evaluation process, and measurement in performance appraisal. Emphasis on design and development.  
PSY 448 is a prerequisite for this class.
PSY 445
ADVANCED TRAINING AND DEVELOPMENT IN ORGANIZATIONS
Graduate
In-depth exposure to issues related to training in industry and other organizations. Such topics as needs assessment, training program design, program evaluation, and relevant social and economic issues will be covered.

PSY 446
PSYCHOLOGICAL THEORIES OF ORGANIZATIONS
Graduate
Theory and research in the psychology of organizations relating to organizational design, analysis, systems, processes and change.

PSY 447
ORGANIZATIONAL CONSULTATION
Graduate
Applies behavioral science and managerial theories and methodologies to organizational consultation and change processes.

PSY 448
CONCEPTS, METHODS, AND ETHICS FOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Graduate
The major concepts and techniques relevant to I/O psychology. Topics include psychometrics, regression, validity generalization, utility, legal issues, affirmative action, and ethics.

PSY 450
PSYCHOLOGICAL MEASUREMENT
Graduate
Logical and mathematical principles underlying test construction with emphasis on evaluating the reliability and validity of scores.

PSY 451
APPLIED STATISTICAL PREDICTION
Graduate
Applications of statistics and psychological measurement to the problems of predicting human performance. Several computer programs will be used to analyze data.

PSY 454
BEHAVIOR MODIFICATION
Graduate
Analysis of principles, practices and research related to learning theory and the modification of human behavior.

PSY 461
HISTORY AND SYSTEMS OF PSYCHOLOGY
Graduate
A review of the history of modern psychology, including various theoretical systems. Topics covered will include contributions of important leaders in the field, specific trends throughout the history of psychology, and the major philosophical questions underlying psychological science. Cross-level with PSY 361.

PSY 469
EMOTIONS AND EMOTIONAL DEVELOPMENT
Graduate
Emotions And Emotional Development
PSY 473
THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING
Graduate

PSY 481
INDIVIDUAL INTELLIGENCE TESTING I
Graduate
Theories of intelligence and cognitive development. Introduction to the administration of verbal and various nonverbal tests including the Stanford Binet, Wechsler Intelligence Scale for Children and Wechsler Adult Intelligence Scale and the clinical use of these instruments.

PSY 482
PERSONALITY ASSESSMENT
Graduate
Administration and scoring of the Rorschach and Thematic Aperception Test and other tests. Evaluation of tests and related areas of research and development.

PSY 483
ADVANCED PSYCHODIAGNOSTICS
Graduate
Advanced study of projective techniques and other assessment methods, with emphasis on analysis, interpretation and integration of all pertinent clinical data, and report writing.

PSY 484
BEHAVIORAL ASSESSMENT
Graduate
Behavioral observation and recording. Self-report measures. Physiological measurement. Evaluation of behavioral measures and areas of research.

PSY 485
NEUROPSYCHOLOGICAL TESTING
Graduate
Introduction to theory and assessment techniques related to adult and child neurological functioning.

PSY 486
ADVANCED PSYCHOPATHOLOGY
Graduate
Review of the major diagnostic categories as outlined by the current Diagnostic and Statistical Manual. Current issues in psychopathology and related research are reviewed.

PSY 487
PSYCHOPATHOLOGY OF THE CHILD
Graduate
Introduction to the many categories of psychopathology affecting children and adolescents. Emphasis on the developmental and environmental contexts.

PSY 488
PRINCIPLES OF PSYCHOTHERAPY
Graduate
Analysis of theoretical approaches to psychotherapy.
PSY 489  
GROUP PSYCHOTHERAPY  
Graduate  
Principles, theories and techniques of group psychotherapy. Problems of selection of group members and evaluation of progress.

PSY 491  
TREATMENT METHODS WITH CHILDREN  
Graduate  
Consideration of a variety of treatment approaches used to help alleviate the psychological problems of children.

PSY 492  
PRINCIPLES OF CONSULTATION  
Graduate  
Principles and dynamics in consulting with communities. Emphasis on collaborative and participatory approaches to consulting with communities in social change efforts, research/evaluation, organizational development, and systems issues. Gaining entree, assessing community context, and maintaining relationships with diverse community stakeholders.

PSY 493  
ADVANCED COMMUNITY PSYCHOLOGY  
Graduate  
An advanced introduction to community psychology with an emphasis on major historical and contemporary themes such as prevention of psychological problems and promotion of wellness, empowerment and social justice, community research methods, diversity in gender, ethnicity, sexual orientation and disability status, community processes, and collaboration and intervention to address social problems.

PSY 495  
GRANT WRITING IN PSYCHOLOGY  
Graduate  
This course will facilitate students' ability to transpose psychology principles and theory into practice by preparing them to be psychology entrepreneurs via the grant writing process. Class members will become familiar with public and private funding sources, searching for appropriate funding sources, and reviewing a proposal. Class members will create a grant proposal that can be submitted to a funding organization.

PSY 500  
PROFESSIONAL ETHICS  
Graduate  
Introduction to ethical issues in the field of clinical psychology. Two quarter hours.

PSY 501  
STATISTICAL APPLICATIONS SEMINAR  
Graduate  
Introduction to advanced applications of statistical packages for data analysis, data management, and simulation.

PSY 510  
BEHAVIORAL MEDICINE  
Graduate  
Behavioral medicine approaches are introduced.

PSY 511  
HEALTH PSYCHOLOGY  
Graduate  
A survey of the psychological factors involved in health and illness. Also explores the psychological issues in prevention of illness, and psychological considerations in treatment. Cross-listed as MPH 511.
PSY 520
PRINCIPLES OF HUMAN DIVERSITY
Graduate
Considerations related to minority status and issues specific to diagnostics and interventions with minority populations.

PSY 521
PSYCHOLOGY OF THE AFRICAN-AMERICAN CHILD
Graduate
Development and socialization of African-American child from infancy to adolescence. Emphasis on psychological and cultural factors which influence these processes. Understanding the child, family, language and IQ, education and learning styles, and cultural identity are all emphasized. Cross-level with PSY 346.

PSY 550
SEMINAR IN TEACHING PSYCHOLOGY
Graduate
This course exposes students to major pedagogical and classroom management considerations in higher education and familiarizes students with instructional support services across the university. This year-long, cohort-based course is required for graduate students prior to becoming instructors in the department. It begins each Winter Quarter and ends Autumn Quarter. Students who enroll should expect to complete all requirements for the master's degree prior to Autumn Quarter. Zero-credit hours.

PSY 551
SEMINAR IN EXPERIMENTAL PSYCHOLOGY
Graduate
None

PSY 552
SEMINAR IN NEUROPSYCHOLOGY
Graduate
None

PSY 553
SEMINAR IN PERSONALITY RESEARCH
Graduate
None

PSY 554
SEMINAR IN DEVELOPMENTAL PSYCHOLOGY
Graduate
This course focuses on special topics in developmental psychology and may cover social, emotional, language, and/or cognitive development during selected portions of the lifespan. Relevant theories and empirical research will be analyzed. Cross-level with PSY 378.

PSY 555
SOCIAL AND EMOTIONAL DEVELOPMENT
Graduate
Focus on development of emotions, social relationships, and social interaction. Both theoretical perspectives and research findings are presented and analyzed. Topics covered may include: primary emotions and their development, nonverbal communication of emotions, socialization within the family, friendship and peer relations, aggression, moral development, sex role development, and attachment. Cross-level with PSY 370.

PSY 556
SEMINAR IN SOCIAL PSYCHOLOGY
Graduate
None
PSY 557
SEMINAR IN LEARNING AND COGNITIVE PROCESSES
Graduate
Seminar in current issues in cognitive psychology.

PSY 558
SEMINAR IN ADVANCED STATISTICS
Graduate
PSY 411 and PSY 420 are a prerequisite for this class.

PSY 559
SEMINAR IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Graduate
Four quarter hours.

PSY 448 or instructor consent is a prerequisite for this class.

PSY 560
SOCIAL COGNITION
Graduate
Theory and research addressing major aspects of social cognition, including how people subjectively understand and mentally represent themselves and others (e.g., in terms of unique versus applicable stereotypes), and how these representations influence self-regulation, person and group perception, and social behavior.

PSY 561
ADVANCED PSYCHOLOGY OF WOMEN AND GENDER
Graduate
A review of research and theory on women, including sexist biases in traditional research, feminist methodology, pedagogy and therapy, violence against women, gender differences in development, relationships, sexuality, and the interplay of gender, race and sexual orientation. Cross-listed with MLS 478 and WGS 470.

PSY 562
SEMINAR IN FAMILY THERAPY
Graduate
A review of systems theory and the assessment and treatment of families.

PSY 563
MENTAL IMAGERY
Graduate
Theory, research and practical applications of mental imagery are considered in lecture/discussion/student-report format. Variety of imagery techniques will be reviewed which have been found useful in research and practice. Special attention devoted to the differences between subjective approaches (consciousness and vividness ratings) versus objective approaches (memory measures) of studying imagery. Cross-listed with PSY 362.

PSY 564
SEMINAR IN CLINICAL RESEARCH
Graduate
PSY 488 is a prerequisite for this class.

PSY 565
PROFESSIONAL DEVELOPMENT SEMINAR
Graduate
An interactive seminar that provides guidance regarding master's thesis research, comprehensive examination or literature review, and/or dissertation plans. Attention to pathways for success in doctoral education, practica, internship, scientific research and careers. Selected topics vary with student needs and interests.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 566</td>
<td>SEMINAR IN PSYCHOPATHOLOGY</td>
<td>Graduate</td>
<td>None</td>
</tr>
<tr>
<td>PSY 567</td>
<td>SPECIAL TOPICS IN COMMUNITY PSYCHOLOGY</td>
<td>Graduate</td>
<td>Explores topics of current interest in the area of Community Psychology and related fields for advanced graduate students, with emphases on theory, research and intervention.</td>
</tr>
<tr>
<td>PSY 568</td>
<td>SEMINAR IN PREVENTION AND INTERVENTION</td>
<td>Graduate</td>
<td>Analysis of theories of community and human behaviors from the standpoint of general systems principles.</td>
</tr>
<tr>
<td>PSY 569</td>
<td>SEMINAR IN PROGRAM EVALUATION</td>
<td>Graduate</td>
<td>Evaluation of social programs and policies (including needs assessment, logic models, process evaluation and outcome evaluation). Theories, methods, and practice of program evaluation</td>
</tr>
<tr>
<td>PSY 570</td>
<td>SEMINAR IN PSYCHOTHERAPY RESEARCH</td>
<td>Graduate</td>
<td>None</td>
</tr>
<tr>
<td>PSY 572</td>
<td>PSYCHOBIOLOGY OF SOCIAL COGNITION</td>
<td>Graduate</td>
<td>Explores social cognition in the frame of evolutionary, neorophysiological, and developmental biology. Comparison of human with other animal social-cognitive characteristics will be examined. Neuropsychological data and developmental psychobiology will be studied.</td>
</tr>
<tr>
<td>PSY 574</td>
<td>PRE-PRACTICUM IN CLINICAL PSYCHOLOGY</td>
<td>Graduate</td>
<td>Introduction to practica duties. May be repeated three times. No Credit.</td>
</tr>
<tr>
<td>PSY 577</td>
<td>PRACTICUM IN CLINICAL ASSESSMENT</td>
<td>Graduate</td>
<td>Supervised experience in intake interviewing, psychological evaluation, and case conference presentation in a clinic, hospital or community agency setting. Zero credit hours.</td>
</tr>
<tr>
<td>PSY 578</td>
<td>PRACTICUM IN CLINICAL PSYCHOLOGY</td>
<td>Graduate</td>
<td>Supervised experience in diagnostic assessment, intervention planning, psychotherapy and report writing through varied assignments to campus or community agencies. Zero credit hours.</td>
</tr>
<tr>
<td>PSY 579</td>
<td>PRACTICUM IN CHILD CLINICAL PROCEDURES</td>
<td>Graduate</td>
<td>Supervised practice in the diagnosis and treatment process of the problems of children and adolescents. May be repeated twice. Zero credit hours.</td>
</tr>
</tbody>
</table>
PSY 582
ADVANCED PRACTICUM-CLINICAL PSYCHOLOGY
Graduate
Zero credit hours.

PSY 583
PRACTICUM IN COMMUNITY MENTAL HEALTH
Graduate
Zero credit hours.

PSY 584
PRACTICUM IN SPECIAL AREAS IN PSYCHOLOGY
Graduate
Zero credit hours.

PSY 585
FIELDWORK IN COMMUNITY SETTINGS
Graduate
An applied experience which integrates skills of consultation, program development, advocacy, and program evaluation.

PSY 586
PRACTICUM IN APPLIED INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Graduate
Supervised experience in the application of I/O Psychology and technical report writing.

PSY 587
PRACTICUM IN ADVANCED RESEARCH IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Graduate
Supervised experience in I/O research and the preparation of research results for publication.

PSY 588
TOPICS IN PSYCHOLOGICAL SCIENCE I
Graduate
Consideration of topics of current interest to the faculty and graduate students. Includes readings and discussion of important current research, discussions of professional development and presentations by invited speakers.

PSY 589
TOPICS IN PSYCHOLOGICAL SCIENCE II
Graduate
Continuation of PSY 588. Consideration of topics of current interest to the faculty and advanced graduate students.

PSY 590
THESIS SEMINAR
Graduate
Zero-credit hours.

PSY 591
COLLOQUIUM IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Graduate
Required of all I/O students. Register in Fall term; continues throughout the year. Presentations on research and other topics by students, faculty, and invited speakers. Zero-credit hours.
PSY 592
DIRECTED RESEARCH
Graduate
Psychotherapy. J-Developmental. K-Industrial/Organizational. The course involves individual projects (non-thesis research) under the
supervision of a faculty member. (Arranged by consultation with the chair). One to four quarter hours.

PSY 593
PRE-DOCTORAL RESEARCH
Graduate
Graduate students in specific doctoral programs are required to register for this course for at least three quarters prior to registering for Psy
598 (Dissertation Seminar) or Psy 599 (Dissertation Research). This course requires full-time (at least 8-12 hours per week) work on research
under the supervision of a faculty mentor. Zero-credit hours.

PSY 594
DIRECTED READINGS IN PSYCHOLOGY
Graduate
A course involving intensive readings in contemporary psychological literature. (Arranged by prior consultation with the chair). One to four
quarter hours.

PSY 595
COLLOQUIUM
Graduate
Required of all graduate students each quarter until graduation. Lectures by psychologists and members of the faculty. Zero-credit hours.

PSY 596
INTERNSHIP IN CLINICAL PSYCHOLOGY
Graduate
Arranged with consent of director of clinical training. Zero-credit hours.

PSY 597
MASTER’S THESIS RESEARCH
Graduate
Original investigation of a specific research problem. Four hours required.

PSY 598
DISSERTATION RESEARCH SEMINAR
Graduate
Seminar for doctoral candidates working on their dissertation. Students will develop their proposals or write their results and discussion
sections, depending on status of their dissertation research. Students will also review and critique work of other students. Zero credit hours.

PSY 599
DISSERTATION RESEARCH
Graduate
Four hours total required. One to four hours per quarter.

PSY 634
ADOLESCENT DEVELOPMENT
Graduate
Focus on normal processes in adolescent development as well as risk factors for maladaptive development.

PSY 639
ADVANCED DEVELOPMENTAL PSYCHOLOGY
Graduate
Focus on major theories and research in child development.
PSY 653  
**ABNORMAL PSYCHOLOGY**  
Graduate  
Focus on the primary psychological diagnoses common today.

PSY 654  
**COMMUNITY PSYCHOLOGY**  
Graduate  
Focus on systemic and ecological theories of human behavior, diversity, social support, community intervention and evaluation, empowerment, social change, and working with underserved populations. Community service project required. Cross-level with PSY 354.

PSY 663  
**ALCOHOLISM, DRUG ADDICTION, AND RECOVERY**  
Graduate  
Research and theory on alcoholism, drug addiction, and recovery are the focus of this course. Cross-level with PSY 363.

PSY 678  
**CHILD ABUSE AND NEGLECT**  
Graduate  
This course surveys the causes, consequences, and contextual factors associated with child maltreatment (abuse and neglect) and interventions for children and families. The course considers maltreatment within an ecological context and works to build sensitivity to diverse families and cultural patterns. It is designed for graduate students with some prior coursework or experience in child psychology, mental health, or child welfare. Cross-level with PSY 368.

Graduate standing is a prerequisite for this class.

PSY 680  
**INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY**  
Graduate  
Application of theories and methods of psychology to the study of human behavior in business, industry, and other organizations. Cross-level with PSY 380.

PSY 701  
**CANDIDACY CONTINUATION**  
Graduate  
Students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements are required to be registered each quarter of the academic year until the dissertation and final examination have been completed. Zero-credit hours.

PSY 702  
**NON-RESIDENT CANDIDACY CONTINUATION**  
Graduate  
Non-Resident Candidacy Continuation

RE 300  
**REAL ESTATE LAW**  
Undergraduate  
This course provides an overview of legal principles including: ownership structures, transactions and title issues, land use regulation, environmental constraints, and income tax and property tax.
RE 320  
URBAN PLANNING AND PUBLIC POLICY  
Undergraduate  
This course provides a systematic introduction to urban planning issues for students who have little background in this area. The course will explore both historical and contemporary urban planning concepts and will cover a wide variety of topics including land use regulation, economic development, environmental and energy planning, growth management and urban development issues, generally from a real estate and built environment perspective.

RE 350  
REAL ESTATE ANALYSIS  
Undergraduate  
This course introduces essential institutional, legal, regulatory, and financial aspects of real estate in the U.S. economy and financial system. It is designed to facilitate personal decisions on home ownership and investment and it incorporates demographic data for real estate market analysis, exercises in land use planning and investment decisions.

Junior standing with at least 88 cumulative units is a prerequisite for this class.

RE 352  
REAL ESTATE FINANCE  
Undergraduate  
Patterns of financing real estate property, including a general overview of the importance of real estate capital markets. Institutional analysis, including critique of alternative mortgage instruments, an analysis of installment financing, construction financing, convertible mortgages, and leases and sale-leaseback financing. Secondary mortgage markets and mortgage-related securities, risk and return analysis.

FIN 310 is a prerequisite and RE 350 is a corequisite for this class.

RE 353  
REAL ESTATE INVESTMENT  
Undergraduate  
The course explores real estate investment risk and opportunity. Topics include commercial lease transactions and value; impact of taxation on the investment decision, asset development and acquisition analysis, and alternative investment vehicles.

FIN 310 is a prerequisite and RE 350 is a corequisite for this class.

RE 354  
REAL ESTATE VALUATION  
Undergraduate  
Real Estate Valuation. Introduction to market analysis and the appraisal process. Basic approaches to valuation analysis including both residential and income properties. This course includes the income capitalization methods and complex valuation assignments.

RE 350 is a corequisite for this class.

RE 398  
SPECIAL TOPICS  
Undergraduate  
Special Topics in Real Estate offers an in-depth study of current industry-related issues. Content, format, and prerequisites vary by section. Subject matter will be indicated in the class schedule.

RE 399  
INDEPENDENT STUDY  
Undergraduate  
Available to students of demonstrated capability for intensive independent work in real estate.
RE 520
URBAN PLANNING AND PUBLIC POLICY
Graduate
This course introduces urban planning for students who have little background in this area. The course explores both historical and contemporary urban planning concepts and covers a wide variety of topics including land use regulation, environmental and energy planning, growth management/smart growth issues, legal and regulatory requirements and regional/national planning concepts, generally explored from a real estate perspective. The course concludes with a three class urban planning workshop, redeveloping a five block blighted neighborhood in a hypothetical city to create a well-designed, sustainable community.

RE 521
LEGAL ISSUES IN REAL ESTATE
Graduate
This is a survey course of real estate law and will be approached on both practical and theoretical levels, with an emphasis on the historical underpinnings of land law. Topics include contracts, landlord/tenant law, title, transactions, taxation, and land use.

RE 525
PROJECT MANAGEMENT: DESIGN AND CONSTRUCTION
Graduate
This course provides a systematic introduction to building design and construction for students who have little background in this area. The course explores both the conceptual and practical aspects of designing and constructing commercial buildings and covers a wide variety of topics including: site development - building design - building materials, systems and construction methods and practices- budgets- scheduling- overall proforma feasibility- LEED Certification, Sustainability and Green Building issuesThe course concludes with a major project that will allow each student to develop a conceptual building design, a construction budget, a construction schedule and a pro forma feasibility analysis.

RE 530
REAL ESTATE INVESTMENT AND FINANCE
Graduate
This course is designed to develop the vocabulary, concepts, and skills for rational real estate investment decisions. It will consider both the debt and equity side of private market real estate decision making. Topics include risk analysis, regional and sub-market economics, and property specific analysis. Case analysis is an integral part of the course.

Completion or concurrent enrollment in FIN 555 is required

RE 531
REAL ESTATE CAPITAL MARKETS AND FINANCE
Graduate
Analysis of private and public institutions involved in real estate finance. A critical study of institutional arrangements facilitating real estate investment and development, and analysis of yields and risk in mortgages and mortgage backed securities.

RE 530 is a co-requisite for this class.

RE 533
REAL ESTATE MARKET ANALYSIS AND VALUATION
Graduate
Market analysis techniques and critical analysis of the appraisal process in the valuation of income producing properties. Exploration of both basic and innovative approaches to value employing computer databases and information technology.

RE 530 is a co-requisite for this class.

RE 535
INSTITUTIONAL REAL ESTATE INVESTMENT
Graduate
Analysis of complex ownership structures and the changing world of real estate capital markets. Case course with a focus on institutional investment portfolios including private equity, pension fund and REIT acquisition & disposition decisions.

RE 530 is a co-requisite for this class.
RE 570
ADVANCED REAL ESTATE ANALYSIS WITH ARGUS
Graduate
This course is designed to develop the vocabulary, concepts, and analytical skills necessary to make informed commercial real estate investment decisions at a very detailed level using the Argus software platform, as well as other software and database tools for research and analysis. RE530 is a prerequisite or may be taken concurrently with the permission of the instructor.

RE 596
REAL ESTATE SEMINAR
Graduate
The objectives of this course are to identify current, researchable topics pertaining to real estate and for students to perform independent research on selected topics approved by the seminar professor. Meetings will be held on both a class and on an individual basis. Students will present both their proposals and the results of their preliminary investigations in class. A seminar research paper is required of each student.

RE 793
INTERNSHIP
Graduate
This is a unique opportunity in which interns gain experience and apply their skills in the workplace. While building an impressive resume for further job opportunities, the intern will be immersed in a stimulating environment with a pool of established resources. The course may be taken multiple times for a total of 4 credit hours.

RE 798
SPECIAL TOPICS
Graduate
Content and format of this course are variable. In-depth study of current issues in Real Estate. Subject matter will be indicated in class schedule. Offered variably and may be taken multiple times provided the content is not duplicated.

RE 799
INDEPENDENT STUDY
Graduate
Available to graduate students of demonstrated capability for intensive independent work in finance.

RE 325
PROJECT MANAGEMENT: DESIGN & CONSTRUCTION
Undergraduate
This course provides a systematic introduction to building design and construction for students who have little background in this area. This course is an introduction to this topic and is not for those students who have significant experience in building design or construction. The course will explore both the conceptual and practical aspects of designing and constructing commercial buildings and will cover a wide variety of topics including: site development and zoning issues, building design and layout, building materials, systems and construction methods and practices, construction budgets, project scheduling and overall proforma feasibility.

Junior Standing or above is a prerequisite for this class.

REC 200
INTRODUCTION TO SOUND RECORDING TECHNOLOGY
Undergraduate
Introductory course to acquaint students with concepts and techniques of sound recording technology. Open to all music students and required for SRT majors.

Status as an Undergraduate Music student is a prerequisite for this class.
**REC 201**  
**RECORDING TECHNOLOGY I**  
Undergraduate  
Basic studies in audio engineering with technological application in recording studio settings. Emphasis on acoustics, microphones, and microphone techniques. This is part of a two-year sequence of courses for sound recording technology majors.

REC 200 and MUS 230 and status as a Sound Recording Technology student are prerequisites for this class.

**REC 202**  
**RECORDING TECHNOLOGY II**  
Undergraduate  
Basic studies in audio engineering with technological application in recording studio settings. Emphasis on principles of digital recording and editing. This is part of a two-year sequence of courses for sound recording technology majors.

REC 201 and status as a Sound Recording Technology student is a prerequisite for this class.

**REC 203**  
**RECORDING TECHNOLOGY III**  
Undergraduate  
Basic studies in audio engineering with technological application in recording studio settings. Emphasis analog recording and signal processing. This is part of a two-year sequence of courses for sound recording technology majors.

REC 202 and status as a Sound Recording Technology student is a prerequisite for this class.

**REC 209**  
**ELECTRONICS FOR MUSICIANS**  
Undergraduate  
This course is designed to teach practical skills in analog electronics. Some basic theory will be outlined using as little mathematics as possible. Hands-on skills to be covered include soldering, testing, and modifying solid state circuitry.

Status as a Sound Recording Technology student is a prerequisite for this class.

**REC 216**  
**PRO TOOLS AND THE DEVELOPMENT OF THE RECORDING STUDIO**  
Undergraduate  
The goal of this course is to transform students from casual listeners of recorded music into educated critical analysts. Students will study the history and development of recording technology and recording studios. Lab exercises will teach the basics of recording and signal processing using Digidesign Pro Tools software. Arts and Literature.

**REC 300**  
**CONTEMPORARY FILM SCORING**  
Undergraduate  
Undergraduate level course designed for Music, CDM, Communication, and Theater majors who want an understanding of film music and the mechanics of scoring to picture. It will cover the basics of spotting films, writing with a click track, and utilizing synthesizers and samplers to realize film music.

Status as Undergraduate Music student, Undergraduate Theatre student, Undergraduate Communication student or Undergraduate CDM student is a prerequisite for this class.

**REC 301**  
**RECORDING TECHNOLOGY IV**  
Undergraduate  
Basic studies in audio engineering with technological application in recording studio settings. Emphasis on consoles and audio for film. This is part of a two-year sequence of courses for sound recording technology majors. COREQUISITE(S): REC 304.

REC 203 and status as a Sound Recording Technology student is a prerequisite for this class.
REC 302
RECORDING TECHNOLOGY V
Undergraduate
Basic studies in audio engineering with technological application in recording studio settings. Emphasis on music production and the capstone audio/video sound design project. This is part of a two-year sequence of courses for sound recording technology majors. COREQUISITE(S): REC 305.

REC 301 and status as a Sound Recording Technology student is a prerequisite for this class.

REC 303
RECORDING TECHNOLOGY VI
Undergraduate
Basic studies in audio engineering with technological application in recording studio settings. Emphasis on surround sound mixing, and DVD authoring. This is part of a two-year sequence of courses for sound recording technology majors. COREQUISITE(S): REC 306.

REC 302 and status as a Sound Recording Technology student is a prerequisite for this class.

REC 304
SOUND PRACTICUM I
Undergraduate
Practical experience with technological applications in the recording studio. CO-REQUISITE(S): REC 301.

REC 203 and status as a Sound Recording Technology student is a prerequisite for this class.

REC 305
SOUND PRACTICUM II
Undergraduate
Practical experience with technological applications in the recording studio. COREQUISITE(S): REC 302.

REC 304 and status as a Sound Recording Technology student is a prerequisite and REC 302 is a corequisite for this class.

REC 306
SOUND PRACTICUM III
Undergraduate
Practical experience with technological applications in the recording studio. COREQUISITE(S): REC 303.

REC 305 and status as a Sound Recording Technology student is a prerequisite and REC 303 is a corequisite for this class.

REC 307
COMMERCIAL MUSIC PRODUCTION
Undergraduate
For students with a music theory background who want to learn how to realize music using digital sequencing and sampling. This course will focus on creating tracks in pop genres for film, soundtracks, video games, and commercials.

Status as an Undergraduate Music student is a prerequisite for this class.

REC 398
INDEPENDENT STUDY
Undergraduate
Independent Study

Status as a Sound Recording Technology student is a prerequisite for this class.

REL 103
RELIGIOUS WORLDS IN COMPARATIVE PERSPECTIVE
Undergraduate
An examination of the nature and function of religion in human life. An exploration of common patterns underlying the variety of religious experience and expression.
REL 107
**JUDAISM IN HISTORY: FROM THE BIBLE TO 1492**
Undergraduate
The purpose of this course is to provide a basic understanding of Judaism as the historic and evolving religious expression of the Jewish people. It seeks to provide students an entree into the world of Jewish religious and historical experience and to help them develop a conceptual understanding of the thought and practice that underlies the Jewish worldview. It also seeks to examine certain continuities and discontinuities in the conception of Judaism as reflected in selected texts which express the full range of Jewish religious and national creativity. Among the topics to be discussed are the complex relations of Jewish thinkers to the surrounding non-Jewish cultures, and how these interactions affected the Jews’ understanding of Judaism. The approach to this material will be intellectual-historical. The course is designed as the first part of a two-course sequence on the history of Judaism from the Bible to the present. It focuses on the history of Jewish tradition from the earliest references to Ancient Israel circa 1200 BCE to the expulsion of Jews from Spain in 1492.

REL 108
**JUDAISM IN HISTORY: FROM 1492 TO PRESENT**
Undergraduate
The purpose of this course is to provide a basic understanding of Judaism as the historic and evolving religious expression of the Jewish people. It seeks to provide students an entree into the world of Jewish religious and historical experience and to help them develop a conceptual understanding of the thought and practice that underlies the Jewish worldview. It also seeks to examine certain continuities and discontinuities in the conception of Judaism as reflected in selected texts which express the full range of Jewish religious and national creativity. Among the topics to be discussed are the complex relations of Jewish thinkers to the surrounding non-Jewish cultures, and how these interactions affected the Jews understanding of Judaism. The approach to this material will be intellectual-historical. The course is designed as the second part of a two-course sequence on the history of Judaism from the Bible to the present. It focuses on the history of Jewish tradition from the expulsion of Jews from Spain in 1492 to the present.

REL 109
**THE JEWISH EXPERIENCE**
Undergraduate
An introductory course offering a basic understanding of Judaism as the historic and evolving religious expression of the Jewish people, surveying the basic aspects of traditional Jewish life and thought as well as the people’s many-sided experience of the modern world.

REL 110
**THE CHRISTIAN EXPERIENCE**
Undergraduate
An introductory course surveying the range of traditions that have emerged within the Christian movement, and offering an historical perspective on the life and thought of Christian communities, and their prospects for the future.

REL 111
**THE AMERICAN RELIGIOUS EXPERIENCE**
Undergraduate
Major religious movements in America with emphasis upon the development of religious pluralism. Impact of religious beliefs and values upon American culture.

REL 113
**THE LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES**
Undergraduate
An examination of the diverse nature of Latino religion, from its indigenous roots to its institutional forms, within the social and political context of American culture.

REL 115
**THE AFRICAN AMERICAN RELIGIOUS EXPERIENCE**
Undergraduate
An examination of the religious experience of African Americans and its African precursors through historical and literary resources, reflecting this people's distinctive past and its interactions with other elements of American culture. Formerly REL 215.
REL 116
THE ISLAMIC EXPERIENCE
Undergraduate
An introduction to major recurrent religious themes and alternative models of religious interpretation and authority in Islam's manifold expressions, from the life of Muhammad and the Qur'an, to popular ritual and spirituality and the Islamic humanities.

REL 142
HINDU EXPERIENCE
Undergraduate
A survey of the varieties of Hindu practice and thought. Hinduism in India and throughout the world will be examined.

REL 143
BUDDHIST EXPERIENCE
Undergraduate
A survey of the varieties of Buddhist practice and thought. Different forms of Buddhism throughout the world will be examined.

REL 161
INDIGENOUS RELIGIONS OF NORTH AMERICA
Undergraduate
An introductory exploration of the close ties particular religious traditions of Native North America have with their own distinctive historical realities, geographic-celestial topographies, and political and social structures. Considers variety of oral, written, ritual, visual and archaeological texts.

REL 162
POPULAR AND INDIGENOUS RELIGIONS OF MEXICO AND CENTRAL AMERICA
Undergraduate
An exploration of old and new religious traditions of Mexico and Central America and its diaspora. Our studies will focus on myths and stories as ancient as pre-Conquest times and as recent as today's movies; and we will examine them in written, oral, visual, ritualized, theatrical, musical and even electronic forms.

REL 180
INTRODUCTION TO CATHOLICISM
Undergraduate
An examination of the breadth of the Catholic experience from a 1st-century Jewish religious movement to a 21st-century global religion.

REL 183
THEMES IN CATHOLIC SOCIAL THOUGHT
Undergraduate
An initial, systematic examination of major themes in modern Catholic social thought. Cross-listed as CTH 183.

REL 190
INTERPRETING SACRED TEXTS
Undergraduate
A survey of the formation, use and interpretation of sacred texts by religious and secular communities.

REL 199
RELIGIOUS STUDIES - OFF CAMPUS
Undergraduate
Religious Studies credits earned off-campus. Topics vary.

REL 200
DEBATES ABOUT GOD
Undergraduate
A study of classical and contemporary arguments regarding the existence and meaning of "God," as developed in a variety of theistic traditions.
REL 201
RELIGION AND ETHICS I
Undergraduate
Analytic and normative approaches to ethics in Western philosophical and Christian traditions.

REL 202
ETHICAL WORLDS: MORAL ISSUES ACROSS CULTURES
Undergraduate
An exploration of religion and ethics from a comparative and international perspective. Ethical dimensions of diverse world religious traditions will be investigated within their own particular historical and cultural contexts, and students will be asked to consider and evaluate their own ethical orientations in the light of these studies.

REL 205
RELIGION AND ETHICS II
Undergraduate
Analytic and normative approaches to ethics in a non-Christian tradition, such as Judaism, Islam or African traditional religions.

REL 212
RELIGION AND POPULAR CULTURE
Undergraduate
An exploration of various forms of popular culture and their intersection with diverse religious traditions and ethical concerns. The course also examines the marketing in mass media of religious themes in popular culture.

REL 213
CHRISTIAN THOUGHT IN CLASSICAL AND MEDIEVAL TIMES
Undergraduate
A study of the development of Christian theologies in Western civilization from post-New Testament times to the Renaissance, with emphasis on St. Augustine and St. Thomas Aquinas.

REL 214
TRANSFORMATION IN CHRISTIANITY: THE REFORMATION TO THE PRESENT
Undergraduate
A study of the development of Christianity since 1500 C.E., exploring the Protestant and Catholic Reformations, the growth of Christianity in the United States, and its encounter with a variety of Enlightenment and post-Enlightenment themes and figures, especially concerning science, justice, relativity and religious pluralism.

REL 217
ISLAM IN GLOBAL CONTEXTS
Undergraduate
A study of Islam's developments in various global contexts, including Arabian beginnings, the Middle East, Central, Eastern and Western Europe, China, the former Soviet States and South Africa, with a focus on the impacts that these cultures and Islam have had on each other.

REL 218
BLACK INTELLECTUAL TRADITIONS
Undergraduate
An introduction to Black intellectual traditions which emerge from and inform Black religious traditions and which have religious and/or liberation content. Thinkers and content vary.

REL 219
SLAVERY, RACE AND RELIGION
Undergraduate
This class examines religious arguments, from the 1500's through the 1700's, for and against slavery. Students will investigate different historical and theoretical definitions of slavery. Students will also gain an introduction to the relationship between slavery, evangelicalism, capitalism, and Enlightenment moral philosophy.
REL 220
PSYCHOLOGY AND RELIGION
Undergraduate
Psychological factors operative in acquisition, formation and development of religious expression and commitment.

REL 221
RELIGION IN SOCIETY
Undergraduate
Sociological study of religious groups, institutions, behavior, and belief systems in human life and society.

REL 222
CONTEMPORARY MORAL ISSUES
Undergraduate
A study of the relations between religious beliefs and moral action to be carried out through an examination of the ethical and moral response of various religious traditions to selected moral issues such as war and peace, sexual behavior, etc.

REL 223
LITERATURE AND THE SACRED
Undergraduate
Variable topics. How human beings across cultures express their intimations of ultimate meaning in a variety of genres ranging from aphorisms and autobiographies to mythic and fictional narratives.

REL 224
RELIGION AND POLITICS IN THE UNITED STATES
Undergraduate
Variable topics. Explores the interplay of religion, politics and culture in the United States, focusing on citizenship and religious identity in the USA's multicultural, multiethnic, multireligious society. Various sections will focus on different particular religious communities and themes, such as the Religious Right and the Religious Left, the political activities of particular communities, and the challenges of interreligious dialogue.

REL 225
RELIGION AND THE ARTS
Undergraduate
Variable topics. How human beings across cultures express their comprehension and experience of ultimate meaning in a variety of artistic forms.

REL 226
TECHNOLOGY/ETHICS AND SOCIETY
Undergraduate
An examination of the impact of modern technologies on society with particular attention paid to ethical issues.

REL 227
RELIGIOUS ETHICS AND PROFESSIONAL LIFE
Undergraduate
A study of the ethical dimensions of contemporary professional life from the standpoint of religious traditions and values, focusing primarily on medicine, law and business.

REL 228
BUSINESS, ETHICS AND SOCIETY
Undergraduate
This course will examine the nature and purpose of economic life and contemporary commerce as understood from the perspective of religious and secular communities, as well as the ethical implications that flow from the various worldviews. Sections of the course critically examine the thought of different religious traditions on specific business-related issues, placing a variety of religious discourses into direct conversation with secular voices regarding ethical business conduct. Cross-listed as MGT 228.

WRD 103 or HON 100 or HON 101 is a prerequisite for this class.
REL 229
MEDICINE, ETHICS AND SOCIETY
Undergraduate
A study of moral/ethical issues arising in health care in light of contemporary biomedical advances and social changes (cultural, religious, economic, etc.). The viewpoints of various religious traditions and their rationales will be examined and critiqued.

REL 232
ANCIENT ISRAEL: HI STORY, LITERATURE, AND RELIGION
Undergraduate
The development of Judaism from Moses to the Rabbinic era with special attention to social and historical questions. Cross-listed as CTH 212.

REL 233
THE NEW TESTAMENT
Undergraduate
An introduction to the historical-critical investigation of the New Testament. Topics include the earliest Christian writings (letters of Paul), the production of "gospels" about Jesus, and the development of early churches in the context of ancient history and society.

REL 234
VARIETIES OF EARLY CHRISTIANITY
Undergraduate
An examination of multicultural diversity in early Christianity through a study of materials excluded from the New Testament canon; Christian apologists defending the church against pagan intellectuals and Roman imperial magistrates; comparisons of early Christian fiction and ancient Greek novels; and an examination of Gnostic writings.

REL 235
PAUL AND HIS INFLUENCE IN EARLY CHRISTIANITY
Undergraduate
A critical study of Paul's literary remains as primary sources for reconstructing the development of the Christian movement, focusing on Paul's communities, ethics and theology. Early interpretations and assessments of Paul will also be considered.

REL 236
VARIETIES OF JUDAISM IN THE GREEK AND ROMAN WORLD
Undergraduate
An examination of Judaism from the Jews' return from Babylonian exile in 538 BCE to the promulgation of the Mishnah in 200 CE, with a focus on the Roman period. The Dead Sea Scrolls, as well as concepts of the Messiah, the resurrection of the dead, the final judgment and the idea of the "Bible" will be studied.

REL 237
GODS IN THE ROMAN EMPIRE
Undergraduate
This course examines the role of gods in the social, political, and economic world of the first four centuries of the Roman Empire. Topics will include: the role of gods in civic life; the imperial cult; the use of the categories religion, superstition, and magic to mark social status; gods, family, and social values; religious innovation and the emergence of new gods; and the rise of Christianity and the worship of Jesus as a god. This course will pay special attention to the social interactions that create and sustain the plausibility of the existence of unseen deities governing the affairs of humans.

REL 238
THE HISTORICAL JESUS
Undergraduate
An investigation of the early Christian Gospels and other sources for reconstructing the life of Jesus of Nazareth. The relation of historical reconstruction and religious interpretation, and the significance of conflicting interpretations of Jesus, will also be considered.
REL 239
THE BIBLE GOES TO THE MOVIES
Undergraduate
This course examines the interaction of the Bible and Hollywood movies by considering how stories, ideas, and themes from the Bible have been portrayed in movies. Specific biblical texts will be analyzed in their historical context and in relation to contemporary movies.

REL 241
RELIGION IN CHINESE HISTORY, SOCIETY AND CULTURE
Undergraduate
An exploration of the Chinese religious landscape, focusing on social and practical dimensions of Chinese religion, such as state rituals and private cults, liturgies and individual practices of Taoist priests and adepts, politico-religious ideas that inspired popular messianic movements throughout Chinese history, and interrelations of Buddhist and Taoist clergies and institutions in the state.

REL 242
HINDU THOUGHT AND CULTURE
Undergraduate
Hinduism is one of the world's oldest religions, but it is also the world's most diverse religion. Despite its variety, certain themes have remained throughout the ages--karma and ethical responsibility, liberation from the bonds of worldly existence through yoga and devotion, communication with the divine through ritual, and the many forms, male and female, that God can take. This course traces the development of Hinduism from 5000 years ago to the present, with emphasis on change and continuity in those themes.

REL 243
BUDDHIST THOUGHT IN CULTURAL CONTEXT
Undergraduate
An exploration of the Buddhist tradition, using original sources, from its beginnings in ancient India to a world religion with strong roots in the US. Students will discover how Buddhism interacts with cultures from Sri Lanka and Thailand to China, Japan and Tibet. Although this course is online, students in the region will have the opportunity to practice meditation at a Chicago zendo and tour the Buddhist art at the Chicago Art Institute.

REL 245
RELIGION IN JAPANESE HISTORY, SOCIETY, AND CULTURE
Undergraduate
Explores the specific interplay between religion and culture in Japan. Taking historical and cultural factors into account, it considers prehistoric Japanese religion, ancient imperial myths, the assimilation of Buddhism, Confucianism, and continental (Chinese/Korean) culture, the religious and aesthetic worlds of the court nobility and the warrior class, popular mountain cults, the revival and systematization of Shinto, the impact of western culture, Japanese ultranationalism, and the religious situation in the post-war period.

REL 246
TRADITIONS OF CHINESE POPULAR CULTURE
Undergraduate
Promotes an understanding of Chinese worldview and life in the perspective of the common Chinese people from ancient to modern times. Based on historical and modern texts in translation, some historical and ethnographic studies, as well as visual and aural materials, the course explores gender and generational relations and conflicts, ancestor veneration, the worlds of ghosts and gods, festivals, art, and entertainment, but also aspects of misery and social unrest. Although the course will draw largely on popular and entertaining sources, it will also pay attention to historical developments, the relationship between popular and elite traditions, as well as sociological and anthropological issues arising from these contexts.

REL 247
LITERATURE AND RELIGION IN JAPAN
Undergraduate
Focuses on the pervasive influence of religious thought and sentiment on Japanese literature from ancient to modern times and explores the intricate relationship between religion, aesthetics, and the arts in Japanese culture. Considers original works including ancient Japanese mythology and poetry, the memoirs of court ladies and Buddhist hermits, romance, epics, folktales and social satire, with attention to their historical, social, religious and social dimensions, as well as to the individual experience expressed in them.
REL 248
LITERATURE AND RELIGION IN CHINA
Undergraduate
Focuses on the interpretation of literature and religion in China. Considers original works of literature and explores the religious origins of Chinese script and writing itself, poetry and mystical philosophy, cosmology and revealed scripture, popular tales, ballads, plays and novels, and the reworking of contemporary Chinese American authors of their literary and religious heritage, with attention to their historical, social, religious and social dimensions, as well as to the individual experience expressed in them.

REL 250
MYSTICISM IN RELIGIOUS TRADITIONS
Undergraduate
This course will look at the phenomena of mysticism, its doctrines and practices, in various religious traditions. It will also look at how various forms of mysticism have influenced the religious traditions with which they associated, (e.g. how Sufism has impacted Islamic religion, civilization and society.) The course will then look at the present situation of mysticisms in regard to religious traditions and to broader societies.

REL 251
THE IDEA OF 'EVIL'
Undergraduate
This course will try and answer the question what is evil? In religious traditions is evil a relative term? Or is it a universal absolute? Does evil exist independently, or is it a result of the absence of good? How do religious traditions deal with the notion of evil? After we look at the religious, philosophical, historical, conceptualization of evil and how different religious traditions deal with it, the class will look at evil in popular culture (anthropological understanding of evil). How does the popular imagination understand evil? How do they depict and imagine evil (in film, and in literature)? Are these universalities or are they cultural relativism? How has popular culture dealt with evil? Finally the course tries to see if there is any connection with the popular imagination and religious traditions when it comes to evil.

REL 252
FORGIVENESS AND RECONCILIATION
Undergraduate
A study of various understandings of "forgiveness" and "reconciliation" in several religions and cultures. The nature and dynamics of forgiveness and reconciliation will be examined both theoretically and in relationship to specific conflicts. Cross-listed with PAX 252.

REL 254
THE BODY & HUMAN RELATIONSHIPS: DIVERGENT MEANINGS, CONFLICTING VALUES
Undergraduate
Love and sexuality in biblical and nonbiblical religions, examined cross-culturally, conceptually, and ethically.

REL 256
WELLNESS AND DISEASE IN RELIGIOUS PERSPECTIVE
Undergraduate
A study of notions related to human "health," "well-being" and "disease" in various religio-cultural situations. Physical, mental and spiritual health -- individual and communal -- will be considered. The significance of "plague," especially AIDS, as socio-religious and spiritual events will be critically examined.

REL 257
DEATH AND ITS BEYOND: EXPERIENCE, MYTH AND RITUALS
Undergraduate
Religious attitudes and practices responding to the phenomena of death and dying, studied cross-culturally, conceptually and ethically.

REL 259
RELIGION AND SOCIAL ENGAGEMENT
Undergraduate
An investigation of the ways in which various religious traditions engage the social order. Traditions, persons and movements that form the focus of the course will vary from section to section. The course will integrate theory and practice in studying forms of religious engagement. All students will perform some service to a community or within a community organization or agency.

Sophomore standing is a prerequisite for this class.
REL 260
RELIGION AND POLITICAL CONFLICT
Undergraduate
An examination of the role of religions and religious movements in political conflicts. Particular sections will examine the relationship of religions to violence and peacemaking in different areas of the world.

REL 262
RELIGION AND GLOBALIZATION
Undergraduate
An examination of the moral, religious, and social dimensions of the phenomenon of globalization. Through a critical assessment of both the positive and the negative dimensions of globalization, students will seek to understand more fully the ethical implications of globalization for economics, culture, and society.

REL 263
RELIGION AND POLITICS IN THE MIDDLE EAST
Undergraduate
An exploration of Judaism, Christianity and Islam as they develop and interact in the Middle East, historically and in terms of contemporary religious and political issues. Includes a study of personal narratives of people from Jewish, Christian and Muslim communities.

REL 264
COLONIZATION, RELIGION AND RESISTANCE
Undergraduate
This course will explore the religious traditions and cultural identities of some of the peoples native to the Americas, Africa, Asia and Oceania; problems they have with the "civilized" world and their potential solutions to them.

REL 265
REFORM MOVEMENTS WITHIN ISLAM
Undergraduate
This course will deal with the idea of "reform" within Islamic political movements in the modern period. The course will analyze various Islamic reform movements such as the Wahahabis, the Muslim Brotherhood, the Modernists, the Traditionalists, seeking a pattern in these movements. Cross-listed with IWS 265.

REL 266
ISLAM IN THE UNITED STATES
Undergraduate
An examination of the story of Islam in the United States in three historical periods: antebellum America, the first half of the 20th century, and the latter half of the 20th century. Explores Muslim slave life; the possibilities of retentions of Islam in slave culture; the religious, social/economic, and political life of Muslims at the beginning of the 20th century; the emergence of Islamic thought in the U.S. through an overview of the works of Ismail as-Faruqi, Seyyed Hossein Nasr and Fazlur Rahman. Cross-listed with IWS 266.

REL 268
MODERN JUDAISM
Undergraduate
An examination of central features of the modern Jewish experience including the transition from traditional to modern religious life and practice, American Judaism, the Holocaust, and the establishment of the State of Israel.

REL 269
JUDAISM IN ANTIQUITY
Undergraduate
This course traces the history of Israelite and Jewish culture and religion from their origins in the world of the Ancient Near East in the second millennium BCE until the rise of Islam in the seventh century CE. We will critically examine the meaning and mutual relationship of such categories as "ancient Israelite" religion, "biblical" religion, and "early Judaism." We will also discuss the history of religious institutions, texts, and practices, as well as the dynamics of continuity and change in ancient Israelite and Jewish society. This course will pay special attention to the complex relationship that exists between history and collective memory as constructed through texts and rituals.
REL 270
WOMEN IN THE BIBLE
Undergraduate
An examination of the historical role of women in the Bible and the contemporary concerns of feminist theology, women's spirituality and ethical issues arising from the contemporary application of these biblical texts to women's experiences.

REL 271
THE QUR’AN AND ITS INTERPRETERS
Undergraduate
A study of the origin, transmission, and interpretation of the Qur’an. Cross-listed with IWS 271.

REL 272
GENDER AND SEXUALITY IN MUSLIM CULTURES
Undergraduate
Explores historical and contemporary trends in writing on Muslim women along modern and contemporary narratives on gender and sexuality in Muslim majority and minority cultures. Cross-listed as IWS 272.

REL 273
JESUS ACROSS CULTURES
Undergraduate
A study of the multiple and diverse (primarily theological, but also literary, artistic and philosophical) historical and contemporary images of Jesus, as a way of understanding the diversity of this tradition and of its impacts on society, and of understanding the issue of plurality or diversity itself in religious traditions.

REL 275
COMMUNITY AND AUTHORITY IN MEDIEVAL JUDAISM
Undergraduate
An introduction to the history, religion and culture of the Jewish people under Christendom and Islam from the fourth through the end of the fifteenth centuries.

REL 278
WOMEN AND RELIGION
Undergraduate
A study of the historical and contemporary roles and contributions of women within major religious traditions, especially Christianity and Judaism.

REL 280
ROMAN CATHOLIC THEOLOGICAL THINKING
Undergraduate
A study of the Roman Catholic tradition of “faith seeking understanding” examining the content and the process of emergence of Catholic beliefs about such matters as God, sin, Jesus Christ, revelation, the church and eschatology. Cross-listed with CTH 243.

REL 281
ROMAN CATHOLIC LITURGY
Undergraduate
A study of the emergence, meaning and dynamics of ritual in the Roman Catholic tradition. Cross-listed with CTH 231.

REL 283
ROMAN CATHOLIC SOCIAL THOUGHT IN CONTEXT
Undergraduate
A study of Roman Catholicism's understanding of its relation to the social world, including such matters as the relation between Church and State, the moral authority of the Church, and of its teaching on such issues as social ethics, politics and economics.
REL 284
CATHOLICISM AS A SPIRITUAL PATH
Undergraduate
An experience-centered study of the relationship between contemplation and action, prayer and service, liturgy and social justice, personal religious experience and the wider experience of Catholics. Both historical and contemporary spiritualities will be explored. (Cross-listed as Catholic Studies 229)

REL 285
ROMAN CATHOLICISM'S ENCOUNTER WITH OTHER RELIGIONS
Undergraduate
A study of how Roman Catholicism understands and responds to other religious traditions, other ways of being religious, and how the encounter with those other traditions affects Roman Catholicism's understanding of itself and its teachings.

REL 286
PILGRIMAGE, RELIGION AND POPULAR CULTURE
Undergraduate
How has the role of pilgrimage evolved from antiquity to the present age, and how can the phenomenon of pilgrimage provide a modern window into how people define what is spiritually significant? Might the phenomenon of pilgrimage, as it is found in nearly every religious tradition, provide a common language and thus a means for building bridges across boundaries of religious difference? This course examines pilgrimage as a religious, cultural, historical and ethical phenomenon. Using methodologies developed in the study of religion, ethics, anthropology and popular culture, this course will introduce students to pilgrimage as it is practiced in expressions of Judaism, Christianity and Islam. The aim of this course is to explore some of the competing typologies and events associated with the formal study of religious ritual and then apply these learnings to modern cultural phenomena, work that will prepare students for the project of constructing their own pilgrimages.

REL 287
ROMAN CATHOLIC MORAL THOUGHT
Undergraduate
This course examines various moral topics within a Roman Catholic framework. Papal pronouncements, Magisterial statements, Episcopal texts, the works of influential theologians, and critical voices both within and beyond the Church will be critically examined. Special attention will be paid to the method of moral argumentation.

REL 290
LATINO/ A LIBERATION TRADITIONS
Undergraduate
What does liberation mean in the context of the Americas today? How have people of Latin American descent -- both in Latin America and the United States -- connected conceptions of liberation to related ideas of liberty and freedom, as well as to notions of political revolution, cultural identity, and prophetic forms of religious faith? This course examines how these questions have been theorized across the Latino/a Americas, especially as they relate to questions of religion. Topics include liberation philosophy, critical pedagogy, prophetic religion, cultural praxis, Latina feminism, and decolonial thought.

REL 291
LOOKING FOR GOD IN LATIN AMERICA
Undergraduate
An examination of religious traditions such as Catholicism, indigenous religions, and Protestantism in Latin America, with special focus on how these traditions have been transplanted and reshaped upon entry into varied Latino communities in the United States. Historical analyses of the Latin American roots of these traditions will provide contextualization for the ongoing examination of transnational religious cultures in the U.S.

REL 295
SECTARIAN MOVEMENTS WITHIN ISLAM
Undergraduate
This course will look at the various sects within Islam such as Shi'ism, Kharjism, etc. The course will also look at theological sects such as the Mu'tazilites. The course will be concerned with the history, the beliefs, and the present circumstances (if they still exist today) of these sects. Cross-listed with IWS 295.
REL 298
METHODS AND APPROACHES IN THE STUDY OF RELIGION
Undergraduate
A study of the methods, theories, and philosophical approaches used to describe what is termed "religion" in the West. The course will focus on the central questions, key authors, and historical movements that have influenced the field of religious studies. Formerly REL 208.

REL 299
RELIGIOUS STUDIES, OFF-CAMPUS
Undergraduate
Religious Studies credits earned off-campus. Topics vary.

REL 300
THEORIES OF CULTURE AND RELIGION
Undergraduate
An investigation of the cultural study of religion. Considers classical, modern and postmodern approaches from a variety of traditions and academic disciplines. Uses a variety of materials such as oral and written texts and visual artifacts, as well as the works of major theorists.

REL 301
THEORIES OF RELIGION AND SPIRITUALITY
Undergraduate
An interdisciplinary investigation into the nature of religious experience drawing on the fields of anthropology, psychology, sociology, and theology.

REL 305
TOPICS IN RELIGION AND CULTURE
Undergraduate
Examines particular issues in the relationship between religion and culture. Specific topics for current offering are noted in the current class schedule.

REL 311
SUSTAINABILITY AND RELIGIOUS WORLDVIEWS
Undergraduate
This course will analyze the nature of systemic change in the era of sustainability, considering the three dimensions of sustainability - social justice, economic viability, and environmental stewardship - from the perspective of one or more religious traditions, particularly the perspective of integral human development from Catholic social thought. It will use systems thinking to evaluate the economic, social, organizational, and personal contexts of promoting integral human development in a finite ecology. The course will ask students to identify a systemic change project that promotes integral human development, so that student learning is oriented toward, focused on, and expressive of their own interest relevant to a core challenge they have chosen. One key question will shape the trajectory of the course: How does one develop a systemic change project that promotes integral human development? The focus of this course is for the student to select a particular need or set of needs, to determine a sustainable way to deliver a product, service, or good, and to persuasively articulate the values and vision - personally and organizationally - driving their proposed solution. The systemic change project will also be a step toward answering some fundamental career questions: What need do I want to address that will lead to sustainable value for the organization I choose to join? How will this differentiate my organization from others? How should I understand this need in relationship to the natural world, and in relationship to my own place in the economy, in society? To address today's challenges, students must engage in new ways of thinking and new patterns of inquiry. This goal requires a new pedagogy - one that asks students to be conscious of their own assumptions, their own patterns of knowing.

REL 320
TOPICS IN RELIGIOUS ETHICS
Undergraduate
Examines methods and content of religious ethics. Specific topics for current offering are noted in the current schedule.

REL 322
FEMINIST ETHICS
Undergraduate
An investigation of theoretical issues regarding women's moral experiences and of feminist ethical arguments combatting various forms of oppression. Cross-listed with WGS 310/410 and MLS 477.
REL 324
ISLAMIC LAW (SHARI'AH) AND AMERICAN CULTURE
Undergraduate
An intensive study of the many dimensions of religious liberties in a pluralist society. Explores the language of constitutional and political discourse generally, and the ways in which language affects an understanding of the First Amendment. Includes case studies on particular religious communities and their encounters with American law.

REL 340
INQUIRIES IN WORLD RELIGIONS
Undergraduate
Various topics within the comparative study of religions. Specific topics for current offering are noted in the current schedule.

REL 341
TAOISM: CHINA'S INDIGENOUS HIGH RELIGION
Undergraduate
A study of Taoist thought, imagination and expression, through sacred literature, the organization of clergy, and the nature and function of its institutions in interaction with the authority of the Chinese state, with Buddhism, and with the broader scheme of popular Chinese culture and religion.

REL 342
ZEN MIND
Undergraduate
A study of the thought and practice of Zen Buddhism, focusing on the role of Zen in shaping ideas, ethics and the arts in Japan and America.

REL 343
MORAL PHILOSOPHY AND ETHICS IN CHINA
Undergraduate
An exploration of Chinese ethics the philosophical, religious and socio-political traditions which shaped them and were formed by them. Considers the major philosophical schools of China's classical age--Confucianism, Monism, Taoism, and Legalism--with Han dynasty cosmology, the ethical orientations of the Taoist and Buddhist religions, neo-Confucianism, and also the traumatic encounter with western power and thought. Addresses comparative issues concerning traditional Chinese values in relation to western views, particularly in terms of modern relations between China (and East Asia) and the west.

REL 344
YOGA AND TANTRA
Undergraduate
An examination of the history, philosophy and cultural meaning of body-oriented liberative techniques as they developed on the Indian subcontinent and Himalayan region in Hinduism and Buddhism. Students registering for this course are expected to have studied one or both of these traditions in courses such as REL 142, 143, 242, or 243, or in other courses. Background in theory is also useful.

REL 350
TOPICS IN RELIGIOUS THOUGHT
Undergraduate
Examines specific methods, issues, and/or movements in religious thought. Specific topics for current offering are noted in the current class schedule.

REL 351
LIBERATION THEOLOGY
Undergraduate
Focuses upon the ideas and practices of a radical movement for the transformation of Christianity and for social justice that originated in the "Basic Christian Communities" of Latin America and spread from there to North America and the Third World. Entails either an Applied Research or Service Learning component.
REL 362
JEWS AND THEIR MESSIAHS
Undergraduate
This course will introduce students to the history of messianic beliefs in Judaism from biblical times to the present. It is often assumed that "messianism," i.e. the belief in a savior figure destined to come in the future to usher in a new age of redemption and moral goodness, has always been central to Judaism. The course will examine whether our modern concept of "messianism" can be used as a valid tool to describe Jewish religious experience. The course will also analyze the extent to which Jewish messianic beliefs varied over time by examining major messianic texts and movements in their historical, literary, and cultural contexts.

Sophomore standing is a prerequisite for this class.

REL 363
CLASSICAL TEXTS IN JUDAISM
Undergraduate
An advanced analysis of selected Jewish texts.

REL 365
TEXTS, HISTORY, AND ISLAM
Undergraduate
An advanced analysis of selected Islamic texts.

REL 370
FEMINIST THEOLOGIES
Undergraduate
An exploration of women's experience as a primary resource and norm for theology, focusing on themes of inclusion, exclusion, representation and liberation in particular social, political and historical contexts.

REL 372
SEXUALITY, GENDER AND RELIGION: CROSS-CULTURAL PERSPECTIVES
Undergraduate
A consideration of religion and feminism in differing cultural contexts using a comparative perspective. While the course will consider selected Western viewpoints, its emphasis will be on a sampling of different emerging feminisms of non-Western religious traditions.

REL 380
TOPICS IN RELIGIOUS TEXTS
Undergraduate
Examines methods and meanings in the study of religious texts. Specific topics for current offering are noted in the current class schedule.

REL 382
RELIGION IN THE CONTEMPORARY UNITED STATES
Undergraduate
An advanced examination of traditional communities and contemporary movements in the United States.

REL 384
THE CULTURE OF AMERICAN CATHOLICS
Undergraduate
How has the unique experience of immigration shaped the American Catholic Church from the colonial period to the 21st century? How did the idea of "the Church" as an authoritative hierarchy come about in the mid-20th century, and how has that notion been challenged by immigrant communities, as well as artists and intellectuals? Drawing on the disciplines of history, sociology, anthropology, cultural theory, literature and the arts, this course looks at those who built the church and those who challenged and changed it. (Course is cross-listed as REL 384, CTH 384 and MLS 464.)
REL 390
INTEGRATING SEMINAR
Undergraduate
A seminar for Religious Studies majors focusing upon the methods, classic texts and current issues in the study of religion.

Junior Standing or above is a prerequisite for this class.

REL 392
FOREIGN STUDY IN RELIGION
Undergraduate
Under this number, students taking courses in religion or theology as part of a DePaul-sponsored program of study abroad may receive Religious Studies credit when approved in advance by the director of the Foreign Studies Program and the chair of the Religious Studies Department.

REL 393
INTERNSHIP IN RELIGIOUS STUDIES
Undergraduate
Open only to students working on Religious Studies major or minor concentrations. For more information contact the department chair.

Junior Standing or above is a prerequisite for this class.

REL 397
SENIOR THESIS
Undergraduate
Religious Studies majors who wish to undertake a special project of independent study are encouraged to apply. Student works towards completion of a special project under the direction of a project coordinator and faculty committee of three. Student must have a cumulative GPA of at least 3.000 overall, 3.100 in Religious Studies courses, and permission of the department chair.

REL 398
INDEPENDENT STUDY
Undergraduate
A two-credit course done under the supervision of a faculty member with the permission of the Department Chair.

REL 399
INDEPENDENT STUDY
Undergraduate
Independent Study

Junior Standing or above is a prerequisite for this class.

RELC 211
INTERPERSONAL COMMUNICATION
Undergraduate
An introduction to the factors that shape communication between two people. Topics include self-concept formation, perception, message formation, verbal and nonverbal communication, active listening, and defensiveness. (Formerly CMNS 211)

RELC 290
COMMUNICATION WORKSHOP (VARIABLE TOPICS)
Undergraduate
This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise.
RELC 304
COMMUNICATION AND ENTREPRENEURSHIP
Undergraduate
This seminar provides an overview of how theories and concepts of relational communication have and can be used to create business models. This course will also explore how entrepreneurial processes and frameworks can be used to create business models using a lean startup approach.

RELC 311
TOPICS IN RELATIONAL COMMUNICATION
Undergraduate
Explores specialized topic within the field of interpersonal communication. Past topics have included: emotions & communication, gender & its relation to interaction, the "social construction" of interpersonal realities, etc. (Formerly CMNS 311)

RELC 312
EVOLUTION AND COMMUNICATION
Undergraduate
This seminar explores how communication, across a variety of topics, can be understood with respect to the theory of evolution. Specifically, this course examines how millions of years of human evolution influences how people interact in their personal and social relationships. (Formerly CMNS 312)

RELC 313
NONVERBAL COMMUNICATION
Undergraduate
This course surveys various conceptual areas generally subsumed under the broad rubric of nonverbal communication. Topics include: physical appearances, gestures, face and eye behavior, vocalics, proxemics, touch, time, environmental contexts as well as application of nonverbal behaviors to specific interpersonal communication contexts. (Relational, Group, Organizational) (Formerly CMNS 313)

RELC 314
FAMILY COMMUNICATION
Undergraduate
This course surveys topics relevant to understanding communication phenomena in the setting of the family. Topics include: family systems, patterns, meaning, themes, roles and types, family life cycles, stressors and conflict, changing family forms and contexts. (Relational, Group, Organizational) (Formerly CMNS 314)

RELC 318
CLOSE RELATIONSHIPS
Undergraduate
This course examines the role of communication in the development, maintenance, and deterioration of romantic attachments. Topics include attraction, intimacy and self-disclosure, attachment beliefs, jealousy, satisfaction, commitment, trust, betrayal, conflict, autonomy, interdependence, etc. (Relational) (Formerly CMNS 318)

RELC 319
THE DARK SIDE OF PERSONAL RELATIONSHIPS
Undergraduate
This course explores the "dark side" of interpersonal communication by examining the growing literature on the troubling or problematic aspects of close relationships. Topics covered include relational dilemmas, relational control and dominance, hurtful messages, paradoxical communication, social predicaments, relational transgressions, privacy violations, physical abuse, verbal aggression, etc. (Formerly CMNS 319)

RELC 320
DECEPTIVE COMMUNICATION
Undergraduate
Explores the use of deceptive communication in social and personal relationships from a range of theoretical perspectives including ethics, evolutionary biology, linguistics, social and developmental psychology and jurisprudence. (Formerly CMNS 320)
RELC 329
PERSUASION
Undergraduate
Explores major theoretical assumptions of current persuasion research. Examines causes and effects of effective and ineffective persuasion. Analyzes persuasive skills and strategies for a variety of persuasion applications, e.g. political, interpersonal, intercultural, and advertising. (Formerly CMNS 329)

RELC 340
COMMUNICATING & DATING
Undergraduate
The goal of this course is to provide students with a research-based understanding of the role of communication within dating relationships. Accordingly, this course traces the life-cycle of a dating relationship. Specifically, this course begins by examining initial interactions that are potentially romantic and could turn into dating interactions. Next, the course focuses on how people engage in dating relationships and the factors that influence relationships. Finally, the course concludes with what happens after dating (i.e., long term commitment/marriage, relational termination, or the death of a partner). (Formerly CMNS 340)

RELC 393
RELATIONAL COMMUNICATION PRACTICUM
Undergraduate
Structured and supervised student participation in collegiate debating, radio production or group presentations for various audiences. Includes practical experience in research, rehearsal and performance. Students may take a maximum of 2 credit hours in one quarter, 4 credit hours in the major, and 8 total credit hours.

RELC 500
RELATIONAL COMMUNICATION THEORIES
Graduate
Students will gain an understanding of the different meta-theoretical frameworks used to explain relational communication as well as an understanding of what theories are and how theories are developed. A wide range of relational theories will be used in explaining what constitutes relational communication. Students will be provided with opportunities to apply theoretical concepts to everyday personal and professional relations as well as given opportunities to critique and analyze the efficacy of those theories presented.

Status as a Graduate Relational Communication student or department consent is a prerequisite for this class.

RELC 501
RELATIONSHIP MAINTENANCE
Graduate
This course will examine current research examining the communication processes that keep ongoing relations healthy, constructive and functions. Openness, accessibility and fairness all contribute to the health and maintenance of ongoing relationships. But other theories including social exchange theory, interdependence theory and theories of self-disclosure, uncertain reduction and avoidance all contribute to understanding why some relationships continue while others falter. The concepts, theories and models pertinent to understanding mature relationships and why they remain vital, constructive and functional will constitute the foundation for this course. Students completing the course will understand strategies for strengthening ongoing relationships while simultaneously assessing key areas in need of development or remediation.

Status as a Graduate Relational Communication student or department consent is a prerequisite for this class.

RELC 502
ATTACHMENT & RELATIONAL COMMUNICATION
Graduate
This course will explore the unique role that attachment styles play in the formation, maintenance, and deterioration of close relationships. Attachment theory will be used to examine how working models of self and other influence patterns of interaction among relational partners. Topics will include how attachment styles influence self-disclosure, conflict resolution, jealousy and deceptive communication. Students will also explore communicative strategies for dealing with attachment related problems.

Status as a Graduate Relational Communication student or department consent is a prerequisite for this class.
RELC 503
READINGS IN INTERPERSONAL COMMUNICATION
Graduate
This course is designed to provide students with a framework that offers the opportunity to choose and read a list of central texts in Relational Communication. Students will all read and discuss, together, at least one historical text and two books that were identified as seminal or central texts by a group of leading scholars in Communication Studies. Students will then identify a list of 3-5 additional central texts in their particular area of the discipline (e.g., emotion, relational dialectics, face work) and read those texts throughout the quarter, reporting their findings to colleagues in the seminar. Each student's reading list must be compiled and approved by the professor. The seminar participants will complete outlines (which will be shared with all class participants), discussion questions, and facilitate class discussion about their chosen texts. Through reading and thinking about the material, this will produce high-quality and provocative discussion resulting in quality work that will be distributed to colleagues leading to a more holistic understanding about relationship studies.

Status as a Graduate Relational Communication student or department consent is a prerequisite for this class.

RELC 504
RELATIONAL COMMUNICATION AND ENTREPRENEURSHIP
Graduate
This seminar provides an overview of how theories and concepts of relational communication have and can be used to create business models. This course will also explore how entrepreneurial processes and frameworks can be used to create business models using a lean start-up approach.

Status as a Graduate Relational Communication student or department consent is a prerequisite for this class.

RELC 510
HEALTH AND RELATIONAL CMN
Graduate
THIS COURSE EXAMINES THE HEALTH IMPLICATIONS OF RELATIONAL COMMUNICATION. THE ULTIMATE GOAL OF THIS COURSE IS FOR STUDENTS TO UNDERSTAND THAT HEALTH IS PARTIALLY DEPENDENT ON COMMUNICATION, THAT COMMUNICATION INFLUENCES HEALTH, AND THAT WE OFTEN HAVE TO COMMUNICATION ABOUT HEALTH. TOPICS INCLUDE COMMUNIBIOLOGY, DEMAND-DRAW PATTERNS, SEX, AVOIDANCE OF HEALTH INFORMATION, INVISIBLE ILLNESS, SUPPORT, AND HIV.

RELC 511
TOPICS IN INTERPERSONAL COMMUNICATION
Graduate
Explores specialized topics within the field of relational communication. Past topics have included emotions and communication, gender and its relationship to interaction, and the social construction of interpersonal realities.

Status as a Graduate Relational Communication student or department consent is a prerequisite for this class.

RELC 513
NONVERBAL COMMUNICATION
Graduate
Nonverbal messages are important as we typically monitor our own nonverbal messages less, but believe others nonverbal messages more than their verbal messages. Likewise, research suggests that 65% of our communication is based on nonverbal messages and some estimates are as high as 93%. Clearly such messages are important, yet we spend little time examining such messages. That said, the goal of this course is to provide you with a research based overview of a variety of nonverbal messages, that is, everything we communicate without using our words. This course surveys various conceptual areas generally subsumed under the broad rubric of nonverbal communication. Topics include physical appearances, gestures, face and eye behavior, vocalic, proxemics, touch, time, environmental contexts as well as application of nonverbal behaviors to specific interpersonal communication contexts.

Status as a Graduate Relational Communication student or department consent is a prerequisite for this class.
RELC 514
FAMILY COMMUNICATION
Graduate
This course surveys topics relevant to understanding communication phenomena in the setting of the family. Topics include: family systems, patterns, meaning, themes, roles and types, family life cycles, stressors and conflict, changing family forms and contexts. Students completing the course will understand the relationship between strong marital, parent child and sibling communication and relational satisfaction. Furthermore students will learn how to pay closer attention to the nonverbal manifestations of thoughts and feelings, be prepared for solving unavoidable family problems, be able to detect the conditions that contribute to excessive family conflict, understand how lack of intimacy weakens family structures, and distinguish between the need for instrumental and affective communication in strengthening family bonds.

Status as a Graduate Relational Communication student or department consent is a prerequisite for this class.

RELC 519
DARK SIDE OF INTERPERSONAL COMMUNICATION
Graduate
This course explores the "dark side" of interpersonal communication by examining the growing literature on the troubling or problematic aspects of close relationships. Topics covered include relational dilemmas, relational control and dominance, hurtful messages, paradoxical communication, social predicaments, relational transgressions, privacy violations, physical abuse, and verbal aggression. Upon completion of the course students will understand the positive and negative consequences of avoiding topics for discussion, they will understand how uncertainty constitutes both an obstacle and an opportunity in a relationship, they will better understand the difficulties of transitioning from online to offline relationships, they will understand the kinds of events that people perceive to be hurtful as well as the consequences of complaining, bullying, whining and teasing.

Status as a Graduate Relational Communication student or department consent is a prerequisite for this class.

RELC 540
COMMUNICATION AND CONTEMPORARY COURTSHIP DYNAMICS
Graduate
This seminar focuses on communication processes relevant to the initiation, development, and management of non-platonic (i.e., sexual or romantic) relationships.

RELC 599
RESEARCH THESIS
Graduate
Enroll in 599 during the term you plan to defend your thesis or complete your final project. This is a graded, 4-credit hour course. Tuition is charged. You must have a scheduled defense/completion date to be approved for this class. Your thesis/project advisor needs to communicate this date to the Graduate Studies Director for your program, before you are allowed to enroll. Loan deferment is allowed to those registered for this class.

Status as a Graduate Relational Communication student and Director Consent is a prerequisite for this class.

RELC 601
ACTIVE DEGREE COMPLETION
Graduate
This is a 0-credit hour course that is available to students who are working actively toward the completion of a thesis or project. Enrollment in this course is limited to the two quarters prior to the defense of the thesis/project and requires graduate director approval and proof of work each quarter. No tuition is charged, only student fees (approx. $50), which allows you access to the library and other campus facilities. This course is graded as pass/fail. Eligible for loan deferment and student loans.

Status as a Graduate Relational Communication student is a prerequisite for this class.

RELC 602
CANDIDACY CONTINUATION
Graduate
This is a 0-credit hour course that requires permission from the graduate director. Students can enroll in 602 if they are finishing a course in which they received an incomplete (IN). If the student does not register for any regular courses in the quarter they plan to finish the incomplete, they can enroll in 602 and access the library and other campus facilities. No tuition is charged, only student fees (approx. $50).
This course is graded as pass/fail. Not eligible for loan deferment or student loans.

Status as a Graduate Relational Communication student is a prerequisite for this class.
This is an introductory course in Russian which assumes no previous knowledge of the language. Students will learn Russian grammatical structures and vocabulary through the lens of culture, politics, media and the arts. Students will work on reading, writing, listening and speaking skills and by the end of the first year sequence should be able to use their Russian to communicate using simple structures.

This is the second course in an introductory sequence of Russian which assumes no previous knowledge of the language. Students will learn Russian grammatical structures and vocabulary through the lens of culture, politics, media and the arts. Students will work on reading, writing, listening and speaking skills and by the end of the first year sequence should be able to use their Russian to communicate using simple structures.

This is the third course in an introductory sequence of Russian which assumes no previous knowledge of the language. Students will learn Russian grammatical structures and vocabulary through the lens of culture, politics, media and the arts. Students will work on reading, writing, listening and speaking skills and by the end of the first year sequence should be able to use their Russian to communicate using simple structures.

Intensive practice in the use of Russian through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. Russian 103 or equivalent, including placement test or permission of instructor, is recommended.

Intensive practice in the use of Russian through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. Russian 104 or equivalent, including placement test or permission of instructor, is recommended.

Developing more fluency in speaking, understanding, reading and writing Russian with a concomitant heightened awareness of the cultural dimensions of the Russian language. Russian 105 or equivalent, including placement test or permission of instructor, is recommended.

See schedule for current offerings.

Variable credit.

Variable credit.
RUS 201
ADVANCED RUSSIAN LANGUAGE I
Undergraduate
Third-year course covering oral and written communication, reading and writing, and grammar and syntax. Students will explore media, pop culture, literature and politics as they improve their language skills. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

RUS 202
ADVANCED RUSSIAN LANGUAGE II
Undergraduate
Third-year course covering oral and written communication, reading and writing, and grammar and syntax. Students will explore media, pop culture, literature and politics as they improve their language skills. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

RUS 203
ADVANCED RUSSIAN LANGUAGE III
Undergraduate
Third-year course covering oral and written communication, reading and writing, and grammar and syntax. Students will explore media, pop culture, literature and politics as they improve their language skills. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

RUS 205
ADVANCED RUSSIAN: LITERATURE AND CULTURE I
Undergraduate
Grammar, written composition and cultural readings for native speakers of Russian.

RUS 206
ADVANCED RUSSIAN: LITERATURE AND CULTURE II
Undergraduate
Continued emphasis on improved grammar and writing for native speakers of Russian with collateral cultural readings.

RUS 207
ADVANCED RUSSIAN: LITERATURE AND CULTURE III
Undergraduate
Advanced composition and writing course emphasizing standard and literary language with appropriate literary and cultural readings for native speakers of Russian.

RUS 297
SPECIAL TOPICS IN RUSSIAN
Undergraduate
See schedule for current offerings.

RUS 298
STUDY ABROAD
Undergraduate
Variable credit.

RUS 299
INDEPENDENT STUDY
Undergraduate
Variable credit.
RUS 306
WARRIORS, WITCHES, FIREBIRDS AND VAMPIRES: INTRODUCTION TO RUSSIAN FOLKLORE
Undergraduate
This course will introduce students to the rich and dynamic body of Russian folk texts and belief. Course readings will include epic poems, skazki (fairy tales), ballads, legends, incantations, and elements of popular culture. Students will learn and apply contemporary theories of folklore and traditional folk belief. The course will touch on the role of Russian folklore themes in literature and film. Emphasis on primary source materials with supplemental theory and history. Readings in Russian. Russian 106 or equivalent, including placement test or permission of instructor, is recommended. Cross-listed with MOL 306.

RUS 316
RUSSIAN NOVEL
Undergraduate
The course will allow students to read and analyze novels from important Russian authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, as well as others. Students will write essays and participate in individual and group projects in the format of Round-Table discussion. Cross-listed with MOL 316. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

RUS 317
RUSSIAN SHORT STORY
Undergraduate
The course will allow students to read and analyze short stories from important Russian authors such as Chekov, Bunin and Bulgakov. Students will write papers and present short stories on these authors as well as others. Cross-listed with MOL 317. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

RUS 318
MASTERPIECES OF RUSSIAN LITERATURE
Undergraduate
This course will explore masterpieces of Russian literature from a variety of genres: plays, novels, short stories and poetry. Works by authors such as Tolstoy, Chekhov, Dostoevsky, Gogol, Nabokov, Pushkin, Turgenev, Akhmatova, Mayakovsky, Pasternak and Yevtushenko will be read within their historical context to provide a basis for literary appreciation and analysis. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

RUS 360
REALISM IN RUSSIAN DRAMA
Undergraduate
Russian Theater of the 18-19th century appeared in parallel to the development of realism in Russian literature. The movement dominated from approximately 1845 to 1905. The course presents some of the greatest Russian plays of the 19th century by Alexander Pushkin, Nikolai Gogol, Alexander Griboedov, Alexander Ostrovsky, and Anton Chekhov. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

RUS 361
TWENTIETH CENTURY RUSSIAN DRAMA
Undergraduate
Russian plays by a selection of the most important authors. Readings may include Chekhov, Gorky, Bulgakov, Teffi and others. Some critical works will be included. The student will read, analyze and interpret the plays, comedies and dramas, both with respect to form and meaning. In the process they will develop greater insight into the social and multicultural issues of the time period in which the plays were written. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

RUS 364
MODERN RUSSIAN AUTHORS
Undergraduate
This course explores works of the most influential Russian authors of the Modern period. Authors might include Anton Chekhov, Vladimir Nabokov, Mikhail Bulgakov, Evgeny Zamyatin, and more. Students will explore several genres, including poetry, novel, short, story, and plays. These authors and works will be studied in the context of their times. Russian 106 or equivalent, including placement test of permission of instructor, recommended. Cross-listed with MOL 364.
RUS 369
RUSSIAN LITERATURE AND FILM
Undergraduate
Greatest Russian short stories, plays, and novels of the 19-20th century, as presented in films by Soviet and Post-Soviet film-makers. Readings in the original (Russian) of Tolstoy, Dostoevsky, Ostrovsky, Chekhov, Bulgakov, and Pasternak's work. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

RUS 393
RUSSIAN FOR MASS MEDIA AND POLITICS
Undergraduate
Introduction to the structures and vocabulary of Russian news media with emphasis on politics and current events. Weekly readings and writing assignments from television, print media, and Internet news sources. Emphasis on building vocabulary and understanding of current political news and events. Individualized research/writing project. Russian 106 or equivalent, including placement test or permission of instructor, is recommended.

RUS 395
FOREIGN LANGUAGES ACROSS THE CURRICULUM
Undergraduate
The two credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in Russian. Students must have the equivalent of 106 or higher ability in Russian to take this two credit component. Please contact the Department of Modern Languages if you have questions about this courses or about language placement.

RUS 397
SPECIAL TOPICS IN RUSSIAN
Undergraduate
See schedule for current offerings.

RUS 398
STUDY ABROAD
Undergraduate
Variable credit.

RUS 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

RUS 497
SPECIAL TOPICS IN RUSSIAN
Graduate
See schedule for current offerings.

RUS 498
STUDY ABROAD
Graduate
Variable credit.

RUS 499
INDEPENDENT STUDY
Graduate
Variable credit.
SAP ACU999
EXCHANGE PROGRAM: AUSTRALIAN CATHOLIC UNIVERSITY
Undergraduate
Through this study abroad exchange program, students enroll full-time at Australian Catholic University (ACU), an Australian government-funded, public university open to students of all beliefs, nationalities and cultures. ACU offers a wide range of courses in six faculties: Arts and Sciences, Business, Education, Theology and Philosophy, Health Sciences, and Law across six campuses. DePaul students are take 3-4 units (courses) totaling 30-40 ACU credit points per semester.

SAP ARCH01
SHORT-TERM PROGRAM: ARGENTINA AND CHILE
Undergraduate
This short-term December intercession program explores the history, culture, economics, and politics of Argentina and Chile. The program includes meetings with university students and faculty, representatives of the arts, domestic and foreign businesses, the U.S. expatriate community, and Consular officials, as well as visits to cultural and historical institutions. The Program includes two coordinated courses taken in the fall and winter quarters.

SAP ARCH02
SHORT-TERM PROGRAM: ARGENTINA AND CHILE
Graduate
This short-term December intercession program explores the history, culture, economics, and politics of Argentina and Chile. The program includes meetings with university students and faculty, representatives of the arts, domestic and foreign businesses, the U.S. expatriate community, and Consular officials, as well as visits to cultural and historical institutions. The Program includes two coordinated courses taken in the fall and winter quarters.

SAP ATHN99
TERM PROGRAM: ATHENS, GREECE
Undergraduate
This term-long study abroad program in Athens is offered for Winter-Spring quarters through Greece's renowned College Year in Athens (CYA). Coursework and excursions juxtapose the history and contributions of ancient Greece with the Greece of today; a country situated geographically, socially and culturally at the confluence of Europe, Asia, Africa and the Middle East. Students earn a total of 32 credits for five courses through CYA. Two courses are required: a Modern Greek language course and an Art and Archaeology course. The remaining three electives are worth 6 credits each and may be chosen from CYA's wide range of disciplines, which include Art and Archaeology, Classical Languages, Environmental Studies, Ethnography, History, International Relations, Literature, Modern Greek Language, Philosophy, Political Science, and Religion.

SAP BDP97
TERM PROGRAM: BUDAPEST, HUNGARY (AY)
Undergraduate
The study abroad program at Corvinus University in Budapest, Hungary is offered in Autumn, Winter-Spring or for a full Academic Year. Students become part of a multinational and intercultural community of students from around the world, living and studying together in one of Europe's most beautiful cities. This program is appropriate for a broad range of majors, and is highly recommended for its International Business courses. DePaul students either live an apartment shared with international students or in a dormitory.

SAP BDP98
TERM PROGRAM: BUDAPEST, HUNGARY (W-S)
Undergraduate
The study abroad program at Corvinus University in Budapest, Hungary is offered in Autumn, Winter-Spring or for a full Academic Year. Students become part of a multinational and intercultural community of students from around the world, living and studying together in one of Europe's most beautiful cities. This program is appropriate for a broad range of majors, and is highly recommended for its International Business courses. DePaul students either live an apartment shared with international students or in a dormitory. Students receive a total of 30-36 credits in the winter-spring quarters.
SAP BDPS99
TERM PROGRAM: BUDAPEST, HUNGARY (AQ)
Undergraduate
The study abroad program at Corvinus University in Budapest, Hungary is offered in Autumn, Winter-Spring or for a full Academic Year. Students become part of a multinational and intercultural community of students from around the world, living and studying together in one of Europe's most beautiful cities. This program is appropriate for a broad range of majors, and is highly recommended for its International Business courses. Students receive a total of 18-22.5 credit hours in the fall. DePaul students either live an apartment shared with international students or in a dormitory.

SAP BJNG99
TERM PROGRAM: BEIJING, CHINA
Undergraduate
This term-long study abroad program in China is offered during the Winter-Spring quarters at Tsinghua University in conjunction with Syracuse University. This program is designed to address the complexities of contemporary China and its languages. The academic program begins with a two-week field study seminar to Beijing, Xi'an and Shanghai, and is followed by classroom study at Tsinghua. Students live in single dormitory rooms on Tsinghua's modern campus.

SAP BONN98
TERM PROGRAM: BONN, GERMANY (AQ)
Undergraduate
This term-long study abroad program is designed for students interested in German language and society. After successfully completing the winter and spring quarters students have the option of staying for the fall quarter. Students begin the program at DePaul University's Lincoln Park campus with a focus on learning about German history and society.

SAP BONN99
TERM PROGRAM: BONN, GERMANY (W-S)
Undergraduate
This term-long study abroad program is designed for students interested in German language and society. After successfully completing the winter and spring quarters students have the option of staying for the fall quarter. Students begin the program at DePaul University's Lincoln Park campus with a focus on learning about German history and society.

SAP BRUS01
SHORT-TERM PROGRAM: SPS BRUSSELS
Graduate
This short-term graduate program to Belgium allows students to broaden their perspective on public-policy analysis and public service management in an international context. The course explores how globalization is affecting national governments and traditional cultures while encouraging the creation of international non-profits and supra-national governing agencies. Students will learn how large agencies, such as the European Union and NATO, are strengthening relationships and working more closely with grassroots organizations throughout the world.

SAP BRZL01
SHORT-TERM PROGRAM: BRAZIL
Undergraduate
This short-term December intercession program to Brazil is designed for students from all colleges. Visiting three cities in Brazil, the course focuses on Information Technology (IT) in Brazil from multiple perspectives. Students learn about the history and development of IT in Brazil, the role it plays in economic development as well as its socio-cultural impact. In addition to seeing some of the highlights of the city, the participants will conduct a number of site visits to businesses, government offices, non-governmental organizations and institutions of higher learning. The program is open to graduate and undergraduate students from any college at DePaul. The program starts with several pre-departure sessions and continues through the winter quarter with meetings scheduled upon return.

SAP BRZL02
SHORT-TERM PROGRAM: BRAZIL
Graduate
This short-term December intercession program to Brazil is designed for students from all colleges. Visiting three cities in Brazil, the course focuses on Information Technology (IT) in Brazil from multiple perspectives. Students learn about the history and development of IT in Brazil, the role it plays in economic development as well as its socio-cultural impact. In addition to seeing some of the highlights of the city, the participants will conduct a number of site visits to businesses, government offices, non-governmental organizations and institutions of higher learning. The program is open to graduate and undergraduate students from any college at DePaul. The program starts with several pre-departure sessions and continues through the winter quarter with meetings scheduled upon return.
SAP BRZL03
SHORT-TERM PROGRAM: SPS BRAZIL
Graduate
This short-term program is designed to provide students with an understanding of social area analysis, neighborhood change, land use, and other topics by exploring the planning initiatives underway in Curitiba, Brazil, one of the most innovative urban areas in South America. The program site serves as an "urban laboratory" to evaluate a wide range of policies intended to enhance the efficiency and "livability" of a metropolitan region, improve public services, and support the development of critical infrastructure. At the host institution, the Pontificia Universidade Catolica do Parana (PUCPR), students critically evaluate how various strategies can be used to promote harmonious development and economic improvement in complex metropolitan areas involving many different units of government. They also compare the strategies used in Curitiba with those used in Chicago.

SAP CHNA02
SHORT-TERM PROGRAM: CHINA (COMMERCE)
Undergraduate
This business seminar to Beijing and Shanghai focuses on the evolution of ownership structures in China spurred by the country's membership in World Trade Organization (WTO). Through visits to majority-Chinese owned companies, Joint Ventures between Chinese and foreign companies, as well as wholly foreign owned companies, students have the opportunity to explore China's changing economic and regulatory structures and gain an understanding of how Chinese business culture varies across companies according to their different ownership structures.

SAP CHNA03
SHORT-TERM PROGRAM: CHINA (COMMERCE)
Graduate
This business seminar to Beijing and Shanghai focuses on the evolution of ownership structures in China spurred by the country's membership in World Trade Organization (WTO). Through visits to majority-Chinese owned companies, Joint Ventures between Chinese and foreign companies, as well as wholly foreign owned companies, students have the opportunity to explore China's changing economic and regulatory structures and gain an understanding of how Chinese business culture varies across companies according to their different ownership structures.

SAP CHTB01
SHORT-TERM PROGRAM: CHINA AND TIBET (SNL)
Undergraduate
This short-term study abroad program to China and Tibet is offered by the School for New Learning during the summer. Focusing on ethnic minority cultures located mostly in and around Yunnan province, students examine China's current state as they encounter regions that practice traditional beliefs and customs despite the monumental changes that are occurring. By traveling in present-day China and Tibet, students gain insight into the balance between a society's rich and complex past and the present. Students can register for either 3 or 4 competencies (with committee permission). Non-SNL students may apply for credit for this course with the approval of their department advisors.

SAP CLMB01
SHORT-TERM PROGRAM: COLOMBIA (SNL)
Undergraduate
This short-term study abroad program to Cartagena, Colombia is offered by the School for New Learning during December intercession. Cartagena, Colombia provides the backdrop for this course which will stimulate your thinking about the meaning of leisure in your life and the interrelated nature of leisure in our global society. Cartagena offers a rich sense of history, beautiful beaches, excellent food, cultural events, competitive sports, and superior natural areas. Its heterogeneous ethnic and racial make-up is unmatched in the world making it a perfect environment to study and experience leisure. This program will be led by a faculty member of the School for New Learning.

SAP CLMB02
SHORT-TERM PROGRAM: COLOMBIA (SPS)
Graduate
The program to Bogota, Colombia, seeks to expose students to ethical management tools and issues in an international context. By engaging with and learning from local practitioners, students will enhance their intercultural understanding, communication skills, and examine alternative approaches to issues of ethics in public service management. Students will also learn about how issues of ethics cross borders and the cultural sensitivities that are often involved in public service management through an immersion in Bogota, organizational site visits, and intensive fieldwork.
SAP CORI01
SHORT-TERM PROGRAM: COSTA RICA
Professional
This short-term seminar provides a comprehensive understanding of key elements of human rights law, which includes women’s rights, children’s rights and criminal procedure.

SAP CSHIR
SHORT-TERM PROGRAM: IRELAND (CSH)
Undergraduate
This short-term Summer program explores the ways in which Irish landscapes set aside for nature are influenced by both natural and cultural forces.

SAP CUBA01
SHORT-TERM PROGRAM: CUBA
Undergraduate
This study abroad program introduces the history, culture, economics, and politics of Cuba before and after the revolution of 1959. During their travels, participants will interact with Cuban students, professors, policy makers, artists, and average citizens. From a historical perspective on the Cuban Revolution, students will learn about its impact on Cuban society, Latin America, the "Third World," and the United States, while focusing specifically on the contemporary international business environment and economic climate in Cuba.

SAP CUBA02
SHORT-TERM PROGRAM: CUBA
Graduate
This study abroad program introduces the history, culture, economics, and politics of Cuba before and after the revolution of 1959. During their travels, participants will interact with Cuban students, professors, policy makers, artists, and average citizens. From a historical perspective on the Cuban Revolution, students will learn about its impact on Cuban society, Latin America, the "Third World," and the United States, while focusing specifically on the contemporary international business environment and economic climate in Cuba.

SAP CUBA03
SHORT-TERM PROGRAM: CUBA (SPS)
Graduate
This program seeks to expose students to comparative and foreign policy issues as they pertain to the bilateral relations between the United States and Cuba. By engaging with and learning from local practitioners, students will enhance their intercultural understanding, communication skills, and examine alternative approaches to issues in foreign policy. Students will learn about how policy issues cross borders and the cultural sensitivities that are often involved in foreign policy through an immersion in Havana, organizational site visits, and intensive fieldwork.

SAP CZAU01
SHORT-TERM PROGRAM: CZECH & AUSTRIA (COMMERCE)
Undergraduate
This short-term seminar to Prague and Vienna will broaden your general awareness of the international business climate of Central Europe. You will be provided with an understanding of the business, political and educational issues affecting this region’s transition from a centralized to a market driven economy.

SAP CZAU02
SHORT-TERM PROGRAM: CZECH & AUSTRIA (COMMERCE)
Graduate
This short-term seminar to Prague and Vienna will broaden your general awareness of the international business climate of Central Europe. You will be provided with an understanding of the business, political and educational issues affecting this region’s transition from a centralized to a market driven economy.

SAP CZEC01
SHORT-TERM PROGRAM: CZECH REPUBLIC (NSG)
Graduate
This graduate nursing program examines health care in the Czech Republic, particularly its political, social, economic, and ethical implications. Networking with Czech medical and nursing students and government employees, participants learn about the contemporary changes in nursing science and practice in national and European contexts. Their experiences abroad help students draw parallels and contrasts to health care policies, practice, and access in the United States.
SAP DBLN98
TERM PROGRAM: DUBLIN, IRELAND (W-S)
Undergraduate
This term-long study abroad program in Dublin, Ireland is offered in cooperation with Ireland's Institute of Public Administration. Upper level undergraduates have the outstanding opportunity to study and intern in the Irish Parliament or a non-governmental organization. During the winter and spring terms, students earn a total of 28 DePaul credits: 10 credits for the internship and 18 credits for the remaining courses.

SAP DBLN99
TERM PROGRAM: DUBLIN, IRELAND (AQ)
Undergraduate
This term-long study abroad program in Dublin, Ireland is offered in cooperation with Ireland's Institute of Public Administration. Upper level undergraduates have the outstanding opportunity to study and intern in the Irish Parliament or a non-governmental organization. During the fall, students earn a total of 22.5 DePaul credits: 9 credits for the internship and 4.5 credits for each of the three remaining courses.

SAP DUBL01
SHORT TERM PROGRAM: SPS DUBLIN
Graduate
These summer seminars in Dublin are offered by the School of Public Service in conjunction with All Hallows College in Dublin. The courses are taught by American and Irish faculty. There, they explore public service management and strategy as applied in non-government sectors, such as health care, social service, associations, education, and the arts. The program offers one-week, executive-style courses that may be taken in sequence. Additional program meetings are held on DePaul's campus prior to and after travel.

SAP DUBL02
SHORT-TERM: SPS DUBLIN
Graduate
Each year spend the summer in Dublin, Ireland taking classes with an international student body taught by faculty from DePaul and All Hallows College. Here, you will explore public service management and strategy as applied in non-government sectors, such as health care, social service, associations, education, and the arts. The program offers one-week, executive-style courses beginning Sunday evening and concluding Friday at 1 pm with pre- and post-course meetings in the U.S. These courses are standard four-credit courses enhanced with international students, faculty, and perspective. The beautiful campus is conveniently located midway between the Dublin Airport and City Centre.

SAP ENGL01
SHORT-TERM PROGRAM: ENGLAND (SNL)
Graduate
This, short-term December intercession program to Great Britain offered by the School of New Learning provides opportunities for students to gain valuable understandings of religion, art, and culture that endures in present day Britain while unraveling its rich and complex past. This program's structure is that of a pilgrimage, allowing students some time for reflection as well as learning as they encounter sacred space, respond to aesthetic artifacts and religious rituals, and engage in guided inquiry about the role of these institutions of religion, culture, and education in the past as well as the present.

SAP ESI TO1
SHORT-TERM PROGRAM: ESTONIA & ITALY (SNL)
Undergraduate
Participants in this two-country study abroad course on cross-cultural communication will examine how language and interactions are used in various contexts in Estonia and Italy. They will observe communication dynamics in informal settings, such as cafes and piazzas, and in the formal setting of schools and universities. Using concepts from assigned readings, they will then analyze how different socio-cultural factors shape individuals and interaction patterns in both societies, as well as in the United States. A primary focus will be on Estonian and Italian schools and universities, where participants will compare these organizational structures and study their implications for cross-cultural communication among and between teachers and students.
Participants in this two-country study abroad course on cross-cultural communication will examine how language and interactions are used in various contexts in Estonia and Italy. They will observe communication dynamics in informal settings, such as cafes and piazzas, and in the formal setting of schools and universities. Using concepts from assigned readings, they will then analyze how different socio-cultural factors shape individuals and interaction patterns in both societies, as well as in the United States. A primary focus will be on Estonian and Italian schools and universities, where participants will compare these organizational structures and study their implications for cross-cultural communication among and between teachers and students.

This short-term summer program in France takes students on a cycling ‘pilgrimage’ as they explore issues associated with pilgrimage, Catholic Church history and the life of Vincent de Paul. Special attention will be given to an experiential exploration of the elements of pilgrimage, the historical dimensions of Vincent de Paul's life and its influence on the ideas and practices of modern Vincentians. The purpose of this program is to offer students an intense experiential complement to academic study and intellectual investigations into topics like religious devotion, the historical development of ideas and practices, migration, multiculturalism, poverty, women's leadership in the Catholic Church, and ‘Vincentianism.’ Students enroll in two courses associated with the program.

This is an academic year exchange program immersing the student in full French classes in liberal arts and sciences graduate level courses at the university of Ecole Normale Superieure.

Participants in this year-long exchange program with Sciences Po, an international university with campuses across France. Students are placed at one their many campuses to study in courses focused on the historic, economic, political, and sociological facets of France, Europe, and the World.

Exploring the tourism industry in France and Switzerland, two of the most popular travel destinations in Europe, students compare and contrast customer behavior trends and tourism operations in these countries and the United States. In France, students concentrate on the infrastructure of transportation, lodging, food and beverage, and tourism opportunities for visitors. During the stay in Switzerland, students learn about regional transportation, the role of sports in tourism, and the cultural influences of national groups on the tourist experience. A major theme of the seminar is the concept of "a stranger in a strange land," providing students with a heightened awareness of what a traveler experiences, including the impact of jet lag, confusion in customs, and language difficulties with directions, instructions, explanations, and different foods.

Exploring the tourism industry in France and Switzerland, two of the most popular travel destinations in Europe, students compare and contrast customer behavior trends and tourism operations in these countries and the United States. In France, students concentrate on the infrastructure of transportation, lodging, food and beverage, and tourism opportunities for visitors. During the stay in Switzerland, students learn about regional transportation, the role of sports in tourism, and the cultural influences of national groups on the tourist experience. A major theme of the seminar is the concept of "a stranger in a strange land," providing students with a heightened awareness of what a traveler experiences, including the impact of jet lag, confusion in customs, and language difficulties with directions, instructions, explanations, and different foods.
SAP FYGC01
SHORT-TERM PROGRAM: FY@GREECE
Undergraduate
This short-term program for first-year students combines a Focal Point Seminar with a short study tour. In the Focal Point Seminar, students examine how in ancient Greek poetry, history, and philosophy, we will find a certain tragic worldview at work. That is, a recognition of our human finitude, the potentially disastrous limitation of our understanding and power. Indeed, we will find here in their emergence many of the most fundamental concepts we use to make sense of our lives today. Travel takes place either in spring break or in late June for 7-10 days and is worth an additional 2 credit hours.

SAP FYGR01
SHORT-TERM PROGRAM: FY@GERMANY
Undergraduate
This short term program for first-year students combines a Focal Point Seminar with a short study tour. In the Focal Point Seminar, students learn about the important scientific discoveries made by Johannes Kepler and Albert Einstein. Students learn about the people and the society these scientists lived in, apply their discoveries in lab activities, and investigate how science is presented by museums and science education centers in Germany and the U.S. Travel takes place either in spring break or in late June for 7-10 days and is worth an additional 2 credit hours.

SAP FYIR01
SHORT-TERM PROGRAM: FY@IRELAND
Undergraduate
This short term program for first-year students combines a Focal Point Seminar with a short study tour. In the Focal Point Seminar, students explore Dublin's rich literary and cultural traditions. Students read and discuss travel writing and other literature and are coached in writing about place using a variety of styles and genres. With this foundation, students travel to Ireland to visit Dublin and neighboring areas. Travel takes place either in spring break or in late June for 7-10 days and is worth an additional 2 credit hours.

SAP FYITAL
FY ABROAD: ITALY
Undergraduate
This First Year Study Abroad Program in Rome and Assisi, Italy will explore the life and world of Saint Francis, study the power of pilgrimage, sharpen peacemaking skills, and experience the beauty and excitement of Italy.

SAP FYJD01
SHORT-TERM PROGRAM: FY@JORDAN
Undergraduate
This short-term program for first-year students combines a Focal Point Seminar with a short study tour. In the Focal Point Seminar, students use archaeology, anthropology, and geography to uncover past and present experiences of what is now Jordan. Students discuss the impacts that artifacts, key events, and important players had in shaping the region. During travel, students spend time in the capital city of Amman and various archeological sites. Travel takes place either in spring break or in late June for 7-10 days and is worth an additional 2 credit hours.

SAP FYPERU
FY ABROAD: PERU
Undergraduate
This First Year Study Abroad Program in Peru will explore the global production of food, including issues of ethics, social practices, sourcing, trade, and the environment.

SAP GHNA02
SHORT-TERM PROGRAM: GHANA
Graduate
This short-term program will focus on immersion and deeper understanding of African traditional healing, colonial history, culture, and self-development. The other focus will primarily explore the opportunities and challenges of the current IT business environment, resulting in the launch of a media learning IT project with partner institution in Ghana.
This short-term seminar will focus in Munich and Berlin, which is one of Germany's biggest industrial centers. Once a symbol of Cold War division, Berlin today is a link between Western and Eastern Europe. The Berlin-Brandenburg capital region lies at the very heart of an expanding European Union and offers many new and exciting opportunities for the future! Culturally this seminar will take you to Dachau and many other on a WWII tour of Berlin.

La Universidad Iberoamericana in Mexico City offers DePaul students a wide range of courses taught in Spanish and English and the chance to live in one of the most dynamic world cities. Mexico City is a modern metropolis of over 25 million people with a fascinating blend of Aztec and Colonial roots. It is the capital of a country of 90 million inhabitants and the center for commerce, finance and the arts. DePaul students can take courses in 35 different undergraduate programs, including architecture, business, communications, computer, design, engineering, chemistry, nutrition, photography, physics, and psychology. La Ibero features state of the art facilities and a chance for DePaul students to integrate fully into life at a Mexican university.

DePaul students can study a wide range of courses taught in Spanish and English and have the chance to live in one of the most dynamic world cities. DePaul students can take courses in 35 different undergraduate programs, including architecture, business, communications, computer, design, engineering, chemistry, nutrition, photography, physics, and psychology. La Ibero features state of the art facilities and a chance for DePaul students to integrate fully into life at a Mexican university.

This short-term December intercession program takes students through India, beginning in the capital of Delhi and continuing on to the cities of Bangalore and Pune. In addition to guest lectures, guided observations and experiential learning activities, students learn about Indian environmentalism by participating in two restoration projects. The program includes two coordinated courses taken in the fall and winter quarters.

This short-term December intercession study abroad program creates learning opportunities for students to understand development challenges and the role of NGOs, the government, and for-profit entities in developing and implementing policy initiatives related to climate change, rural development, healthcare, education, gender initiatives, microfinance and micro-enterprise, micro-farming and organic farming, water management and watershed development. Students have the opportunity to interact with government administrators and leaders, Indian graduate students and program beneficiaries in rural and urban areas. Students complete four online learning modules prior to leaving for India.

This short-term business seminar provides students the opportunity to examine India's changing macro-environment (political, economic, cultural and demographics) and its fledging micro-environment (information services, manufacturing, retail and financial). During the program, students visit various Indian companies in several major urban centers such as Mumbai, Pune, Bangalore, and Delhi. In addition, students have the chance to visit specific rural areas to become acquainted with domestic-type NGO initiatives.
This short-term business seminar provides students the opportunity to examine India’s changing macro-environment (political, economic, cultural and demographics) and its fledging micro-environment (information services, manufacturing, retail and financial). During the program, students visit various Indian companies in several major urban centers such as Mumbai, Pune, Bangalore, and Delhi. In addition, students have the chance to visit specific rural areas to become acquainted with domestic-type NGO initiatives.

This practical course will introduce graduate and junior/senior level undergraduate DePaul students to the cultural context, style and business of Hindi Cinema while giving them the opportunity to incorporate this knowledge into their own media project. Students will work collaboratively with Indian film professionals in either an introductory or advanced level film workshop at Whistling Woods International and have the opportunity to implement their technical and cultural learning in a creative project over the course of the visit.

This program is an SPS graduate-level study abroad program that will provide students an experiential opportunity to see peace and reconciliation efforts through public policy and nonprofit social organizations in Northern Ireland.

This program will examine the recent economic and financial history of Ireland, with a focus on the role Ireland has played in the global financial crisis and response. Students will be able to learn about the sources of Ireland’s economic success as well as its downfall, how the government managed the crisis, and finally, how business has responded to the challenging economic environment in which they operate. They will learn how a banking and financial crisis unfolds and how governments can respond to them.

This short-term Summer program explores the history and culture of Istanbul - the center of Byzantine civilization for a millennium, the capital of the Ottoman empire for more than 450 years, and the largest city of the modern Turkish republic. Students participating in this program must register for a specific spring quarter course and ENG 398 in summer session. Participants earn a total of eight academic credits.
SHORT-TERM PROGRAM: ISTANBUL
Graduate
This short-term program explores the history and culture of Istanbul - the center of Byzantine civilization for a millennium, the capital of the Ottoman empire for more than 450 years, and the largest city of the modern Turkish republic. Students participating in this program must register for a specific spring quarter course and ENG 398 in summer session. Participants earn a total of eight academic credits.

SHORT-TERM: LAS ITALY
Undergraduate
This short-term December program focuses on Rome and Roman Catholicism. While living and learning in central Rome, students visit sites that invoke several course components at once e.g., the cultural and religious history that informs the architecture of the Catacombs; and Vatican City's historical, architectural, cultural, and Catholic aspects.

SHORT-TERM: ITALY IBS
Undergraduate
In this program, students will visit businesses in Italy, as well as complete a research project about Italian Business selecting an industry of interest.

SHORT-TERM: ITALY IBS
Graduate
In this program, students will visit businesses in Italy, as well as complete a research project about Italian Business selecting an industry of interest.

SHORT-TERM PROGRAM: JAPAN (CDM)
Undergraduate
This short-term December intercession program in Japan is open to undergraduate and graduate students in CDM who have a strong interest in computer gaming and animation. A 2-week trip to Tokyo and Kyoto takes students to visit several gaming and animation companies in Japan. Touring studios and meeting with their developers and managers help students learn the characteristics and practices of Japan's gaming and animation industries. Students also learn about issues involved in developing games and animation for the global market, and strategies for international promotion. In addition, the program introduces some of the latest and upcoming technologies in the field. Throughout the trip, students learn about the culture of Japan and how it is reflected in Japanese computer games and animation films.

SHORT-TERM PROGRAM: JAPAN
Undergraduate
This short-term December intercession program in Japan focuses on the historical events of the 1945 atomic bombing, the religious sensibilities and ethics that informed responses to the event, and current nuclear issues. Students visit centuries-old temples and shrines in Kyoto, talk with an atomic-bomb survivor in Hiroshima, and visit Catholic churches Nagasaki, home to Japan's largest Catholic community. The Program includes two coordinated courses taken in the fall and winter quarters.

SHORT-TERM seminar will focus on SMEs and their drive to accelerate into the 21st Century behind smart, unconventional, strategies and partnerships and local-community leadership. During the seminar, students will be exposed to the traditional Japan national culture juxtaposed against a new paradigm of industry innovation and entrepreneurship. Students will visit both large traditional firms as well as non-traditional entrepreneurial SME firms involved in product and process innovations across several industry sectors.
This short-term seminar will focus on SMEs and their drive to accelerate into the 21st Century behind smart, unconventional, strategies and partnerships and local-community leadership. During the seminar, students will be exposed to the traditional Japan national culture juxtaposed against a new paradigm of industry innovation and entrepreneurship. Students will visit both large traditional firms as well as non-traditional entrepreneurial SME firms involved in product and process innovations across several industry sectors.

This short-term December intercession program in Japan is open to undergraduate and graduate students in CDM who have a strong interest in computer gaming and animation. A 2-week trip to Tokyo and Kyoto takes students to visit several gaming and animation companies in Japan. Touring studios and meeting with their developers and managers help students learn the characteristics and practices of Japan's gaming and animation industries. Students also learn about issues involved in developing games and animation for the global market, and strategies for international promotion. In addition, the program introduces some of the latest and upcoming technologies in the field. Throughout the trip, students learn about the culture of Japan and how it is reflected in Japanese computer games and animation films.

During the two-week trip to Tokyo, Kyoto and Nagoya, students will visit several game, animation, and motion graphics companies as well as art museums and galleries. Visiting companies and meeting with their developers and managers will help students learn the characteristics and practices of Japan's game, animation, and motion graphics industries, which are markedly different from those in the US and Europe.

This short-term December intercession program to Kenya is organized in conjunction with the Green Belt Movement (GBM), a grassroots non-governmental organization founded by Nobel Prize winner Wangari Maathai. Her renowned organization focuses on providing income and sustenance to millions through planting trees and restoring the environment. Classroom activities on campus prior to travel introduce students to the courses' topics. While in Kenya, students and GBM members work on community projects such as tree planting, food security, and sustainable agriculture. Students enroll in two courses, one in the fall and one in the winter.

This program prepares students for lives in an increasingly globalized world by engaging issues and questions of the East African experience, including foreign pressures and influences on indigenous values and social justice dilemmas like class marginalization and the impacts of globalization on lifestyles and economies. Social and cultural exploration in which simple observation serves as a powerful tool for uncovering deeper meanings in everyday events in the lives of Kenyans and Tanzanians provides students with experiences to which they compare their lives in the United States through personal reflection. The participants' ongoing dialogue with local cultures and peoples raises consciousness on global issues of justice, peace, politics and traditions. In addition, students have the chance to explore the landscape and the major natural monuments of both countries.
SAP KNYA04
SHORT-TERM PROGRAM: KENYA & TANZANIA (SNL)
Graduate
This program prepares students for lives in an increasingly globalized world by engaging issues and questions of the East African experience, including foreign pressures and influences on indigenous values and social justice dilemmas like class marginalization and the impacts of globalization on lifestyles and economies. Social and cultural exploration in which simple observation serves as a powerful tool for uncovering deeper meanings in everyday events in the lives of Kenyans and Tanzanians provides students with experiences to which they compare their lives in the United States through personal reflection. The participants' ongoing dialogue with local cultures and peoples raises consciousness on global issues of justice, peace, politics and traditions. In addition, students have the chance to explore the landscape and the major natural monuments of both countries.

SAP KOCH98
EXCHANGE PROGRAM: ISTANBUL, TURKEY (KOC UNIVERSITY) - AY
Undergraduate
Located on the European side of Istanbul, our exchange program with Koc University (pronounced Coach) allows DePaul University students to study in one of the world's top 250 universities. Koc (KU) is an international university and students can take advantage of the active student life that is available on both campus as well as the cultural sights that Turkey has to offer.

SAP KCH99
EXCH: ISTANBUL TURKEY (KOC UNIVERSITY)
Undergraduate
Located on the European side of Istanbul, our exchange program with Koc University (pronounced Coach) allows DePaul University students to study in one of the world's top 250 universities. Koc (KU) is an international university and students can take advantage of the active student life that is available on both campus as well as the cultural sights that Turkey has to offer.

SAP KRKW99
TERM PROGRAM: KRAKOW, POLAND
Undergraduate
This term-long study abroad program in Poland is offered in Autumn Quarter. For the first three weeks, students tour Germany, the Czech and Slovak Republics, Hungary, and Austria and meet with students from these countries to discuss current political issues and contemporary life in the region. Students then participate in a short study tour of Northern Poland before beginning classes in October at the Jagiellonian University. During the term additional weekend excursions are planned to sites within Poland. Students study basic Polish at the Jagiellonian University. Other classes are taught in English.

SAP KYOT99
EXCHANGE PROGRAM: KYOTO, JAPAN (RITSUMEIKAN)
Undergraduate
The Study in Kyoto Program (SKP) at Ritsumeikan's Kinugasa Campus brings together students interested in Japanese studies from around the world. The SKP curriculum includes a range of Japanese language and Japanese studies courses, as well as practical seminars in traditional arts and crafts. Students stay in furnished private single rooms in dormitories on campus. Students participating in this student exchange program can apply for scholarships at the host institution at the time of application.

SAP LEUV95
TERM PROGRAM: LEUVEN, BELGIUM (W-S)
Graduate
This term-long study abroad program in Fall and Winter-Spring offers upper level undergraduates an exciting opportunity to intern with a member of the European Parliament or for a non-governmental organization affiliated with the EU government. In addition to their internship, students take courses and live at the Louvain Institute for Ireland in Europe located in the Irish College. Winter-spring students earn a total of 27 credits: 4.5 credits for the internship and 4.5 credits for each of the five courses.

SAP LEUV96
TERM PROGRAM: LEUVEN, BELGIUM (W-S)
Undergraduate
This term-long study abroad program is offered in Fall and Winter-Spring. A highlight of this program is the opportunity to intern with a member of the European Parliament or for a non-governmental organization affiliated with the EU government. In addition to their internship, students take courses and live at the Louvain Institute for Ireland in Europe located in the Irish College.
SAP LEUV98
TERM PROGRAM: LEUVEN, BELGIUM (AQ)
Graduate
This term-long study abroad program is offered in Fall and Winter-Spring. A highlight of this program is the opportunity to intern with a member of the European Parliament or for a non-governmental organization affiliated with the EU government. In addition to their internship, students take courses and live at the Louvain Institute for Ireland in Europe located in the Irish College.

SAP LEUV99
TERM PROGRAM: LEUVEN, BELGIUM (AQ)
Undergraduate
This term-long study abroad program in Fall and Winter-Spring offers upper level undergraduates an exciting opportunity to intern with a member of the European Parliament or for a non-governmental organization affiliated with the EU government. In addition to their internship, students take courses and live at the Louvain Institute for Ireland in Europe located in the Irish College.

SAP LIMA99
EXCH: LIMA PERU (PUC)
Undergraduate
Located in the coastal capital city of Lima, this program is an opportunity for students to discover the spectacular region that was once home to the Inca Empire, and is today the complex, multiethnic and multilingual country of Peru. With over eight million inhabitants, Lima is an ethnic melting pot with people from all over the world.

SAP LNDN98
TERM PROGRAM: LONDON THEATER, ENGLAND
Undergraduate
This term-long study abroad program at the Central School of Speech and Design in London is open only to students from the Theater School.

SAP LNDN99
TERM PROGRAM: LONDON, ENGLAND
Undergraduate
This term-long study abroad program to London during the Winter-Spring term provides students options for studying and interning in one of Europe's most storied cities. Students enroll in classes at the University of Westminster in disciplines of a wide range. The program has an optional internship component, which provides career-orientated possibilities for students of almost any discipline.

SAP LYON99
EXCH PROGRAM: ATLANTIS (FRANCE & SWEDEN)
Undergraduate
This year-long trans-Atlantic dual degree program in technology and business prepares students for success in the interconnected world of the 21st century. Funded through a federal grant, this program provides financial support for students from DePaul's College of Computing and Digital Media (CDM) to spend one semester in France and one in Sweden. Students obtain two bachelor degrees upon successful completion of the program.

SAP MDRD98
TERM PROGRAM: MADRID, SPAIN (AQ-CEA)
Undergraduate
This term-long study abroad program is offered during the Fall quarter, with an option to remain abroad for the Winter quarter. The Fall program through Cultural Experiences Abroad (CEA) focuses on the studies of Spanish language and culture. The Winter program is offered in cooperation with Centers for Academic Programs Abroad and offers students the opportunity to further their linguistic and cultural competencies while interning in their area of study. During the Fall, students earn a total of 18 credits: 13.5 for their Spanish courses taken at Universidad Complutense Madrid and 4.5 for the course taught by the DePaul faculty director accompanying the group to Madrid. Students remaining for the Winter earn an additional 16 credits: 4 for Spanish courses, 4 for an internship course, and 8 for the internship.

SAP MEXI01
SHORT-TERM PROGRAM: SHL MEXICO
Undergraduate
This program will travel to Puerto Vallarta and Cancun over DePaul's spring break in late March. Contact time is planned for each day so that students have ample opportunity to discuss differences in consumer behavior and preferences, impacts of culture in tourism behavior, forecasting issues, pricing strategies, ethical concerns, and service delivery variations.
SAP MEXI 02
SHORT-TERM PROGRAM: SHL MEXICO
Graduate
This program will travel to Puerto Vallarta and Cancun over DePaul's spring break in late March. Contact time is planned for each day so that students have ample opportunity to discuss differences in consumer behavior and preferences, impacts of culture in tourism behavior, forecasting issues, pricing strategies, ethical concerns, and service delivery variations.

SAP MEXI 03
SHORT-TERM PROGRAM: MEXICO (SNL)
Undergraduate
Participants in this program will travel to one of the most significant centers of Catholic pilgrimage in the Americas: the Basilica of Our Lady of Guadalupe, the most visited Catholic shrine in the world. They will join countless numbers of other pilgrims from all over the world who come to Mexico City.

SAP MEXI 98
EXCHANGE PROGRAM: LASALLE UNIVERSITY - AY
Undergraduate
Universidad La Salle offers exchange students the opportunity to live and study in one of the world's greatest cities. Mexico City is a modern metropolis of over 25 million people with a fascinating blend of Aztec and Colonial roots. It is the capital of a country of 90 million inhabitants and the center for commerce, finance and the arts. La Salle has 27 undergraduate and graduate programs in various fields such as education, communication, law, medicine and philosophy among others. It is part of the LaSallian network and it has campuses in 15 cities in Mexico, all of them available for this exchange program. The Mexico City campus is located in the heart of the trendy Colonia Condesa, a neighborhood within walking distance of many restaurants, cafes, bookstores and museums.

SAP MEXI 99
EXCHANGE PROGRAM: GUADALAJARA AND MEXICO CITY (PANAMERICANA)
Undergraduate
Participants in this semester-long or year-long exchange program with Universidad Panamericana. Students enroll in a maximum of 6 courses or 24 credit hours per semester on this program. Universidad Panamericana in Guadalajara offers some courses in Business and Management taught in English.

SAP MI A001
SHORT-TERM: MIAMI CMN
Undergraduate
This program will examine some of the foundations of Latino culture in Florida through an immersion experience in Miami. The focus of the course will be Latino Media and Communication through the lens of media outlets, Hispanic advertising agencies, and Latino communities and international agencies working with Latin America. Students will also tour key areas in Miami.

SAP MI A002
SHORT-TERM: MIAMI CMN
Graduate
This program will examine some of the foundations of Latino culture in Florida through an immersion experience in Miami. The focus of the course will be Latino Media and Communication through the lens of media outlets, Hispanic advertising agencies, and Latino communities and international agencies working with Latin America. Students will also tour key areas in Miami.

SAP MLBN99
TERM PROGRAM: MELBOURNE, AUSTRALIA
Undergraduate
This term-long study abroad program is offered during Summer-Fall terms. Students enroll at world-class Monash University, located outside of Melbourne. Monash's extensive range of course offerings satisfies the interests of students from any college or major. All students enroll in a Contemporary Australia course with excursions to the outback, the Great Ocean Road and sites around Melbourne. While in Australia, students can take advantage of many activities including outdoor excursions throughout Victoria and activities in and around Melbourne including attending sporting and cultural events. Students earn a total of 24 credits distributed between summer and fall terms.
### SAP MRCC01
**SHORT-TERM PROGRAM: MOROCCO**
**Undergraduate**

This short-term December intercession program explores the society and culture of Morocco and the ways in which Morocco has been written about in literature. The program begins in the cosmopolitan capital of Rabat and continues on to the imperial cities of Meknes and Fez. Students learn about Moroccan family life during homestays in Fez. These experiences, as well as the camel trek and desert camping trip provide material for student writing and reflections. Students enroll in two courses associated with this program, one in the fall and one in the winter.

### SAP MRCC02
**FEZ/ARABIC LANGUAGE**
**Undergraduate**

This summer Arabic language program in Morocco provides seven weeks of intensive Arabic language study combined with cultural immersion and a home-stay experience. Students partake in intensive language study in the centuries-old city of Fez, Morocco at the Arabic Language Institute in Fez (ALIF). Private tutoring and cultural activities will be provided to strengthen language and cultural learning. Students enroll in a course about Moroccan society and culture taught by DePaul faculty members during the spring quarter prior to travel. 16 credits total.

### SAP MRCC03
**FEZ/ARABIC LANGUAGE**
**Graduate**

This summer Arabic language program in Morocco provides seven weeks of intensive Arabic language study combined with cultural immersion and a home-stay experience. Students partake in intensive language study in the centuries-old city of Fez, Morocco at the Arabic Language Institute in Fez (ALIF). Private tutoring and cultural activities will be provided to strengthen language and cultural learning. Students enroll in a course about Moroccan society and culture taught by DePaul faculty members during the spring quarter prior to travel.

### SAP MRDA98
**TERM PROGRAM: MERIDA, MEXICO (SQ-SERVICE)**
**Undergraduate**

After successful completion of the Winter quarter program in Merida, a select number of students have the option of staying in Merida for the spring and conducting a service-learning internship. Students remaining for the spring enroll in Community Internship (CSS 395) in Merida and two Spanish courses.

### SAP MRDA99
**TERM PROGRAM: MERIDA, MEXICO**
**Undergraduate**

This language intensive program in Merida, Mexico is offered during the Winter quarter. The activities, course work, and excursions highlight the ways in which the Yucatan Peninsula has developed cultural patterns and institutions quite different than the rest of Mexico. While in Merida for the winter, students enroll in two Spanish courses, Mayan Culture & Community (ANT 390/CSS 201), and a faculty director course.

### SAP MXCY03
**SHORT-TERM PROGRAM: MEXICO CITY**
**Undergraduate**

This program focuses on three overlapping sites of analysis in Mexico City, the world’s fourth-largest megacity. First, students learn about the intense growth Mexico City has experienced over the past several decades and the ways that official urban planning efforts by federal and local officials have addressed the social, environmental, and infrastructural challenges that accompany a massive increase in population. Second, students study neighborhoods that have developed reputations as bohemian enclaves and subsequently experienced gentrification. Finally, field studies provide opportunities to learn about formal and informal spaces of leisure and popular culture. Visits to outdoor marketplaces in a variety of neighborhoods, alternative musical cultural centers, media outlets, and public squares and stadiums that serve as sites of national identity and local pride are included in the itinerary.
SAP MXCY04
SHORT-TERM PROGRAM: MEXICO CITY & GOLD COAST (COMMERCE)
Undergraduate
In this two-way cultural exchange program in hospitality leadership, students compare and contrast tourism industry operations in Mexico and the United States with their peers at Iberoamerican University in Mexico City, whose visit to Chicago is coordinated by DePaul. Next, the DePaul students travel to Mexico City and Puerto Vallarta to visit local hospitality and tourism businesses with the Iberoamerican students. Through these visits, DePaul students explore the challenges of managing hospitality operations in Mexico and discuss differences in consumer behavior and preferences, impacts of culture in tourism behavior, forecasting issues, pricing strategies, ethical concerns, and service delivery variations.

SAP MXCY05
SHORT-TERM PROGRAM: MEXICO CITY & GOLD COAST (COMMERCE)
Graduate
In this two-way cultural exchange program in hospitality leadership, students compare and contrast tourism industry operations in Mexico and the United States with their peers at Iberoamerican University in Mexico City, whose visit to Chicago is coordinated by DePaul. Next, the DePaul students travel to Mexico City and Puerto Vallarta to visit local hospitality and tourism businesses with the Iberoamerican students. Through these visits, DePaul students explore the challenges of managing hospitality operations in Mexico and discuss differences in consumer behavior and preferences, impacts of culture in tourism behavior, forecasting issues, pricing strategies, ethical concerns, and service delivery variations.

SAP MXCY06
SHORT-TERM PROGRAM: MEXICO CITY & GOLD COAST (COMMERCE)
Undergraduate
In this two-way cultural exchange program in hospitality leadership, students compare and contrast tourism industry operations in Mexico and the United States with their peers at Iberoamerican University in Mexico City, whose visit to Chicago is coordinated by DePaul. Next, the DePaul students travel to Mexico City and Puerto Vallarta to visit local hospitality and tourism businesses with the Iberoamerican students. Through these visits, DePaul students explore the challenges of managing hospitality operations in Mexico and discuss differences in consumer behavior and preferences, impacts of culture in tourism behavior, forecasting issues, pricing strategies, ethical concerns, and service delivery variations.

SAP NGLS01
SHORT-TERM PROGRAM: NOGALES, MEXICO
Undergraduate
This short-term December intercession program takes students to visit communities, organizations and activists on both sides of the Mexico-US border. During course work and travel students explore changes affecting Nogales’ economic, social, political and religious life in light of recent immigration policies and the North American Free Trade Agreement (NAFTA). Students also examine firsthand the impact of national borders on populations and return with new perspectives for establishing workable guidelines for social justice. Students enroll in two courses, one in the fall and one in the winter.

SAP NYC001
SHORT-TERM PROGRAM: NEW YORK (CMN)
Undergraduate
The New York Way Program will provide Public Relations and Advertising (PRAD) students with a deeper understanding of the structure, operations and culture of agencies and media in Chicago and New York through a fast-paced, hands-on experience. During an intense two-week December session, students will spend three days conducting research and analysis of the Chicago advertising, media, and public relations industry environment; then travel to New York for four days of visits to major agencies, organizations, and media outlets, as well as meet and present to industry leaders and professionals on a special topic selected by a New York agency.

SAP NYC002
SHORT-TERM PROGRAM: NEW YORK
Graduate
The New York Way Program will provide Public Relations and Advertising (PRAD) students with a deeper understanding of the structure, operations and culture of agencies and media in Chicago and New York through a fast-paced, hands-on experience. During an intense two-week December session, students will spend three days conducting research and analysis of the Chicago advertising, media, and public relations industry environment; then travel to New York for four days of visits to major agencies, organizations, and media outlets, as well as meet and present to industry leaders and professionals on a special topic selected by a New York agency.
SAP OKI N01
SHORT-TERM: LAS/BUS OKINAWA
Undergraduate
On this trip to Okinawa, Japan, students learn about how art and politics interact with everyday lives, history, and economics. Using photography and journals, students document their experiences as they explore and experience traditional Okinawan craft and contemporary art practices and learn about community based economic development against the backdrop of Okinawa’s colonial, post-colonial and militarized history. Upon return, students share and reflect on their findings which culminate in a final project.

SAP OKI N02
SHORT-TERM: LAS/BUS OKINAWA
Graduate
On this trip to Okinawa, Japan, students learn about how art and politics interact with everyday lives, history, and economics. Using photography and journals, students document their experiences as they explore and experience traditional Okinawan craft and contemporary art practices and learn about community based economic development against the backdrop of Okinawa’s colonial, post-colonial and militarized history. Upon return, students share and reflect on their findings which culminate in a final project.

SAP OSKA98
EXCHANGE PROGRAM: OSAKA, JAPAN (KANSAI GAI DAI) (AQ)
Undergraduate
Participants in this exchange program with Kansai Gaidai University take four courses, two of which are Japanese language classes. The remaining courses are taught in English and give students a broad understanding of Japanese culture, society, and economy. Students may choose electives from a variety of academic areas including art, international studies, political science, and sociology.

SAP OSKA99
EXCHANGE PROGRAM: OSAKA, JAPAN (KANSAI GAI DAI)
Undergraduate
Participants in this year-long exchange program with Kansai Gaidai University take four courses each semester, two of which are Japanese language classes. All other courses are taught in English and give students a broad understanding of Japanese culture, society, and economy. Students may choose electives from a variety of academic areas including art, international studies, political science, and sociology.

SAP PARI92
TERM PROGRAM: PARIS, FRANCE (IES-WS)
Graduate
This term-long program offered during Winter-Spring in Paris is designed for advanced French study with all courses taught entirely in French. The program is served by the Institute for the International Education of Students (IES). Students enroll in five courses at the IES Center and their choice of one of the French universities affiliated with IES.

SAP PARI93
TERM PROGRAM: PARIS, FRANCE (ALLIANCE GRAD SUMMER)
Graduate
This graduate study abroad program offers an opportunity for graduate students in Philosophy to study in Paris to increase proficiency in French. Courses are offered on PASS/FAIL basis.

SAP PARI94
TERM PROGRAM: PARIS, FRANCE (ALLIANCE GRAD SQ)
Graduate
This graduate study abroad program offers an opportunity for graduate students in Philosophy to study in Paris to increase proficiency in French. Courses are offered on PASS/FAIL basis.

SAP PARI95
TERM PROGRAM: PARIS, FRANCE (ALLIANCE GRAD WQ)
Graduate
This graduate study abroad program offers an opportunity for graduate students in Philosophy to study in Paris to increase proficiency in French. Courses are offered on PASS/FAIL basis.
SAP PARI96
TERM PROGRAM: PARIS, FRANCE (IES-WS)
Undergraduate
This term-long program offered during Winter-Spring in Paris is designed for advanced French students with all courses taught entirely in French. The program is served by the Institute for the International Education of Students (IES). Students enroll in five courses at the IES Center and their choice of one of the French universities affiliated with IES.

SAP PARI97
TERM PROGRAM: PARIS, FRANCE (IES-AY)
Undergraduate
This year-long study abroad program in Paris is designed for advanced French students with all courses taught entirely in French. The program is served by the Institute for the International Education of Students (IES). Students enroll in five courses each semester at the IES Center and their choice of one of the French universities affiliated with IES. Students may also apply for a credit-bearing internship with a French company or organization.

SAP PARI98
TERM PROGRAM: PARIS, FRANCE (ALLI GRAD AQ)
Graduate
This graduate study abroad program offers an opportunity for graduate students in Philosophy to study in Paris to increase proficiency in French. Courses are offered on PASS/FAIL basis.

SAP PARI99
TERM PROGRAM: PARIS, FRANCE (ALLIANCE FRANCAISE)
Undergraduate
This term-long study abroad program in Spring Quarter places students in French language classes at the Alliance Francaise, an international language school. Participants increase proficiency in French while experiencing the rich cultural and political life of Paris. Students live with French families. During the homestay, students are paired with roommates from the Alliance Francaise. Students enroll in a total of 16 credit hours: 8 credit hours for French language, 4 credit hours for HAA 397: French Art History, and 4 credit hours for a course taught by a DePaul faculty director.

SAP PERU01
SHORT-TERM PROGRAM: PERU
Undergraduate
This Summer study abroad program aims to introduce students to the history, culture, economics and politics of Peru within the context of Peru's post internal war process of reconstruction. Special emphasis will be given to social structure, gender issues and distribution of power. The purpose of this program is to immerse students in the culture of Peru, providing an experiential learning experience that complements academic and artistic learning, with intellectual investigations that concern the nature of service, social justice, democracy, globalization and human rights in contemporary Peru. This program responds to the College of Liberal Arts and Science's goals through the development of critical thinking and self-reflection while fostering social and cultural enrichment in an environment of respect and support. Students enroll in two courses associated with the program.

SAP PERU02
SHORT-TERM PROGRAM: PERU
Graduate
This Summer study abroad program aims to introduce students to the history, culture, economics and politics of Peru within the context of Peru's post-internal war process of reconstruction. Special emphasis will be given to social structure, gender issues and distribution of power. The purpose of this program is to immerse students in the culture of Peru, providing an experiential learning experience that complements academic and artistic learning, with intellectual investigations that concern the nature of service, social justice, democracy, globalization and human rights in contemporary Peru. This program responds to the College of Liberal Arts and Social Sciences' goals through the development of critical thinking and self-reflection while fostering social and cultural enrichment in an environment of respect and support.

SAP QAT002
SHORT-TERM PROGRAM: QATAR
Graduate
This short-term, MBA cohort-specific seminar, compares and contrasts business industry operations and management in the rapidly growing market of Qatar in order to heighten student learning.
SAP ROME98  
SUMMER PROGRAM: ROME, ITALY  
Undergraduate  
This program provides an opportunity to study how Italian culture and identity are portrayed through films from classics such as La Dolce Vita and Bicycle Thieves to acclaimed contemporary works like Romanzo Criminale. Visits to filming locations in Rome illuminate how cinema uses settings to shape a viewer’s experience of a city, a nation, and a people. Furthermore, discussions with Italian film industry representatives provide a firsthand perspective on the filmmaking process, revealing how creative and practical choices affect the representation of cultural issues. The program includes a survival Italian course and a weekend excursion.

SAP ROME99  
TERM PROGRAM: ROME, ITALY  
Undergraduate  
This term-long study abroad program in Rome is offered during the Autumn quarter. Students experience the culture and society of Italy while studying the language, art, history, and religious background of the city. They attend language classes at Italiaidea, a local language institute. Service placements are also arranged for students in advanced language classes. Students live with local host families in areas throughout the city. Students earn 18 credits during their stay: 9 credits through Italian courses at the students’ appropriate levels, 4.5 credits for a faculty directed course and 4.5 credits for one elective course taught by a local professor.

SAP RSSA01  
SHORT-TERM PROGRAM: RUSSIA  
Undergraduate  
This short-term summer program focuses on the medieval art and history of Imperial Russia. The program visits in Novgorod and St. Petersburg. These two cities, both designated UNESCO World Heritage Sites, offer one of the world’s richest ensembles of urban planning, art, architecture, and historical treasures. Students participating in this program earn 8 credit hours for two 4 credit courses. They will select a course in the spring and summer session.

SAP SAFRC1  
SHORT-TERM: SOUTH AFRICA SNL  
Undergraduate  
Students explore recent South African history, politics, economics, and social life through visits to relevant historical sites, lectures and interaction with academics and experienced professionals in the areas of South African history, law, politics, economic development and public health.

SAP SANT99  
TERM: SANTIAGO CHILE  
Undergraduate  
Founded in 1953, Universidad Adolfo Ibañez offers students the opportunity to study in a variety of disciplines in either the Santiago or Vina del Mar campus. With 6,300 undergraduate and 2,000 graduate students, UAI was founded as the first business school in Chile and in Latin America.

SAP SGMY01  
SHORT-TERM PROGRAM: SINGAPORE & MALAYSIA  
Undergraduate  
This short-term seminar explores the cultural and historical links between Singapore and Malaysia while analyzing the similarities and differences in their economic strategies. With the influence of colonialism and rapid economic growth after independence, the seminar provides insights into the economic and political development of two important South Asian societies. Students participate in meetings with government agencies, financial institutions, macro- and micro-businesses and media agencies to learn about a variety of issues.

SAP SGMY02  
SHORT-TERM PROGRAM: SINGAPORE & MALAYSIA  
Graduate  
This short-term seminar explores the cultural and historical links between Singapore and Malaysia while analyzing the similarities and differences in their economic strategies. With the influence of colonialism and rapid economic growth after independence, the seminar provides insights into the economic and political development of two important South Asian societies. Students participate in meetings with government agencies, financial institutions, macro- and micro-businesses and media agencies to learn about a variety of issues.
This term-long study abroad program is offered during the Winter-Spring quarters at the University of Sheffield in Northern England. Sheffield's student life is characterized by its diversity and a nationally-recognized student union. A wide variety of course offerings are available to DePaul students, including those in the humanities and social and physical sciences. Students attending Sheffield for winter and spring will enroll in 60 Sheffield credits, equivalent to 24 DePaul credits. These will be distributed evenly between the winter and spring quarters on their DePaul records.

This year-long study abroad program is offered at the University of Sheffield in Northern England. Sheffield's student life is characterized by its diversity and a nationally-recognized student union. A wide variety of course offerings are available to DePaul students, including those in the humanities and social and physical sciences. Academic year students register for a minimum of 120 Sheffield credit hours. These are equivalent to 48 DePaul credits that are distributed over the three DePaul quarters.

This short-term seminar compares and contrasts the functioning of the tourism industry operations in the rapidly growing tourism markets of Singapore, Hong Kong, and Macau versus how it is conducted in the US to heighten student learning. It is an applied management program in hospitality leadership.

This short-term seminar compares and contrasts the functioning of the tourism industry operations in the rapidly growing tourism markets of Singapore, Hong Kong, and Macau versus how it is conducted in the US to heighten student learning. It is an applied management program in hospitality leadership.

This eight-week summer language program in Shanghai, China allows students to study intensive Chinese. The program is designed for students who have the equivalent of at least one year of Chinese language learning. Intensive language study will be offered at Fudan University, one of China's most prestigious universities. Private tutoring and cultural activities such as tai chi, martial arts, and Chinese calligraphy, also will be provided during weekdays to strengthen language and cultural learning. Students also learn about contemporary life in China through lectures, readings, planned excursions and interactions with local people and students. This program is designed for students focused on intensive language study. Students enroll in a course about Chinese society and culture taught by DePaul faculty members during the spring quarter prior to travel. 16 credits total.

This summer language program in Shanghai, China allows students to study intensive Chinese. The program is designed for students who have the equivalent of at least one year of Chinese language learning. Intensive language study will be offered at Fudan University, one of China's most prestigious institutions. Private tutoring and cultural activities such as tai chi, martial arts, and Chinese calligraphy, also will be provided during weekdays to strengthen language and cultural learning. Students also learn about contemporary life in China through lectures, readings, planned excursions and interactions with local people and students. This program is designed for students focused on intensive language study. Students enroll in a course about Chinese society and culture taught by DePaul faculty members during the spring quarter prior to travel.

This study abroad program is designed to acquaint students with both multinational technology companies in South Korea (Chaebol) as well as Korean/Asian culture comparing it to the U.S. culture based on Hofstede's cultural dimensions.
This study abroad program is designed to acquaint students with both multinational technology companies in South Korea (Chaebol) as well as Korean/Asian culture comparing it to the U.S. culture based on Hofstede’s cultural dimensions.

This short-term program explores the transition from medieval to modern Spain through art, architecture and history.

This study abroad program is designed to introduce students to Spanish culture and society as they are connected to their cinema. We will also analyze the use of social media and the public role they have played in recent times.

This study abroad program is designed to introduce students to Spanish culture and society as they are connected to their cinema. We will also analyze the use of social media and the public role they have played in recent times.

The StudySwissPlus Program (StudySwiss+) is a study and internship experience designed specifically for students in the School of Hospitality Leadership (SHL) within the College of Commerce. The program at DCT University Center, an International Hotel and Business Management School in Vitznau, fits the requirements for SHL majors and provides high quality international training to enhance their careers in a leading location to gain such experience. In this incredibly flexible program, students choose either to study in Switzerland between one and three quarters, or extend their stay for an entire year that includes two quarters of study followed by a six-month paid internship in the Lodging or Foodservice industry in Switzerland. Students participating in StudySwiss+ are invited to study with world famous instructors, explore central Europe outside of class, and even add an international work experience to their resume.

This short-term seminar provides an opportunity for students to interact with members of a variety of NGOs in the Geneva area thus gaining an understanding of the complex nature of not-for-profit work in the current international climate.

This short-term seminar provides an opportunity for students to interact with members of a variety of NGOs in the Geneva area thus gaining an understanding of the complex nature of not-for-profit work in the current international climate.

This is a short-term immersion program for students from Symbiosis International University.
This short-term study abroad program will bring graduate students together from different disciplines for an international, collaborative experience focusing on the interrelationship of social welfare, nonprofits management and economic development in general, and understanding the collaborative work of educational institutions, faith-based organizations, non-governmental organizations (NGOs) to effect positive social change.

SAP THAI01
SHORT-TERM PROGRAM: THAILAND (SNL)
Undergraduate
This program will introduce students to Thailand's rich past and changing present by tracing its complex relationships with the countries on its borders. Students will gain a deeper understanding of this land and its people, history, and culture. They will learn that Thailand has a history unique to that of its neighbors and that its culture is not homogeneously "Thai" but is in fact made up of many rich ethnic minorities attempting to coexist.

SAP VIEN01
SHORT-TERM PROGRAM: VIENNA
Undergraduate
This study abroad program introduces students to the peoples, locations, and traditions significant in Vienna of both the fin-de-siecle and today. Present-day Vienna still bears the stamp of the great personalities that shaped its culture and identity in the late nineteenth and early twentieth centuries, yet it is also a modernizing place, one that combines traditions of the past with innovations of the present, and exists as a global, multicultural center that straddles Western and Central Europe. It is also an ideal site for discovering how culture operates in people's lives by closely examining the things they eat, how those things are acquired in a large city, and how what people eat can tell us who they think they are. As a city of modern tastes, Vienna is shown through an exploration of music, visual arts, architecture, coffeehouse culture, as well as an examination of Viennese foods and systems of eating. VIET01

SAP VIET01
SHORT-TERM PROGRAM: VIETNAM
Undergraduate
This program offers students an opportunity to travel throughout Vietnam and explore multiple facets of its 1,000-year history, including its history of war in the twentieth century and its global emergence in the twenty-first. This program focuses on how Americans understand and interpret their encounters with other cultures, not only looking at how Americans have perceived Vietnam, but also how contemporary American culture has adopted, and been transformed by, its encounter with Vietnam. The trip features a variety of academic and cultural visits in locales such as Ho Chi Minh City, Hoi An, Hue, Hanoi, and Ha Long Bay.

SAP VIET02
SHORT-TERM PROGRAM: VIETNAM
Graduate
This program offers students an opportunity to travel throughout Vietnam and explore multiple facets of its 1,000-year history, including its history of war in the twentieth century and its global emergence in the twenty-first. This program focuses on how Americans understand and interpret their encounters with other cultures, not only looking at how Americans have perceived Vietnam, but also how contemporary American culture has adopted, and been transformed by, its encounter with Vietnam. The trip features a variety of academic and cultural visits in locales such as Ho Chi Minh City, Hoi An, Hue, Hanoi, and Ha Long Bay.

SAP WADC99
TERM PROGRAM: WASHINGTON DC
Undergraduate
DePaul University, in collaboration with The Fund for American Studies (TFAS), offers students the opportunity to learn about the political process through a full time internship in Washington, D.C. for the fall semester. The program is designed for undergraduate students interested in American politics and provides internship opportunities in the areas of political journalism, lobbying, government offices and agencies, and the nonprofit sectors. Capital Semester allows students to earn 12 transferable course credits at Georgetown; essentially, students will participate in their internship during the day and take three required evening courses.
SAP
STUDY ABROAD COURSE INFORMATION
The list below displays study abroad opportunities at DePaul. Students participating in DePaul-sponsored term-long study abroad programs at partner institutions (identified by a title which begins with TERM PROGRAM: ) will register for equivalent courses at DePaul. In cases where there is not an equivalent course offered at DePaul, students will register for a Topics course in the appropriate discipline under the Study Abroad Program (SAP) subject.

SCG 25
BASIC TECHNOLOGY LITERACY
Graduate
(0 Credit) This online course provides students with a knowledge about assembling, using, and troubleshooting basic technology hardware and software. In this course, students demonstrate understanding of basic computer setup and the use of peripheral devices such as printers, speakers, flash drives, scanners, digital cameras, videos, and computer software.

SCG 401
ADVANCED LIFESPAN DEVELOPMENT
Graduate
Current research and theories in human development relating to motivation, personality, learning and socialization. Case studies and an analysis of various developmental problems.

SCG 402
PSYCHOLOGY OF LEARNING
Graduate
Study of the learning-teaching process with specific emphasis on the person as a learner, human capacity and potential, learning theories and materials, motivation, concept formation, and behavior.

SCG 403
HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
Graduate
This course will focus on the developmental processes of school-age children, kindergarten through middle school, by beginning with the study of the young child's social, emotional, cognitive, and physical growth and change. The theoretical and observational study of child development will be framed by an examination of culture, gender, and socio-economic factors as they inform assumptions about normative processes. The relationship between development and learning in a social context will be examined with particular attention to children's developing concepts in math, science, and language arts. Attention will also be given to the role of teachers and schools and other institutions in fostering the healthy development and learning of young people.

SCG 404
CHIL D GROWTH AND DEVELOPMENT
Graduate
This course examines the growth and development of the young child in sociocultural context, from conception through age eight, including cognitive, language, physical, psychosocial, spiritual, creative, and emotional areas of development. Learning and development theories of young children, including those of Freud, Erikson, Garcia-Coll, Ainsworth, Bowlby, Piaget, Rogoff, Spencer, Vygotsky, Bronfenbrenner, and other modern developmental theorists, are explored. This course examines normative assumptions about children's processes of growth and change, and considers how learning and development occur through relationships in social contexts. The pedagogical implications of theories of development and of differences amongst children will be addressed throughout class discussions, child observations, and other course activities. This course requires 15 hours of field experience, working with infants and toddlers in a group care setting. Co-registration in T&L 480: Internship with Infants and Toddlers is recommended and encouraged.

SCG 406
HUMAN DEVELOPMENT AND LEARNING:SECONDARY
Graduate
This course focuses on the multiple factors that contribute to the period of adolescence, bridging childhood and adulthood. Particular attention is given to the intrapsychic, interpersonal, biological, and socio-cultural processes that are mediated by the meanings that youth give to their identity vis a vis race, class, and gender formations within the broader society. Students will engage in interdisciplinary study of theories to examine the implications for teaching and learning processes and the role of educational institutions in fostering the healthy development of youth in society. Forms of inquiry will include students’ examination of their own lives and assumptions, critique of theory, and observations of young people in a variety of contexts.
SCG 408
EDUCATION AND SOCIETY
Graduate
A study of social forces that impinge upon the educational enterprise and analysis of the relationship to major social problems in urban education with emphasis on their social, economic, political, historical and philosophical dimensions.

SCG 409
SOCIOLOGY OF EDUCATION
Graduate
This course focuses on the relationship between school structures and culture, social relations of race, ethnicity, class, and gender, and ideologies organizing education in the United States. Students will explore a range of theories in the sociology of education that explore linkages between school structures and processes and broader social forces. Readings may examine the political economy of schooling, inequalities in educational practices, and student and teacher identities shaped by schools and the larger society.

SCG 410
INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
Graduate
(formerly CUG 400) This course will examine the basic questions, issues and theoretical frameworks central to the purpose, conceptualization, conduct, writing, reading and the use of educational research as a means for informing educational theory, practice and policy. Students will be exposed to the multiple frameworks which inform education research, the various methodologies employed in collecting and analyzing data and will examine the advantages, limitations and values implicit in conducting and evaluating research.

SCG 411
PHILOSOPHY OF EDUCATION
Graduate
This course examines the relationship of education to the moral and ethical dilemmas or predicaments of the human condition. It will entail issues related to the nature of education's responsiveness, or lack thereof, to the concerns of the human condition: for example, human alienation, suffering, success and failure, caring, freedom, responsibility, liberation and agency. Special attention will be given to how these concerns influence or have social, cultural and political implications for how teachers address them within the teaching and learning process.

SCG 435
YOUNG ADOLESCENT DEVELOPMENT IN CONTEXT
Graduate
This course considers how race/ethnicity, gender, social class, and sexuality inform teachers' perceptions of early adolescent development. It also examines middle grades teaching practices and has students analyze how those practices shape the growth and educational/learning experiences of early adolescents. It promotes a broad understanding of social, cultural, and historical conceptions of adolescence, and critically examines the complexities of the physical, social, intellectual, and emotional processes of growth and change of young adolescents. It explores the range of social contexts, interpersonal relationships, and societal views, which influence and give meaning to the development and learning of middle grade youth. This course uses observational experiences, reflective inquiry and interdisciplinary theories to prepare middle grades teacher candidates to design classroom experiences that reflect and are sensitive to the socio-cultural contexts and realities of diverse middle grades learners. ***The course meets in the afternoon and integrates community and/or after school field experience with young adolescents into coursework. Co-requisite for this course is MGE 400. In this course, students will: 1. Analyze and assess middle grades teaching practices for their relevance to social contexts that affect middle grades learners. 2. Design classroom experiences that reflect and are sensitive to the socio-cultural contexts and realities of diverse middle grades learners. 3. Interact directly with middle grades learners from a variety of communities and backgrounds and assess and articulate the educational impact of their particular needs.

SCG 439
PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
Graduate
This course examines foundational and contemporary theories of youth and adolescent development. It considers how these theoretical ideas relate to contemporary questions of youth and middle level education. The course explores the historical invention of adolescence, changing ideas about the meaning of childhood, as well as some of the broader social, economic, political, and cultural implications of these changing ideas. This course seeks to develop in prospective educators a broader capacity to theorize about youth and schooling, and, hence, to act critically and reflectively in multiple contexts in which youth learn. 10 - 15 field experience hours are required as part of this course.
SCG 451
DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION
Graduate
This course introduces students to different approaches to education research and research methods with a focus on critical practitioner research. Students will become discerning readers of educational research and be able to design and conduct research related to teaching and learning in a variety of disciplinary areas (English, history/social sciences, mathematics, or science) at the secondary level. They will develop skills to critically examine and reflect on practice in the classroom through discipline-specific research projects. Taken concurrently with TCH 481, TCH 482, TCH 483, TCH 484.

T&L 425 and Advanced Teacher Candidate Standing or status as a TEACH student are prerequisites for this class. SCG 451 has a co-requisite of TCH 481, or TCH 482, or TCH 483, or TCH 484.

SCG 527
GLOBAL ISSUES IN EDUCATION
Graduate
Studies of school systems outside the United States, their methods, curriculum and achievements.

Status as a Graduate Social & Cultural Foundations in Education student is a prerequisite for this class.

SCG 582
PRACTICUM IN EDUCATIONAL TECHNOLOGY AND NEW MEDIA
Graduate
This course provides directed experiences in decision-making for curriculum planning, instructional design and delivery, scholarship and leadership in instructional technology-supported learning contexts. Students will engage in co-teaching activities in technology-rich classrooms; develop an instructional technology plan; make field evaluation and use of educational hardware and software; review and discuss research and professional literature in instructional technology; evaluate and use instructional products; develop and present a multimedia-based project; learn and apply theories and principles of instructional and information message design; engage in collaborative, micro-teaching activities online; develop a technology-enhanced instructional program for the K-12 environment; create a staff development plan with focus on technology applications for administrative purposes; conduct an evaluation study on-site; observe and experiment face-to-face and virtually with a range of instructional technology applications; produce comparative reviews on the use of instructional technology in various school settings. The practicum will also provide students with multiple opportunities to reflect and share their thinking with each other in a supportive community of learners and researchers. (Prerequisites: SCG 402 & CS 460).

SCG 588
INDEPENDENT STUDY IN SOCIAL AND CULTURAL FOUNDATIONS IN EDUCATION
Graduate
Independent Study in Social and Cultural Foundations in Education. PREREQUISITE: Permission of instructor, program chair and associate dean.

SCG 600
REGISTERED STUDENT IN GOOD STANDING
Graduate
(0 credit) Registration is this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

SCG 603
PROSEMINAR: CULTURE AND EDUCATION
Graduate
This course focuses on the relationship between education, pedagogy, and theories of culture framed by a concern for social justice. Topics may include the pedagogical and political dimensions of popular culture, questions of knowledge production, the relationship between knowledge and power of the political economy of culture production.

Status as a Graduate Social & Cultural Foundations in Education student is a prerequisite for this class.
SCG 604
PROSEMINAR: IDENTITY CONSTRUCTIONS AND NEGOTIATIONS
Graduate
This course examines identity construction in educational contexts. Drawing on theoretical frameworks in the sociology of education, postmodernist, feminist and critical theories of education, and cultural studies literature, this course will explore identity as complex and multifaceted. It explores relations of class, race, ethnicity, gender, and sexuality and the implications of sociality for contemporary education.

Status as a Graduate Social & Cultural Foundations in Education student is a prerequisite for this class.

SCG 608
PROSEMINAR: IDEOLOGY, POWER AND POLITICS
Graduate
This course examines how power operates pedagogically and how domination and resistance get shaped in education. It considers power relations in society and how these power relations enter into educational discourse and practice. It also explores ways in which power produces various educational practices and ways in which power gets psychically configured. Students will examine major theories of power, analyze race, ethnicity, gender, class and sexuality as systems of power and consider the educational implications of such an analysis.

Status as a Graduate Social & Cultural Foundations in Education student is a prerequisite for this class.

SCG 610
INTRODUCTION TO RESEARCH METHODS
Graduate
(Special section of SCG 410, Introduction to Research: Purposes, Issues and Methodologies.) This course will examine the basic questions, issues and theoretical frameworks central to the purpose, conceptualization, conduct, writing, reading and the use of educational research as a means for informing educational theory, practice and policy. Students will be exposed to the multiple frameworks which inform educational research, the various methodologies employed in collecting and analyzing data and will examine the advantages, limitations and values implicit in conducting and evaluating research. Students will also begin exploring possible thesis topics as they begin defining their particular research purpose, methodology and issues.

Status as a Graduate Social & Cultural Foundations in Education student is a prerequisite for this class.

SCG 611
PROSEMINAR: PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS
Graduate
Examines both traditional philosophical questions in education from such perspectives as Africana, feminist, Latino/Hispanic thought and distinctively Africana, feminist, and Latino/Hispanic issues in a philosophical way. Some of the perspectives are, for example, the necessary conditions of a humanistic education, the relation between theory and practice, the relationship between individual and institutional/society, the role of education in the struggle for social justice, the role of aesthetics in human development and projects of political emancipation, the dialectics of history and experience in the development of liberatory ideas, and the moral and ethical dimensions of education.

Status as a Graduate Social & Cultural Foundations in Education student is a prerequisite for this class.

SCG 614
CRITICAL MEDIA LITERACY
Graduate
This course focuses on theories of media interpretation, cultural pedagogy, and cultural studies. Literature from critical media literacy, cultural studies, critical pedagogy, communication studies, sociology, and philosophy will inform student understanding of how media educates, how interpretations of media are struggled over, and how such practices relate to broader structures of power, identity formation, political economy of media, theories of communication and representation, and pedagogy.

SCG 615
THEORIZING IN EDUCATION, TECHNOLOGY AND SOCIETY
Graduate
This course explores philosophical and sociological theories of education, technology and society. Topics include the social, political, and pedagogical implications of educational technology and new media. The aim of the course is to introduce students to the history of critical theoretical perspectives on educative technologies through foundational texts in the humanities and social sciences as well as contemporary studies in the multiple educative aspects of technology. Course readings will draw on scholarship in philosophy, sociology, new media, educational foundations, and political theory.
SCG 617  
**SPECIAL TOPICS IN SOCIAL AND CULTURAL FOUNDATIONS IN EDUCATION:**  
Graduate  
This course will provide students with an opportunity for critical examination of issues in the social and cultural foundations of education. Topics could include: educational theory; social context of education; education and social justice; education and social transformation, educational policy; and issues in educational reform.

SCG 625  
**CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING)**  
Graduate  
(0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of thesis/capstone advisor required each term. Registration limited to three terms.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

SCG 635  
**ADVANCED QUALITATIVE RESEARCH METHODOLOGIES**  
Graduate  
This course extends the fundamental principles of educational research first introduced in SCG 610. It provides students with theoretical and practical preparation in conceptual issues in qualitative research and research design. Students will explore a variety of methodological approaches to interpretive inquiry in social science research, research design, methods of data collection, research ethics, and critical analysis. This course will prepare students to undertake the capstone master's thesis requirement.

SCG 636  
**THESIS RESEARCH**  
Graduate  
A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit. Completion of this course is required to receive the MA Degree in Social and Cultural Foundations in Education.

SCG 637  
**CAPSTONE: SOCIAL AND CULTURAL FOUNDATIONS IN EDUCATION**  
Graduate  
The SCFE Capstone allows students to explore substantive areas of scholarship within their areas of interest and to create a final project or paper of their own design under the mentorship of a faculty member in the program. The Capstone is an opportunity to engage in a synthesis of what has been learned through coursework, and to integrate and compare knowledge gained from students' own research with that which was learned in the program. The capstone course will involve preparation of a substantive piece of work. Upon completion of all coursework, students enrolled in this course will select and work with a Capstone Advisor (a faculty member in the SCFE program) to discuss possible paper topics. The paper will generally consist of library-based research and will typically be 20-25 pages in length. Completion of this course is required to receive the MEd Degree in Social and Cultural Foundations in Education.

SCG 701  
**PHILOSOPHY OF ETHICS IN EDUCATION**  
Graduate  
This course is a philosophical investigation into the structure and meaning of ethics within education. Education, a condition for self-formation and self-other relations, is explored as a site of ethical inquiry. It is within this framework that education, which involves learning, teaching, response, and communication, is posed as a condition of ethical possibility and not merely as the vehicle through which a certain ethics gets carried out. Primary and secondary philosophical and non-philosophical literature and authors within and outside of philosophy of education will be used to study these issues.

Status as a EDD student with a declared concentration is a prerequisite for this class.
SCG 711  
CULTURE, POWER AND EDUCATION  
Graduate

The purpose of this course is to facilitate the development of a critical understanding of the larger concept of culture within the notion of multiculturalism. This begins by recognizing that educational institutions such as schools and universities are cultural institutions engaged in the making of culture. While the focus of multiculturalism is about theorizing difference in relation to the particular cultural processes that go on in schools and universities, its focus does not address how educational institutions are shaped by broader cultural dynamics that are outside of the immediate context of educational institutions. It is in this context that doctoral students will examine how cultural processes are intimately connected with social relations, especially with class relations, with gender and ethnic divisions, and with the racial restructuring of social relations. They will also explore how culture involves power, which serves to produce inequalities in the abilities of individuals and social groups to define and realize their needs. In addition, culture will be analyzed as a site of social difference and struggle. The primary focus of the course will be to explore how the larger political economy, popular culture and politics of a society effect the dynamics of how culture is constructed within social life. Doctoral students from within this framework will analyze what we mean by culture; how it is produced and consumed; the relationship of everyday life are represented by dominant cultural and sub-cultural groups and institutions. It is in this context that the course also examines how relations of power, knowledge, social identity and pedagogy within educational institutions are conditioned and shaped by the educational practice that shapes and impinges upon the internal workings and purposes of educational institutions.

Status as a EDD student with a declared concentration is a prerequisite for this class.

SCG 721  
HUMAN DEVELOPMENT AND THE EDUCATIONAL PROCESS  
Graduate

This course will examine the process of human development and learning through the ages by critically examining cross-cultural research and developmental theories designed to describe and interpret the physical, social, emotional, intellectual, and psychological processes involved. Emphasis will be placed on the range of individual, familial, environmental, and cultural factors that may enhance or inhibit human growth and development, and on the critical role that human relationships play in the lifelong interactive processes of learning and growth. Considerable attention will be paid to the historical role of power, culture, class, gender and capability in defining and interpreting certain behaviors as indicators of normative development. These normative indicators will be critiqued with regard to underlying cultural assumptions and values, their function in fostering and maintaining current social, educational and political relations, and their contribution to the current crises in urban education and the development of children and youth. Class participants will examine their perspective on human development and learning and explore the socio-cultural and historical bases which contribute to their underlying values and assumptions. Through multifaceted inquiry utilizing self-reflection, case studies, theoretical analyses, and child assessment and observation, participants will consider the implications for their work as educational leaders in approaching current challenges with students, parents, community, and teachers and in creating schools that will foster societal change to support the healthy development of children and youth.

Status as a EDD student with a declared concentration is a prerequisite for this class.

SCG 735  
QUANTITATIVE RESEARCH METHODS I  
Graduate

This course is designed to provide doctoral level students with theoretical and practical preparation in quantitative research design including: instrumentation; data collection; statistical analysis; ethics and politics of the conduct of research; and development of analytical skills for critiquing quantitative research. Students will have the opportunity to work with real databases to conduct both univariate and multivariate analyses, including correlations, ANOVAs, and multiple regressions. Prerequisite: SCG 785.

SCG 785 and status as an EDD student is a prerequisite for this class.

SCG 745  
QUALITATIVE RESEARCH METHODS I  
Graduate

This course is designed to provide doctoral level students with theoretical and practical preparation in qualitative methods including: data collection and analysis; ethics and the politics of the conduct of research; and critical analytical skills for review and critique of qualitative research. Students will be introduced to a range of approaches to qualitative inquiry that may include: narrative inquiry; ethnography; case study; phenomenology; grounded theory; and participatory action research from a variety of theoretical perspectives. Prerequisite: SCG 785.

SCG 785 and status as an EDD student is a prerequisite for this class.
SCG 755
QUANTITATIVE RESEARCH METHODS II
Graduate
A continuation of SCG 735. Students will prepare a methodology section of a research project and will learn how to write up quantitative results of their analyses. By the end of the course students should be able to: understand quantitative methodological approaches; select appropriate data collection strategies; conduct the appropriate analysis for the research question(s) proposed and the nature of the data; and be prepared to write a candidacy paper. Prerequisite: SCG 735.

SCG 755 and status as an EDD student is a prerequisite for this class.

SCG 765
QUALITATIVE RESEARCH METHODS II
Graduate
A continuation of SCG 745. Students will conduct a pilot study on an issue of interest using a qualitative research design. By the end of the course students should be able to: understand qualitative methodological approaches; select appropriate data collection strategies; conduct the appropriate analysis for the research question(s) proposed and the nature of the data; and be prepared to write a candidacy paper. Prerequisite: SCG 745.

SCG 745 and status as an EDD student is a prerequisite for this class.

SCG 775
SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH I
Graduate
This course offers doctoral students a general introduction to theory and practice in educational research. First, it is designed to help students develop an understanding of the assumptions that underlie multiple approaches to knowledge construction and the conduct of inquiry in education. Second, the course will introduce students to the structural organization of a research manuscript. By the end of the course students should be able to: understand key theoretical and methodological issues in educational inquiry; engage in the critical analysis of multiple educational frameworks; recognize the components of a research manuscript; and identify a general topic area for dissertation research. Status as a EDD student with a declared concentration is a prerequisite for this class.

SCG 775 and status as an EDD student is a prerequisite for this class.

SCG 775
SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH II
Graduate
Drawing upon the knowledge and skills developed in Frameworks of Inquiry I, this course is designed to enhance students' ability to critically analyze existing research as a crucial element in completing their own doctoral research. Emphasis will be placed on the preparation of a critical literature review. By the end of the course students should be able to: review the components of a research proposal; develop further the ability to evaluate research critically; conduct a literature review that will involve interpretation, evaluation, and synthesis of literature on a topic of their choice; refine a topic for dissertation research; and make an informed decision between the quantitative and qualitative sequences. Prerequisite: SCG 775

SCG 775 and status as an EDD student is a prerequisite for this class.

SCU 207
SOCIAL AND HISTORICAL ISSUES IN EDUCATION
Undergraduate
This course examines through an interdisciplinary framework sociological and historical issues and concerns associated with the relationship between education and public life. The course analyzes education as a form of cultural power, addressing its political and ideological effects. Emphasis will be placed upon the social and historical meanings and purposes assigned to education, especially as it pertains to questions of race, gender, sexuality, and the political economy of class.
SCU 335
YOUNG ADOLESCENT DEVELOPMENT IN CONTEXT
Undergraduate
This course considers how race/ethnicity, gender, social class, and sexuality inform teachers' perceptions of early adolescent development. It also examines middle grades teaching practices and has students analyze how those practices shape the growth and educational/learning experiences of early adolescents. It promotes a broad understanding of social, cultural, and historical conceptions of adolescence, and critically examines the complexities of the physical, social, intellectual, and emotional processes of growth and change of young adolescents. It explores the range of social contexts, interpersonal relationships, and societal views, which influence and give meaning to the development and learning of middle grade youth. This course uses observational experiences, reflective inquiry and interdisciplinary theories to prepare middle grades teacher candidates to design classroom experiences that reflect and are sensitive to the socio-cultural contexts and realities of diverse middle grades learners. ***The course meets in the afternoon and integrates community and/or after school field experience with young adolescents into coursework. Co-requisite for this course is MGE 300. In this course, students will: 1. Analyze and assess middle grades teaching practices for their relevance to social contexts that affect middle grades learners. 2. Design classroom experiences that reflect and are sensitive to the socio-cultural contexts and realities of diverse middle grades learners. 3. Interact directly with middle grades learners from a variety of communities and backgrounds and assess and articulate the educational impact of their particular needs. Junior standing is a prerequisite for this class.

SCU 336
ADOLESCENT AND ADULT GROWTH AND DEVELOPMENT
Undergraduate
Theories of development throughout adolescence including current issues of problems and growth crises in attaining maturation. The course also includes adult and aging life span considerations. Emphasis is placed on the role of the early childhood professional in interaction with adults in the lives of young children (i.e., parents, grandparents).

SCU 337
HUMAN GROWTH AND DEVELOPMENT
Undergraduate
This course is an introduction to the study of the process of human development from conception to old age. Through a range of theories, the periods of childhood, adolescence, and adulthood are examined with particular attention to the role of culture, gender, and class as they inform the contextualized process of growth and change across the life span.

SCU 338
THE PROCESS AND EVALUATION OF LEARNING
Undergraduate
The process involved in human learning is examined from alternative theoretical and research paradigms and perspectives. The roles of emotions, cultural differences, social realities, cognitive uniqueness, character and achievement tendencies are examined with respect to learner functioning. Alternative methods and techniques for evaluating learner development and academic achievement are surveyed and discussed. Emphasis is placed upon identifying the characteristics of individually and culturally responsive and responsible testing and assessment protocols in the school setting.

Advanced Teacher Candidate Standing is a prerequisite for this class.

SCU 339
PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
Undergraduate
This course introduces foundational and contemporary theories of youth and adolescent development. It provides an investigation of how these theoretical ideas relate to contemporary questions of youth and middle level education. The course explores the historical invention of adolescence, changing ideas about the meaning of childhood, as well as some of the broader social, economic, political, and cultural implications of these changing ideas. This course seeks to develop in prospective educators a broader capacity to theorize about youth and schooling and, hence, to act critically and reflectively in multiple contexts in which youth learn. 10 - 15 field experience hours are required as part of this course.

Advanced Teacher Candidate Standing or status as an Exercise Science or World Language Education major is a prerequisite for this class.
SCU 351
DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION
Undergraduate
This course introduces students to different approaches to education research and research methods with a focus on critical practitioner research. Students will become discerning readers of educational research and be able to design and conduct research related to teaching and learning in a variety of disciplinary areas (English, history/social sciences, mathematics, or science) at the secondary level. They will develop skills to critically examine and reflect on practice in the classroom through discipline-specific research projects. Taken concurrently with SEC 381, SEC 382, SEC 383, SEC 385.

SEC 364 is a prerequisite for this class. SCU 351 has a co-requisite of SEC 381, or SEC 382, or SEC 383, or SEC 385.

SCU 399
INDEPENDENT STUDY
Undergraduate
(1 to 4 credits) Education core unit. Permission of Department Chair and Associate Dean is required.

SE 325
INTRODUCTION TO SOFTWARE ENGINEERING
Undergraduate
This course introduces students to the activities performed at each stage of the development process so that they can understand the full lifecycle context of specific tasks such as coding and testing. Topics will include software development processes, domain modeling, requirements elicitation and specification, architectural design and analysis, product and process level metrics, configuration management, quality assurance activities including user acceptance testing and unit testing, project management skills such as risk analysis, effort estimation, project release planning, and software engineering ethics. PREREQUISITE(S): CSC 212 or CSC 224 or CSC 396 or CSC 242 or CSC 262 or IM 330 or CSC 243

SE 330
OBJECT ORIENTED MODELING
Undergraduate
Object-oriented modeling techniques for analysis and design. Provides the tools and techniques needed to solve complex, real-world software engineering problems in an object-oriented manner, using the most effective elements of the Unified Process. The course covers the essential concepts and notation of the Unified Modeling Language (UML), the standard notation for object-oriented analysis and design. Team project. PREREQUISITE(S): CSC 212 or CSC 262 or CSC 300

SE 333
SOFTWARE TESTING
Undergraduate
This course is designed for the software engineering professional to gain a greater understanding of the key ingredients in creating and/or managing a successful testing program to meet project needs. Topics covered include test lifecycle planning, test design & coverage analysis, complexity, levels of testing such as unit, integration, system, performance and stress testing. Best practice strategies in software testing such as verification & validation, early lifecycle testing, risk based testing and automation will also be examined including exposure to test automation methods and tools. PREREQUISITE(S): CSC 383 or SE 330 or CSC 301

SE 350
OBJECT-ORIENTED SOFTWARE DEVELOPMENT
Undergraduate
Principles, techniques and tools of object-oriented modeling, design, implementation, and testing of large-scale software systems. Topics include design patterns, application frameworks, architectural design, and the applications in the software development process to improve the extensibility, maintainability, and reliability of software systems. PREREQUISITE(S): CSC 301 or CSC 383

SE 352
OBJECT-ORIENTED ENTERPRISE APPLICATION DEVELOPMENT
Undergraduate
This course focuses on applying object-oriented techniques in the design and development of software systems for enterprise applications. Topics include component architecture, such as Java Beans and Enterprise Java Beans, GUI components, such as Swing, database connectivity and object repositories, server application integration using technologies such as servlets, Java Server Pages, JDBC and RMI, security and internationalization. PREREQUISITE(S): CSC 301 or CSC 383.
SE 356
SOFTWARE DEVELOPMENT FOR MOBILE AND WIRELESS SYSTEMS
Undergraduate
This course will focus on the unique aspects of developing software applications for mobile and wireless systems, such as personal digital assistant (PDA) devices and mobile phones. Topics will include user interface design for small screens with restricted input modalities, data synchronization for mobile databases as well as wireless programming and the use of web services. PREREQUISITE(S): SE 350

SE 357
CONCURRENT SYSTEM DEVELOPMENT
Undergraduate
Fundamentals and techniques of developing concurrent object-oriented applications, using a patterns-based approach. Concepts covered include threads, synchronization and object locking, thread blocking and deadlock, safety and liveness, state-dependent action and concurrency control. PREREQUISITE(S): SE 350.

SE 358
SOFTWARE DEVELOPMENT FOR LIMITED AND EMBEDDED DEVICES
Undergraduate
This course will focus on the unique aspects, tools, and techniques for developing software applications for limited and embedded devices, such as set-top boxes, micro-controllers and smart cards. Topics will include memory management for low-memory devices and efficient programming techniques for limited processors. Students will gain hands-on experiences in customizing and configuring embedded OS, handling various types of sensors and actuators such as barcode readers, RFID sensors, etc, and building software applications that meet the functional and non-functional requirements. PREREQUISITE(S): SE 350

SE 359
AGILE SOFTWARE DEVELOPMENT
Undergraduate
This course focuses on the fundamentals, principles, tools, and techniques in agile software development. Students will gain hands-on experiences in agile software development through projects dealing with various aspects of agile development, including planning, construction, testing, and integration. Students will be able to effectively participate in and manage agile software development as a result of their successfully completing this course. PREREQUISITE(S): SE 350

SE 368
SOFTWARE MEASUREMENT AND PROJECT ESTIMATION
Undergraduate
This course will discuss various software metrics and defect models. Productivity and effort estimation models as well as software cost estimation will also be discussed. PREREQUISITE(S): IT 223 and SE 330.

SE 371
PRACTICES OF GLOBAL SOFTWARE DEVELOPMENT
Undergraduate
This course studies the challenges and solutions for developing software in a global environment. Topics covered include strategic issues related to allocation of tasks; communication issues that arise due to distance, time zone differences, infrastructure support; geographical dispersion, and lack of information communication; coordination complexity; cultural issues, technical issues related to information and artifact sharing, and architectural design, and finally knowledge management issues. Some sections of this course will include a hand-on global development project in conjunction with teams of students at other universities, while other sections will focus on a more in-depth theoretical discussion of these issues and concepts. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393

SE 380
DESIGN OF OBJECT-ORIENTED LANGUAGES
Undergraduate
This course covers issues in the design and specification of object-oriented programming languages. Sample topics include the use of patterns in program representation, static and dynamic semantics, subject reduction, sub-typing, inheritance, polymorphism, genericity and concurrency. PREREQUISITE(S): SE 350.
SE 391
SOFTWARE ENGINEERING STUDIO I
Undergraduate
Students will work in small teams to develop realistic software systems in a master-apprentice environment. The instructor will serve as a master/mentor/project leader. Students will apply the knowledge and skills they have learned in previous course in solving real world problems. PREREQUISITE(S): SE 350.

SE 392
SOFTWARE ENGINEERING STUDIO II
Undergraduate
This course is a continuation of SE 391. SE 391 and SE 392 must be taken as a sequence in consecutive quarters. PREREQUISITE(S): SE 391.

SE 399
INDEPENDENT STUDY
Undergraduate
Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable Credit. PREREQUISITE(S): None.

SE 430
OBJECT ORIENTED MODELING
Graduate
Object-oriented modeling techniques for analysis and design. Provides the tools and techniques needed to solve complex, real-world software engineering problems in an object-oriented manner, using the most effective elements of the Unified Process. The course covers the essential concepts and notation of the Unified Modeling Language (UML), the standard notation for object-oriented analysis and design. Team project. PREREQUISITE(S): CSC 403

SE 433
SOFTWARE TESTING AND QUALITY ASSURANCE
Graduate
This course is designed for the software engineering professional to gain a greater understanding of the key ingredients in creating and/or managing a successful testing program to meet project needs. Topics covered include test lifecycle planning, test design & coverage analysis, complexity, levels of testing such as unit, integration, system, performance and stress testing. Best practice strategies in software testing such as verification & validation, early lifecycle testing, risk based testing and automation will also be examined including exposure to test automation methods and tools. PREREQUISITE(S): CSC 403

SE 450
OBJECT-ORIENTED SOFTWARE DEVELOPMENT
Graduate
Principle, techniques and tools of object-oriented modeling, design, implementation, and testing of large-scale software systems. Topics include design patterns, application frameworks, architectural design, and the applications in the software development process to improve the extensibility, maintainability, and reliability of software systems. PREREQUISITE(S): CSC 403

SE 452
OBJECT-ORIENTED ENTERPRISE COMPUTING
Graduate
This course focuses on applying object-oriented techniques in the design, development, and integration of server-side enterprise applications using technologies such as servlets, Java Server Pages, and JDBC. Topics include web applications, multi-tier architecture, model-view-controller architecture, database connectivity, and security. PREREQUISITE(S): CSC 403

SE 453
ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
Graduate
This course will focus on software architectures, frameworks, and techniques for developing web-based thin client applications as well as rich desktop client applications. Topics will include discussion on design and architectural patterns, such as model-view-controller pattern; survey of widely used development frameworks for building client applications, such as Struts, Java Server Face (JSF), Swing, and SWT, etc.; discussion of widely used techniques such as AJAX; evaluation of the strengths and weaknesses of these technologies for making technology decisions. Students will gain hands-on experiences in developing applications that utilizes these frameworks and techniques. Prerequisite: SE 452.
**SE 456**
**ARCHITECTURE OF COMPUTER GAMES**
Graduate
This course discusses the software architecture and the engineering of computer games. The topics include gaming platforms, libraries and frameworks for game development, techniques for accessing and managing low level devices and resources, and application of artificial intelligence. PREREQUISITE(S): CSC 403

**SE 457**
**SERVICE-ORIENTED ARCHITECTURE**
Graduate
An in-depth study of service oriented architecture (SOA) from the business, architectural, and technology perspectives. The business perspective will explain the imperatives behind SOA and discuss the significance of SOA in industry. The architectural perspective will discuss the different architectural models of software development and contrast these with SOA. The technology perspective will provide students with the opportunity to gain the required hands-on experience to analyze, design, implement and deploy SOA solutions that will meet both functional and non-functional requirements. Major topics include software architectures in practice, SOA development lifecycle, Enterprise Service Bus, SOA analysis and design methods, Web Services, and governance. Prerequisite: SE 450 or CSC 435

**SE 459**
**AGILE SOFTWARE DEVELOPMENT**
Graduate
This course focuses on the fundamentals, principles, tools, and techniques in agile software development. Students will gain hands-on experiences in agile software development through projects dealing with various aspects of agile development, including planning, construction, testing, and integration. Students will be able to effectively participate in and manage agile software development as a result of their successfully completing this course. PREREQUISITE(S): SE 450

**SE 468**
**SOFTWARE MEASUREMENT/PROJECT ESTIMATION**
Graduate
Software metrics. Productivity, effort and defect models. Software cost estimation. PREREQUISITE(S): IT 403 and (SE430 or SE450)

**SE 475**
**MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT**
Graduate
Managing Globally Distributed Software Development (GDSD) for IT projects. Issues associated with time zone differences, infrastructure support, geographical dispersion, and lack of centralized communication. The course will focus on the management, implementation and deployment of software within the context of outsourced, distributed development, and insourced projects. Additional topics include strategic management issues such as justification, vetting, consulting services and partnerships. Course will include several hands-on distributed development projects. PREREQUISITE(S): CSC 403

**SE 477**
**SOFTWARE AND SYSTEMS PROJECT MANAGEMENT**
Graduate
Project Management is presented from a practitioner's view. The four basic building blocks of software project management: people, process, tools, and measurements are covered. Special emphasis is placed on professional standards such as the Project Management Book of Knowledge and IEEE Software Engineering Standards. Specific topics include Managing People, Selecting Project Tools, Leadership & Motivation, Software Development Processes, Estimation, Risk Analysis, Scheduling and Tracking, Leveraging Measurements, and Project Completion. Consideration is given to rapid development and project cultural issues. PREREQUISITE(S): Knowledge of the Software development life cycle model, for example through courses such as SE430, ECT455, IS425, MIS555 or through appropriate work experience.

**SE 480**
**SOFTWARE ARCHITECTURE I**
Graduate
The Software Architecture process is concerned with describing, evaluating, and designing systems at the architectural level. This course will discuss the role of architecture and the architect in the software development cycle. It will introduce architectural patterns and tactics, architecture assessment techniques, architecture driven design, and techniques for documenting architectures. The course will involve design, development, and assessment activities. PREREQUISITE(S): SE 450
SE 482
REQUIREMENTS ENGINEERING
Graduate
Requirements Engineering (RE) plays a critical role in the software development process. This course will introduce related vocabulary, concepts, and techniques, and will examine the role of RE in software and systems engineering. The course will cover topics related to eliciting, validating, negotiating, analyzing, specifying, and managing requirements. Popular RE tools will also be introduced. Prerequisite: SE430 or SE450.

SE 491
SOFTWARE ENGINEERING STUDIO
Graduate
Students will work in small teams to develop realistic software systems in a master-apprentice environment. The instructor will serve as a master/mentor/project leader. Students will apply knowledge and skills they have learned in previous course in solving real world problems. PREREQUISITE(S): SE 450.

SE 511
PRACTICES OF GLOBAL SOFTWARE DEVELOPMENT
Graduate
This course studies the challenges and solutions for developing software in a global environment. Topics covered include strategic issues related to allocation of tasks; communication issues that arise due to distance, time zone differences, infrastructure support, geographical dispersion, and lack of information communication; coordination complexity; cultural issues, technical issues related to information and artifact sharing, and architectural design, and finally knowledge management issues. Some sections of this course will include a hands-on global development project in conjunction with teams of students at other universities, while other sections will focus on a more in-depth theoretical discussion of these issues and concepts. Prerequisite(s): SE 450 or SE 430 or IS 430 or PM 430. A student may not take both IS 540 and SE 511 for credit toward a degree.

SE 525
SOFTWARE SECURITY ARCHITECTURE
Graduate
Students in this course will learn architectural patterns for integrating security into software such as web applications. Topics include: an overview of software security; integration of authentication, access control, and auditing into software; programming with symmetric-key and asymmetric-key cryptography, including key distribution and key management, use of certificates, and SSL/TLS; security mechanisms in modern runtime environments, e.g., code signing, code verification, access control, and security policies. Students will get hands-on experience designing and implementing secure software. PREREQUISITE(S): CSC 435 and SE 450.

SE 526
SOFTWARE SECURITY ASSESSMENT
Graduate
Students in this course will learn how to conduct software security assessment to identify software vulnerabilities in software such as web applications and operating system services. Topics include: common software vulnerabilities and attack vectors; malicious payloads, including shellcode structure; and application review techniques, including fuzzing and code auditing. Students will get hands-on experience identifying vulnerabilities in software. Prerequisite(s): CSC 435.

SE 529
SOFTWARE RISK MANAGEMENT
Graduate
Identification, estimation, evaluation, planning, controlling, and monitoring of risk involved in the development, maintenance, operation and evolution of systems. PREREQUISITE(S): IT 403 and SE 430 or consent.

SE 533
SOFTWARE VALIDATION AND VERIFICATION
Graduate
Techniques, methods and tools for software inspection and testing. Theory and applications of formal verification of programs. Techniques and tools for automated analysis of programs. PREREQUISITE(S): SE 450.
SE 546
SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS
Graduate
This course will introduce students to architecture, design and implementation issues for developing GUI-based desktop application. The goal is to understand the engineering aspect of user interface development -- that is the basic software architectures and designs that govern the development of graphical user applications including patterns like the Model-View-Controller and its derivatives, event-driven design, as well as addressing concurrency, performance, caching, and software packaging and distribution issues. The course will also provide an in depth exposure to the toolkits available in Java. Examples include JFC/Swing, JMF, JAF. Prerequisite(s): SE 450

SE 549
MODEL-DRIVEN SOFTWARE DEVELOPMENT
Graduate
Advanced methods and techniques in software specification, modeling, and model-driven development. Topics include approaches to software specification and modeling, formal specification languages, techniques for structural and behavioral modeling of software systems, and tools for analysis and transformation of software systems. PREREQUISITE(S): SE 430 or SE 450

SE 554
ENTERPRISE COMPONENT ARCHITECTURE
Graduate
This course will focus on object-oriented component architectures for enterprise applications. Topics include: Enterprise Java Beans (EJB), Java Naming and Directory Interfaces (JNDI), Java Mail and Messaging Services. PREREQUISITE(S): SE 450 or SE 452.

SE 556
ADVANCED ARCHITECTURE OF COMPUTER GAMES
Graduate
This course discusses the advanced issues in software architecture and the engineering of computer games. The topics include engineering and programming issues in graphics, scene management, kinematics, simulation, collision detection. Software design patterns and frameworks for computer games. Project management, configuration management, and quality assurance of computer game development projects. PREREQUISITE(S): SE 456 and CSC 407

SE 558
ARCHITECTURE AND DESIGN FOR MULTIPLAYER GAMES
Graduate
Multiplayer games were made possible by the advances in networking technology, increases in processor speed and data storage. Today, the majority of successful game titles are equipped with a multiplayer capability. This technical course discusses the fundamental aspects of multiplayer game development such as: design techniques, architectures, client and server side implementation, time and event synchronization, databases. PREREQUISITE(S): CSC 403 and CSC 407

SE 560
STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING
Graduate
Document and data interchange among different applications is an extremely important aspect of software application development. This course will focus on emerging technologies associated with the Extensible Markup Language (XML), such as the Document Object Model (DOM), the Simple API for XML (SAX), the XML Stylesheet Language (XSL) and Transformation Language (XSLT), and XML Schema. Applications of these technologies will be discussed in conjunction with tools and techniques for parsing, transforming, and manipulating documents. PREREQUISITE(S): SE 450 OR ((CSC 383 or CSC 301) and SE 430).

SE 579
ANALYTICS AND DATA MINING IN SOFTWARE ENGINEERING
Graduate
This course discusses the application of selected statistical analysis, data mining, and machine learning techniques to the area of Software Engineering. These techniques are used for purposes as varied as stakeholder analysis, mining software repositories, trace retrieval, bug prediction, recommender systems in Software Engineering domains, and software process improvement techniques. The course demonstrates how these techniques can be used to enhance project management and other software engineering activities in software intensive systems and provides students with hands-on experience using them on real project data. (No prior knowledge of data mining and knowledge management is assumed.) PREREQUISITE(S): SE 450
SE 581
SOFTWARE ARCHITECTURE II
Graduate
In this second Software Architecture course, students will be exposed to case studies of real-world software architectures for which reliability, performance, availability, scalability and other such concerns drive the architectural design. Students will gain hands-on practice in reverse engineering, designing, and assessing existing systems including performance testing. Student will build on their prior knowledge to design complex systems in principled and systematic ways. The course will involve designing and implementing a simulated high scalability, high reliability system. PREREQUISITE(S): SE 480

SE 582
SOFTWARE-INTENSIVE SYSTEMS ENGINEERING AND MANAGEMENT
Graduate
This course will introduce students to fundamental principles of systems engineering for large and complex software intensive systems. The course will include a study of systems engineering failures, and will cover topics related to problem frames; systems level modeling of hardware and software components, concept definition, design tradeoffs, risk assessment, interface definition and related systems engineering activities. Additional topics such as product line development, ultra-large scale systems, and engineering of safety critical systems will also be covered. PREREQUISITE(S): (SE 470 or PM 430 or IS 430) and (SE 430 or SE 482 or IS 485)

SE 591
SOFTWARE ENGINEERING STUDIO II
Graduate
This is the continuation of SE 491. SE 491 and 591 must be taken as a sequence in two consecutive quarters. PREREQUISITE(S): SE 491

SE 598
TOPICS IN SOFTWARE ENGINEERING
Graduate
Specific topics will be selected by the instructor and may vary with each quarter. PREREQUISITE(S): For specific prerequisites, see syllabus or consult course instructor.

SE 599
INDEPENDENT STUDY
Graduate
Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable Credit. PREREQUISITE(S): None.

SE 690
RESEARCH SEMINAR
Graduate
Readings and discussion on current research topics. Students may register for this course no more than three times. PREREQUISITE(S): Consent of the instructor.

SE 691
RESEARCH SEMINAR CONTINUATION
Graduate
This course is intended for students not registering in either SE 696 or SE 698. After registering for SE 690, students register for this course in each subsequent quarter until they complete the research. Students who fail to do so will be required to re-enroll in SE 690 to meet the requirement for completing that course. Prerequisite: SE 690

SE 695
MASTER’S RESEARCH
Graduate
Students interested in a more in-depth study of a particular area will register for this course and work with a faculty member (not necessarily their academic advisor) on a research project. The work involved may include system development, empirical studies, or theoretical work. 4 credit hours of CSC 695 replaces one 500level elective course in student's degree program. This course can be taken for 1-4 credit hours for up 8 credit-hours. PREREQUISITE(S): Consent of research advisor. Independent study form required. Students must successfully complete the foundation courses prior to their first enrollment in CSC 695.
SE 696
MASTER'S PROJECT
Graduate
(4 credit hours) Students may register for this course only after their advisor has approved a written proposal for their project. Independent study form required. PREREQUISITE(S): Consent of advisor.

SE 698
MASTER'S THESIS
Graduate
A student who has made an original contribution to the area (typically through 8 credit-hours' worth of work done in CSC 695, but not necessarily) may choose to complete a Master's Thesis. The student and the student's research advisor form a Master's Thesis Committee. The student submits to the committee a thesis detailing the original results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for this course and the transcript will show the thesis title as the course topic. PREREQUISITE(S): Successful defense of a Master's Thesis.

SE 699
SOFTWARE ENGINEERING RESEARCH CONTINUATION
Graduate
Students register for continuation credit after registering for SE 698 in each subsequent quarter until they complete their thesis. Students who fail to do so will have to reregister for SE 698 to meet the requirement for completing that course. PREREQUISITE(S): SE 698.

SEC 309
TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS
Undergraduate
Prepares teacher-candidates for teaching mathematics at the middle school and secondary school levels. Examines contemporary issues in teaching mathematics, methods of teaching secondary mathematics, and recent history in mathematics curriculum development. Emphasis on the development of alternative teaching strategies and the implementation of the NCTM Standards. Lesson and unit development, evaluation, and classroom management also will be discussed. 30 Level 2 Field Experience hours.

SEC 310
TEACHING, HISTORY, AND SOCIAL SCIENCES IN SECONDARY SCHOOLS
Undergraduate
Prepares teacher-candidates for teaching history and social sciences at the middle and secondary school levels. Examines the nature and purpose of history and social sciences curriculum within secondary schools, the current status of social studies materials and practices, and issues confronting today's secondary social studies teachers. Emphasis on alternative teaching strategies, resources for teaching and learning, teachers' responsibilities in curriculum development and decision making, and methods and materials for addressing cultural diversity. Lesson and unit development, evaluation, and classroom management also will be discussed. 30 Level 2 Field Experience hours.

SEC 311
THE NATURE OF ENGLISH
Undergraduate
This course is designed to help students to see that the field of English Studies is bigger than the component they probably identify as English (its Literature, Writing, and Linguistics/Grammar). Students will explore the formation of the discipline up to the current day, focusing on the shifting understanding of ways of reading, writing and thinking about language. They will strive to answer the questions: What does it mean to be a student of language and literature? and, What are the ways of knowing writing, literature, and language? In doing so, students will relate their disciplinary content to their daily lives and interests and to the larger framework of human endeavor and understanding, including identifying its importance to the personal lives of high school students.

SEC 364 and Junior Status are prerequisites for this class.
SEC 312
THE NATURE OF HISTORY AND THE SOCIAL SCIENCES
Undergraduate
This course builds on the content course work students have done in the seven disciplines grouped under the heading "social sciences" (history, political science, geography, sociology, anthropology, economics, and psychology). In this class students will get further exposure to the basic concepts of the social science disciplines and consider the connections as well as differences between them. The course emphasizes how different disciplinary backgrounds lead students to bring different perspectives to their study of social phenomena and helps them see these phenomena from multiple vantage points. The course will employ a case study approach framed around social issues of interest to all seven disciplines (e.g., social control, threats, development, natural disasters). By the end of the course, students will have applied the knowledge and skills of multiple social science disciplines to evaluate social phenomena, considered the relationship and differences between those disciplines, and be prepared to enter SEC 322 where they will apply their content knowledge to inquiry and teaching in the field.

SEC 313
THE NATURE OF MATHEMATICS
Undergraduate
This course builds on students' mathematics understanding by emphasizing the universality of mathematics as a cultural endeavor. In it, students will explore the historical trends in mathematic and how those trends have been taught. Students will understand that mathematics, at its core, is deductive; however, it also requires intuition. Thus, the course examines the interaction among intuition, experimentation, conjecture, abstraction, and deductive reasoning not only in the classroom but also in the everyday use of mathematics. It also examines the interplay between concrete problem-solving and generalization.

SEC 314
THE NATURE OF SCIENCE
Undergraduate
This course is about the nature of science and the interactions between science and society. It will build on the foundation of understandings that students already have about the processes and conventions of science developed through their years as science students to create opportunities for deeper understandings of the beliefs and assumptions inherent to the creation of scientific knowledge. These opportunities will be developed through direct interactions with professional scientists as well as through case studies and readings that illustrate the strengths, limits and pitfalls of the scientific endeavor as well as provide opportunities for students to relate science to their daily lives and interests and to a larger framework of human endeavor and understanding (e.g., relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values). Cases will be drawn from different scientific disciplines as well as from modern and historic times. In this way, science students will have a better understanding of what it means to be a scientist and how science interfaces with society. The course is a prerequisite for SEC 324.

SEC 321
INQUIRY & APPLICATION IN DEVELOPING SECONDARY ENGLISH PEDAGOGY
Undergraduate
This course builds on SEC 311 by preparing teacher candidates to distinguish between what needs to be taught (content) and how it is taught (pedagogy), with an emphasis on understanding the historical shifts in the teaching of content and how these shifts inform teaching and learning in today's English language arts classrooms. The course also introduces students to methods of inquiry and reflection on content pedagogical knowledge. Student will examine their own educational experience through the lens of the historical trends, focusing on how they learned and what they understood their teachers to be doing. This initial case study will serve as an introduction into case study methods. Students will also develop expertise in one of the three historical trend areas -reading, writing, and language - and examine how the trend has informed teaching and learning and shaped curriculum, pedagogy, and assessment. Students will develop a case study of a practicing teacher using the lens of the historical trend in which they are developing expertise. 25 Level 1 Field Experience hours.

SEC 364 and Junior Status are prerequisites for this class.
SEC 322
INQUIRY & APPLICATION IN DEVELOPING SECONDARY HISTORY AND SOCIAL SCIENCES PEDAGOGY
Undergraduate
This course builds on the content knowledge students developed and reinforced in SEC 312. More, it asks them to make the shift from considering how a person prepared in the social sciences analyzes social phenomena to how such a person teaches the social sciences. Students will do this by developing two units of inquiry-based case studies that they could use in their own classrooms. The topics of these case studies will vary from section to section, depending on the needs of the students and expertise of the instructor. Possible topics include the Constitution, the Cold War, slavery, and the Iraq War. As students work on these projects, they will continue to reflect on the course work they have done in the content areas as well as the instruction they see teachers delivering in their field experiences. They will contemplate such questions as: “What are the connections between the social science disciplines? How can they be taught together, creating interdisciplinary courses at the high school level? What are the differences between the social science disciplines and what does this mean for secondary pedagogy? How can teachers use inquiry with their students, making sure they have enough guidance to learn about social events but also the freedom to pursue their interests and make sense of the world on their own terms?” By the end of this course, students through readings and their projects will have advanced their learning about the nature of inquiry, its implementation in the classroom, and the connections and differences between the social science disciplines. 25 Level 1 Field Experience hours.

SEC 364, SEC 312 and Junior Status are prerequisites for this class.

SEC 323
INQUIRY & APPLICATION IN DEVELOPING SECONDARY MATHEMATICS PEDAGOGY
Undergraduate
This course builds on SEC 313 by introducing students to inquiry methods to understand the teaching and learning of mathematics. Students will explore how mathematics has been and is taught by examining major paradigm shifts in mathematics education and the impact those paradigms and shifts have on pedagogical content knowledge, or knowledge of how to teach disciplinary content. Students will use case study methods to look at instructional practices and begin to articulate their own mathematics teaching pedagogy. With the completion of this course, students will have a deeper understanding of mathematical literacy and the barriers to understanding and teaching mathematics, as well as being able to identify what makes an exceptional math teacher who is able to address the needs of all students. 25 Level 1 Field Experience hours.

SEC 364, SEC 313 and Junior Status are prerequisites for this class.

SEC 324
INQUIRY & APPLICATION IN DEVELOPING SECONDARY SCIENCE PEDAGOGY
Undergraduate
Following SEC 314, this course transitions from asking “what does a scientist do?” to a consideration of why science literacy in the general public has been so difficult to achieve. The focusing questions for SEC 324 are: “How do we teach science? What is science literacy? Why is an understanding of science important to the general public? And what are the major obstacles and strategies to achieving science literacy?” The course begins by participants self-reflecting on their own educational experiences that led to their paths in science education: what have been their successful learning strategies, how have teachers influenced their education and what have been successful (and less than successful) classroom instructional strategies? From this, students will begin science classroom observation, discussing their observations with their peers, and speaking with educators about their experiences teaching high school science and about the goals and short-comings of science education. Throughout this process, students will read seminal literature on science literacy and explore cases challenging their notions of the teacher-learner relationship and the relationship between science and society. As a result of this course, students will gain a deeper understanding of scientific literacy and the barriers to understanding and teaching science as well as identify what makes an exceptional science teacher able to prepare both future scientists and a knowledgeable public. 25 Level 1 Field Experience hours.

SEC 364, SEC 314 and Junior Status are prerequisites for this class.

SEC 325
LITERACY IN THE CONTENT AREAS
Undergraduate
The course explores the interrelationships between reading, writing, and other forms of communication (e.g., classroom talk, technology, visual arts) that are available to content area middle-level and high-school teachers. There will be an emphasis on the interrelationship of all aspects of language, oral and written, that result in literacy as a meaning-making tool in the construction of content-area knowledge. The course will discuss specific aspects of literacy processes from a multicultural, multilingual perspective as they apply to a variety of school settings in general and urban schools in particular. Students will become acquainted with theoretical issues as well as a wide range of literacy-teaching strategies including reading, writing, research, and study skills to be tailored to the needs of different students and to be applied across a variety of learning situations and text types. 30 Level 2 Field Experience hours.

Senior status and SEC 371 or SEC 372 or SEC 373 or SEC 374 or status as a music education student is a prerequisite for this class. Exercise Science (BS) students are restricted from taking this class.
SEC 326  
TEACHING WRITING  
Undergraduate  
This course prepares teacher candidates for teaching writing and composition at the middle and secondary school levels. The course focuses upon methods of teaching composition, examination of literature and research about the composing process, the development of language and reading skills, and the assessment and evaluation of writing. The development of writing curriculums will also be explored. 30 Level 2 Field Experience hours.  
SEC 364 and Advanced Teacher Candidate Standing are prerequisites for this class.

SEC 328  
TEACHING LITERATURE  
Undergraduate  
This course prepares teacher candidates for teaching literature at the middle and secondary school levels. Examines contemporary issues in the teaching of literature, explores methods of teaching major literary genres, addresses problems of literacy and focuses on the transactional nature of reading and writing. Emphasis on developing a repertoire of ways of teaching literature and a variety of literature curriculums.  
SEC 364 and Advanced Teacher Candidate Standing are prerequisites for this class.

SEC 329  
TEACHING YOUNG ADULTS LITERATURE  
Undergraduate  
This course is devoted to the study of Young Adult Literature: an exciting, emerging genre of literature. Issues and ideas to be examined include the following: current debates regarding issues in curriculum and teaching; selecting, reading, evaluating, and teaching young adult literature; cultivation of life-long reading habits and literacy development. Students will become familiar with major writers of young adult literature, read diverse texts, explore major genres, review award winning novels, consider the role of the media, and develop creative projects. 20 Level 2 Field Experience hours.  
SEC 364 and Advanced Teacher Candidate Standing are prerequisites for this class.

SEC 339  
TEACHING SCIENCE IN THE SECONDARY SCHOOL  
Undergraduate  
This course prepares teacher-candidates for teaching science in the middle school and high school. This involves reviewing the processes of science, theories of learning, and instructional strategies appropriate to laboratory science. This course also provides an update on the current trends and issues in science education as well as an analysis of successful science curricula programs. 30 Level 2 Field Experience hours.  
SEC 364 and Advanced Teacher Candidate Standing are prerequisites for this class.

SEC 363  
ORIENTATION TO SECONDARY TEACHING AS A PROFESSION  
Undergraduate  
(6 credits) In this process-oriented course, students engage in critical reflection on the roles and expectations of secondary educators from both institutional and community perspectives. Questions considered will include: what is an educator, what is a professional, what are the attributes of effective teachers, what do effective teachers do? Students will examine their own values and begin to develop their own philosophies about education and teaching. 30 Level 1 Field Experience hours at arranged sites.

SEC 364  
METHODS: CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOLS  
Undergraduate  
(4 credits) This course will examine materials, methods, and techniques appropriate for teaching in secondary schools. Topics include: educational goals; the development of a rationale and underlying assumptions; instructional goals and objectives; learning objectives; both cognitive and affective; classroom environment; classroom management principles and techniques; multicultural materials in various content areas; the development of appropriate methods and materials; current curriculum issues and controversies. 30 Level 1 Field Experience hours at arranged sites.  
Junior standing is a prerequisite for this class.
SEC 365
ART AND PEDAGOGY
Undergraduate
This course alongside SEC 366 is intended as a two course sequence each complimenting the other. As SEC 366 explores the source materials and major concepts of visual art's content, SEC 365 focuses on teaching visual art. Building from the content requirements from their program or experience, students will understand how the art studio (content) experiences where ideas are developed translate to the preparation of teaching. Students will do this through multiple curriculum based projects intended to use in their own classrooms, including a 6th ? 12th grade general course reader to assist in introducing an art historical overview that influences and connects to general middle and high school studio practices. As students work on these projects, they will continue to reflect on the coursework they have done in the content area as well as watching and learning from classroom teachers and teaching artists in the field. They will contemplate such questions as: "What are the connections among the arts disciplines? How can they be taught together, creating interdisciplinary courses at the middle and high school levels? What are the differences among the arts disciplines and what does this mean for secondary pedagogy? How can teachers use inquiry with their students, making sure they have enough guidance to learn about artists, artistic periods and the nature of how artworks are produced. 30 Level 2 Field Experience hours.

SEC 364 and Advanced Teacher Candidate Standing are prerequisites for this class.

SEC 366
TEACHER AS ARTIST
Undergraduate
This course builds on the work in SEC 365, which alongside SEC 366 is intended as a two course sequence each complimenting the other. As SEC 365 focuses on the art of teaching the visual arts, SEC 366 explores the source materials and major concepts of visual art content. Historically, artistic movements have shaped and currently identify the theories we use to define our most immediate environment. The major concepts can be connected to the artist studio and to the descriptions some artists make about the studio as a teaching space. In the course students will be introduced to a wide range of artists and their work, artistic movements and the individual artists who use teaching as a medium. How does an emerging artist or pre-service teaching artist draw on the understanding of their own work as a platform to build core principles of pedagogy. What is the link that combines a dynamic studio practice with an inspired methodology for teaching visual art. We will address these questions through creating a visual art teaching curriculum portfolio and writing a reflective artist monograph, produce a final exhibition of their work and work alongside teachers and artists in the field. 30 Level 2 Field Experience hours.

SEC 364 and Advanced Teacher Candidate Standing are prerequisites for this class.

SEC 371
TEACHING ENGLISH IN THE HIGH SCHOOL 1
Undergraduate
This course introduces candidates to research-based and theoretically grounded best practices in the teaching of reading, writing, speaking, and listening skills and sensibilities. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required.

SEC 364, SEC 311, SEC 321, Senior status and Advanced Teacher Candidate Standing are prerequisites for this class.

SEC 372
TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 1
Undergraduate
This course introduces candidates to the theoretical and practical issues of teaching history and the social sciences in secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of the basic concepts of the seven social science disciplines. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required.

SEC 364, SEC 312, SEC 322, Senior status and Advanced Teacher Candidate Standing are prerequisites for this class.
SEC 373
TEACHING MATHEMATICS IN THE HIGH SCHOOL
Undergraduate
This course introduces students to the theoretical and practical issues of teaching mathematics in secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of mathematics in all its representations. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required.

SEC 364, SEC 313, SEC 323, Senior status and Advanced Teacher Candidate Standing are prerequisites for this class.

SEC 374
TEACHING THE SCIENCES IN THE HIGH SCHOOL
Undergraduate
This course introduces students to the theoretical and practical issues of teaching the sciences in secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of the different sciences, including biology, chemistry, environmental science, and physics. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required.

SEC 364, SEC 314, SEC 324, Senior status and Advanced Teacher Candidate Standing are prerequisites for this class.

SEC 381
TEACHING ENGLISH IN THE HIGH SCHOOL
Undergraduate
This course continues students' immersion into the pedagogical content knowledge development and practices that began in SEC 321 and SEC 371. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of reading, writing, speaking, and listening skills and sensibilities, with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in SEC 371, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required. COREQUISITE(S): Taken in conjunction with SCU 351.

SEC 371 is a prerequisite for this course.

SEC 382
TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL
Undergraduate
This course continues students' immersion into the pedagogical content knowledge development and practices that began in SEC 322 and SEC 372. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of the basic concepts of the seven social science disciplines with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in SEC 372, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required. COREQUISITE(S): Taken in conjunction with SCU 351.

SEC 372 is a prerequisite for this course.
SEC 383
TEACHING MATHEMATICS IN THE HIGH SCHOOL 2
Undergraduate
This course continues students' immersion into the pedagogical content knowledge development and practices that began in SEC 323 and SEC 373. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of mathematics in all its representations with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in SEC 373, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required. COREQUISITE(S): Taken in conjunction with SCU 351.

SEC 384
CAPSTONE IN SECONDARY EDUCATION
Undergraduate
The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective elementary educators with opportunities to engage in activities requiring them to reflect, to consider value commitments, to use critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific early childhood education. The course is grounded in the College of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies program. COREQUISITE(S): SEC 390.

SEC 385
TEACHING THE SCIENCES IN THE HIGH SCHOOL 2
Undergraduate
This course continues students' immersion into the pedagogical content knowledge development and practices that began in SEC 324 and SEC 374. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of the different sciences, including biology, chemistry, environmental science, and physics with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in SEC 374, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required. COREQUISITE(S): Taken in conjunction with SCU 351.

SEC 387
CAPSTONE SEMINAR IN SECONDARY EDUCATION
Undergraduate
This course is designed to help candidates integrate the central emphases of their Liberal Studies curriculum with their professional knowledge and behavior. It provides opportunities and activities to prospective educators that engage them in being analytic and reflective upon their major and related disciplines; guide them in further considering their value commitments and how they relate to their chosen profession; apply critical and creative thinking in addressing 'real-time' professional issues and needs; and examine extant practices from multicultural perspectives. Candidates develop a professional teaching portfolio that reflects the standards of the various guiding professional organizations and the Illinois State Board of Education (ISBE). The course is grounded in the College of Education's framework for an Urban Professional Multicultural Educator as well as the goals of the Liberal Studies program. The course is taken simultaneously with student teaching. COREQUISITE(S): SEC 390.

SEC 390
SECONDARY STUDENT TEACHING
Undergraduate
(12 credits) Five school days a week in supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. Application and approval required. Open only to DePaul students.
This course introduces candidates to theoretical and philosophical issues related to educational assessment. It addresses the range of assessments teachers will encounter in school settings, including individual cognitive and social and emotional assessments; course material, curricula, and disciplinary program assessments; and large scale high-stakes testing. The course provides candidates opportunities to explore student, program, and curricular assessment issues, including assessment methods and tools; standardized, quantitative, and qualitative assessments; formal and informal assessments; formative and summative assessments; integrated, self-, and peer assessments; cultural, social, economic, and language influences on assessments; and issues of reliability and validity in assessment. COREQUISITE(S): Taken in conjunction with SEC 371/SEC 372/SEC 373/ SEC 374 OR SEC 381/SEC 382/SEC 383/SEC 384.

Exercise Science (BS) students are restricted from taking this class.

(1-4 credits) Permission of instructor, program chair and Associate Dean are required.

This course provides a framework and strategic skills that will enable Kellstadt students to make a significant impact on the future of their organizations and in their careers. The seminar course focuses on the Return Driven Strategy framework which describes the 11 tenets of successful business strategy, leveraging genuine assets, managing significant forces of change and understanding strategic valuation. This seminar course will focus on a deep analysis of the strategies and successful value creation of great companies. Each student will participate in a team project to apply the tenets of Return Driven Strategy to a high performance company. The Return Driven Strategy framework will be useful for MBA candidates working in various areas of corporate management, management consulting, investment banking, equity research, and for entrepreneurs. The seminar-driven course will include an executive seminar session for the morning session of the first day which will include presentations by executives and top thought leaders in strategy.

ACC 500 or its equivalent is a prerequisite for this course

The course focuses on strategy execution and strategic performance measurement, including the balanced scorecard and value-based management as frameworks for describing and executing strategy. The course includes the latest developments in Strategic Risk Management and the implications for strategy and performance measurement. The course will study how high performance companies measure and manage performance, strategic risk, and corporate sustainability performance, as well as the ethical dimensions of strategy and execution. The seminar-driven course will include an executive seminar session for the morning session of the first day which will include presentations by executives and top thought leaders in strategy execution.

ACC 500 or instructor's consent is a prerequisite for this class.

This course focuses on leading practices in valuation and practical methods for driving valuations from strategic corporate analysis. The course shows the link between strategic analysis and valuations - converting our qualitative understanding of company initiatives into quantitative forecasts and valuation models. The guiding principles for developing valuation models, and the tools and techniques for enhancing that analysis are introduced. This course builds a skillset for evaluating other valuation models and a first-hand experience in building valuation models for companies. The course differs from traditional treatments in its focus on the actual building of valuation models directly from financial performance and the valuation projects based on real-time data. This course is co-designed and co-taught by Dr. Mark L. Frigo, and Joel C. Litman, Clinical Professor of Business Strategy at DePaul's Kellstadt Graduate School of Business. They have been combining their efforts in the research, study, and development of business strategy models and frameworks for execution and value-creation and have assisted a wide range of public and private companies in the application of these concepts.

ACC 500 or its equivalent is a prerequisite for this course
SNC 185  
THE BEATLES AND THE CREATIVE PROCESS  
Undergraduate  
This course is offered in SNL’s online program. Online course conform to University scheduling, but are conducted exclusively through Desire to Learn (D2L). There are no in person class meetings. The Beatles are significant in many ways: they were an unprecedented show business phenomenon; they were leaders of Sixties cultural rebellion; and they stand, for many, as a signal instance of popular entertainment attaining the status of high art. This course will examine the musical craftsmanship of the Beatles, focusing on their work as songwriters and record makers. Recent audio and print releases documenting the group’s performing and recording history provide a unique and detailed glimpse of the Beatles’ creative process. We will utilize these materials to closely trace the development of the group’s work while using other resources to place it in a larger historical and cultural context. The goal is to shed critical light on this recent chapter in cultural history. That discussion will, in turn, highlight questions about creativity in a modern context where commerce vies with art, technology redefines performance and an emerging global village culture transforms concepts of originality and tradition. Arts and Literature.

SNC 186  
SPIRITUALITY AND HOMELESSNESS  
Undergraduate  
This course will examine the broad issue of homelessness by providing students the opportunity to reflect upon a service learning experience at a community-based organization that serves the homeless population in Chicago. Students will explore what can be learned about themselves as reflective practitioners, service learners, and spiritual human beings when reflecting upon this experiential learning process. Through the class discussions, assigned readings, invited speakers, and journal assignments, students will reflect on their own beliefs and perceptions of homelessness and analyze the history, causes, and policy associated with this societal problem. Junior Year Experiential Learning.

SNC 187  
RACE AND IDENTITY IN THE AMERICAN THEATER  
Undergraduate  
This course will explore issues of race and racial identity in American society through the medium of theater. Students will examine a diverse range of theatrical pieces and consider the social and political context for each work as well as the impact each has had on American culture. The class will also view a play on these themes at a Chicago theater. Arts and Literature.

SNC 188  
PROBLEMS AND ISSUES IN CONTEMPORARY ETHICS  
Undergraduate  
This course is offered in SNL’s online program. Online course conform to University scheduling, but are conducted exclusively through Desire to Learn (D2L). There are no in person class meetings. An introduction to moral philosophy with emphasis on the conflict between “moral relativism” (or “subjective” ethics) on the one hand and “moral realism” (or “objective” ethics) on the other. During the course you will be introduced to classic theories and leading figures in the history of ethics, from Plato and Aristotle to Kant and Nietzsche. Course content will focus on issues (e.g., poverty, drug use, capital punishment, sexual behavior, euthanasia, biomedical research, animal rights, political violence) at the center of contemporary ethical debate in the United States and throughout the world. Philosophical Inquiry.

SNC 189  
CONTEMPORARY NATIVE AMERI CAN/AMERICAN INDIAN ISSUES  
Undergraduate  
Native Americans are part of our history and heritage, yet many Americans have little knowledge beyond stereotypes. While invisible to the mainstream, Native American cultures are surviving, striving and in some cases, thriving as we enter the new millennium. This course will explore the complex issues facing Native Americans today through discussions, films, readings, experiential learning activities and Native American news media to enable students to gain a cross-cultural perspective. Students will choose an area of focus on this subject and conduct independent research to present to their classmates. Self, Society and the Modern World.

SNC 190  
AFRICAN-AMERICAN STUDIES IN CRITICAL PERSPECTIVE  
Undergraduate  
This course is offered in SNL’s online program. Online course conform to University scheduling, but are conducted exclusively through Desire to Learn (D2L). There are no in person class meetings. This course is important for students who seek to gain a comprehensive understanding of African-American history in the United States. It will begin with discussions of African culture, the Atlantic Slave Trade, and early forms of slavery/indenturing. It will pay particular attention to the colonial and Revolutionary experience, delving into the mass exodus of Africans during the Revolutionary War, and African-American’s role and position in the country’s formative years. Enslavement, the Civil War and Reconstruction will follow as key areas of study. In every discussion, students will be asked to look for parallels between the contemporary and 18th and 19th century African-American experience and, where appropriate, to identify key social and cultural thinkers and leaders of the various historical periods. The primary texts for the course will be John Hope Franklin’s From Slavery to Freedom, articles and readings written by scholars and important early African-American artists and intellectuals, and video presentations. Understanding the Past.
SNC 191
ISSUES IN SCIENCE AND RELIGION
Undergraduate
This course develops students’ understandings of the scientific and religious constructions of self in the modern world (natural and social). The institutions and bodies of knowledge comprising science, religion, and their overlap are critically analyzed. Key historic debates are examined, for example: the Vatican's trial of Galileo for his teachings of a heliocentric universe; the controversial reception of Darwin's theory of evolution; and the 2001 U.S. policy on embryonic stem cell research. Through such analyses, the course develops students' skills in making ethically-informed decisions and thus recognizing their roles in the public debates involving the intersection of science and religion. Self, Society and the Modern World.

SNC 192
NEW ORLEANS IN SONG, STORY & STRUGGLE
Undergraduate
The tapestry of New Orleans culture is tremendously rich and varied. This course will concentrate on two strands in that tapestry: music from New Orleans and fiction about it. Students will learn about music forms which originated in the city or its environs and which have gone on to dazzle the world, including jazz, rhythm and blues, zydeco and funk. We will situate these art forms in social and historical context and examine the complex creative processes which have shaped them. We will become familiar with innovators and icons such as Louis Armstrong, Professor Longhair, Clifton Chenier, the Neville Brothers and Dr. John. We will also read works by literary artists who have a background in and/or fascination with New Orleans, including The Awakening by Kate Chopin, A Streetcar Named Desire by Tennessee Williams, and Mumbo Jumbo by Ishmael Reed. Moreover, we will consider the role played in American history and imagination by New Orleans, as well as the role played by images and fantasies of New Orleans in struggles for social justice at the local and national level. Arts and Literature.

SNC 193
THE SCIENCE OF SEXUAL ORIENTATION
Undergraduate
This course will engage you in scientific inquiry on the nature of sexual orientation. You will be challenged to master the scientific content of leading programs of research on twins, brain and other anatomical structures, hormones, genetic linkages, birth-order, and animal behavior through assigned readings, lectures, and multimedia resources. Moreover, you will also engage in the scientific process through a collaborative research project concerning an aspect of sexual orientation that leads you through the steps of stating a question, designing a study, collecting and analyzing data, and interpreting the results. You will also develop skills in identifying the limits to particular forms of scientific inquiry by recognizing the constraints of methods, sources of bias, reliability of results, and certainty of conclusions. This course will encourage you to place the modern research within ethical and social contexts in which to make judgments about the potential relevance and impacts of scientific knowledge about sexual orientation. Scientific Inquiry [SI]

LSP 120 is a prerequisite for this class.

SNC 194
CHINA: MONEY, POWER AND THE 21ST CENTURY
Undergraduate
This online course analyzes the dramatic impact of the greatest migration of people in the history of the world, which is occurring right now, in China. Students will become more aware of the relationship between growth in China and the balance of power in the world. Understanding China's two economic systems, one country policy will help learners better understand diverse cultures, inequities and differing theories about self and society. Theory, current and projected economic and demographic data and academic research will equip students with the skills to analyze the institutions, societies and decisions that will shape the world in the 21st century.

SNC 195
UNDERSTANDING GLOBAL HEALTH CONCEPTS AND PRACTICES
Undergraduate
Many of the greatest challenges in public health are global. This course uses a multidisciplinary approach to discuss the major underlying determinants of poor health and the relationship between health and political, social and economic development. Drawing upon the sciences, social sciences and humanities, learners will be introduced to the evolution of modern approaches to the setting of global health priorities, the functions and roles of health systems, an overview of current global health practices, and the major institutional players in global health. We will explore the factors shaping the global distribution of disease and their connection with issues of social, economic and political development, as reflected in the Millennium Development Goals. We will also consider the impacts of globalization on health risks and availability of health resources.
SNC 196
BEAUTY POLITICS IN CULTURAL CONTEXT
Undergraduate
How can we celebrate our different skin tones, body sizes, hair textures, and cultures, and yet still acknowledge our similarities? How can hair/body stories help us understand each other and ourselves? This course explores the complex ways the body is portrayed, (mis)understood, and celebrated worldwide. The experiences of hair/body politics of African descended peoples are centered and Latin, Asian, and European cultures are also discussed. Critiques of scholarship, media, and applied research will afford students the opportunity to examine social constructs about gender, sexuality, race, class, ability, and emerging issues such as biracialism and multiculturalism in global, virtual and political contexts.

SNC 197
ANALYZING AUSTEN’S PRIDE AND PREJUDICE
Undergraduate
This course is offered in SNL? s online program. Online course conform to University scheduling, but are conducted exclusively through Desire to Learn (D2L). There are no in person class meetings. Jane Austen must have known something about universal truths. Her novel, Pride and Prejudice, which begins with the sentence quoted above, was first published in 1813. Still in print today, it has also been made into at least eleven movies, four of which were released since 2000, including a Mormon and a Bollywood version. In this class, we will read the novel in the context of the gender and class norms at the time Austen wrote her book and then consider how Austen's exploration of universal truths is reinterpreted in more contemporary film versions of this novel. In exploring Austen's creation and the many reinterpretations of her work, we will use both analytic and creative writing assignments as well as class discussion to examine how context informs creativity and how creativity informs analysis. You must definitely do not need to be a creative writer to take this class.

SNC 198
MINDFULNESS MEDITATION RETREAT AT STARVED ROCK
Undergraduate
This online-offsite hybrid course includes a four-day mindfulness meditation retreat at Starved Rock State Park in Utica, IL as well as online learning activities throughout the quarter. Mindfulness meditation practices are powerful ways of regulating and investigating our awareness of our experience. They are rooted in Buddhist traditions and are being widely re-interpreted by neuroscientists, psychologists, philosophers and others. These practices have many benefits, such as improving health and well-being, deepening relationships, and enhancing engagement in learning, work, leisure and civic activities. Consent of instructor is a prerequisite for this class.

Junior Standing or above is a prerequisite for this class.

SNC 199
WORK, PLAY AND REST: INTEGRATING THE FRAGMENTS
Undergraduate
Life has become fragmented. In our modern lives, we strive to maintain work, play and rest in separate realms, within which we work hard, play hard, and even rest hard, all in the hope of finding balance. But when work invades play, and rest is sacrificed for either one, it might be time to shift the paradigm of separateness we have sought to maintain. This course will explore ways we can integrate the fragments of our lives in order to find more fulfillment, balance, satisfaction, and consequently relief both within these three arenas and in the “gray areas” in between. Learning will occur in two modalities, each of which will enhance the other: experiential guided movement, storytelling and vocal activities from the improvisational practice of InterPlay (http://www.interplay.org/) and the study of literature (articles, books, websites and videos) concerning mind-body awareness. Through the in-class practices of InterPlay, students will explore how stressors are held in the body, and define for themselves which aspects of creative expression help to release what no longer serves. Basic movement, storytelling and vocal activities will be introduced in an incremental way, with no prior experience necessary. The focus will be on both individual expression and collaborative possibilities, and personal as well as community and organizational applications will be explored. In our study of the science behind mind-body awareness through class discussions and written assignments, students will explore the application of concepts in conjunction with the experiential model offered by the InterPlay practice. Part practical activities, part reflection, and part synthesis of defined concepts and models, students will be asked to come to this class as willing participants and identify what methods and systems are applicable to their own lives, and what, from their unique vantage point, could constitute elements toward a new model of health and wholeness.

SNC 201
PSYCHOLOGY FROM AN AFRI CAN-CENTERED PERSPECTIVE
Undergraduate
This course utilizes an African-centered theoretical framework to examine salient themes pertinent to the psychology of people of African descent, including child development, family functioning, identity, education, racial oppression, spirituality, and healing. It takes an historical and topical approach to foster greater understanding about the course content. Through this examination, the learner will become more knowledgeable about the psychological experiences of people of African descent, the role of history and culture in human development, and the subjectivity of research in the social and natural sciences. They will also reflect on the relevance of the course material to their personal lives.
SNC 202  
GLOBAL BUSINESS, TECHNOLOGY AND THE UNITED NATIONS  
Undergraduate  
In this course, discussions focus on global business and technology issues U.S. and Mexican companies face today and UN experts in New York bring other countries into the global perspective via video conferencing. Topics include how corporations are using technology to facilitate their global operations; the work of the United Nations in helping implement corporate responsibility, international labor rules and human rights in businesses; best practices in cross-cultural business; and, other related global business issues. Several students outside of Chicago will participate via Scopia desktop video conference application. Students and professors at University Panamericana in Mexico City and in Guadalajara will participate in discussions with the UN experts and with DePaul students via video conferencing. UN discussions are videotaped and posted on DePaul iTunes for student review.

SNC 203  
PARTICIPATION AND DEMOCRACY IN AMERICA  
Undergraduate  
This course is offered in SNL's online program. Online course conform to University scheduling, but are conducted exclusively through Desire to Learn (D2L). There are no in person class meetings. The course explores inequalities in American democratic participation, investigating why different groups do or do not engage with the political process. The course begins with some famous arguments about why participation matters. Trends in voter turnout then become the primary object of study, but we also consider other forms of participation including writing to members of Congress, attending political meetings, and contributing money. Different factors we explore over ten weeks include the impact of education, income, age, and knowledge about and psychological interest in politics. We also investigate legal-institutional barriers to participation, both historically and in the present day.

SNC 204  
DEMOCRACY IN EVERYDAY LIFE  
Undergraduate  
Democracy may be described as a form of government in which the general public can participate in its decision making process. However, democracy is often used as a term to identify any system that is not patently a dictatorship. Democracy may be addressed not only as a political, but also as a social system with implications in everyday life. How does literature about social and private life define democracy? What criteria do democratic environments meet? How should people behave to foster democratic environments? How do democratic leaders behave? This course will foster a profound understanding of democracy and democratic behavior and identify criteria, which define democratic environments like equality, solidarity, positive human relationships, participation and commitment to each other. These and other criteria will be analyzed critically and applied to everyday contexts in the private sphere and the workplace. The role of authority, power and leadership in a democratic environment will be discussed. The course offers a wide range of activities like research for literature, critical reading and discussion of topics, analysis of cases, simulation of democratic and non-democratic environments and problem solving of real life issues. The ideas of others serve as a common course content, as presented in the material assigned to this course. Students are asked to participate actively and critically, to work individually and in study groups, using their own experience as a field of analysis and reflection. Active participation in group activities will make the course itself a model for a democratic teaching and learning environment.

SNC 205  
RESISTANCE DURING THE HOLOCAUST AND WORLD WAR II  
Undergraduate  
This course explores the history of the Holocaust in the context of the Second World War (1939-1945) with a central focus on examples of resistance to discrimination, fascism and oppression. We will explore varied forms of opposition including armed resistance, spiritual resistance, resistance through writing and identity preservation. We will read autobiographies, view documentary and dramatic films, and use museum resources to develop our understanding of resistance. Required activities include a visit to the Illinois Holocaust Museum and Education Center (Skokie, IL). We will also consider the implications of this history for making ethical choices in our world today.

SNC 206  
THE FIGHT FOR HUMAN RIGHTS: ONE WOMAN'S CRUSADE  
Undergraduate  
Helen Prejean is a leading human rights activist in the United States. For the past 30 years, she has helped shape conversation about equal treatment for all within the criminal justice system, especially persons of color and the materially poor. Dead Man Walking, the eyewitness account of her experience accompanying condemned prisoners to execution, has had a major influence on discussion of violence, poverty, civil rights, criminal law, and social justice. In this course, we use her work and interact with her personally to study power inequities across race and class lines that perpetuate injustice and examine her strategies for reform.
SURROUNDINGS, AND RESEARCH INTO THE PLACE WE ARE LOCATED, IS THE MEDIUM FOR TRANSFORMATION AND UNDERSTANDING TO TAKE PLACE.

This subject requires students to investigate how events of personal significance are affected by location and the disciplines. This class will involve field trips, online discussions, and research into the place we are located, is the medium for transformation and understanding to take place.

SNC 209
EXPLORING EARTH'S PHYSICAL FEATURES
Undergraduate
This course advances student exploration of earth's 4.5 billion year geologic record in order to evaluate the planet's evolution and the interrelationships between humans and landforms. Through the application of scientific reasoning, mathematical inference, and prevailing technologies used by geologists, emphasis is on plate tectonics, geologic time, the rock cycle, weathering, earthquakes, fluvial features, rock structures, volcanoes, mountains, plateaus, plains, glacial features, deserts, caves, and coasts. Students also assess human reliance on landforms, the economics of landforms, and cases of earth pseudoscience. Learning is assessed through labs, fieldtrips, a scientifically-formatted research paper, an exam, and contributions to online discussions.

SNC 210
PREHISTORIC LIFE
Undergraduate
This course is offered in SNL's online program. Online course conform to University scheduling, but are conducted exclusively through Desire to Learn (D2L). There are no in person class meetings. This course promotes students' investigation of fossils to interpret the character of 3.5 billion years of biological evolution and ecological change on earth. By way of scientific reasoning, mathematical inference, and applicable technologies, emphasis is on the exploration of the earliest evidence of life, development of multi-celled plants and animals, dinosaur evolution, mass extinction events, mammal diversification, human origins as well as appraisal of the societal reliance on fossil resources and the persistent debate over evolution versus creation. Learning is assessed through labs, a fieldtrip, an exam, video summaries, contributions to online discussions, and a research paper in a scientific format.

SNC 211
WRITE WHERE YOU ARE: WRITING ABOUT THE PLACES WE LIVE
Undergraduate
In "A Walk in Chicago: Never a City so Real," Alex Kotlowitz, a "Chicagoan by accident," claims, "An imperfect place, Chicago is America's city; it dreams America's dream." In this course, students will investigate the ways in which location has shaped their own American dream. Place is an indispensable factor in any person's negotiation of his or her dream, as Kotlowitz points out in his portraits of individuals who have shaped and been shaped by their city, Chicago. To understand ourselves, then, we must understand our cities. To understand our cities we must understand the influences from science (geology, biology, ecology), art (literature, film) and social science (history, psychology, sociology). To write about our cities, we must understand and synthesize the city and our selves. In the convergence of these experiences comes a new understanding of space, place and identity. This subject requires students to investigate how events of personal significance are affected by location and the disciplines. This class will meet in the classroom five times; students will also be required to complete four field trips to locations in and around their city and one "virtual" field trip. Sharing on D2L will complete the field trip experience. Students will grow to appreciate their home cities/towns for their evolution and current struggles; students will learn about themselves by placing themselves in the midst of this evolution and struggle. Writing the personal essay, which requires synthesis of one's self-reflection, reflects on one's surroundings, and research into the place we are located, is the medium for transformation and understanding to take place.
SNC 212
ROOTED IN THE CITY: WRITERS & WRITING IN CHICAGO
Undergraduate
Who are the writers rooted in Chicago? What were and are their concerns, themes, styles? How can they teach us about the city, but also about writing? In this class, students will read, discuss and write about work written by such Chicago writers as Nelson Algren, Gwendolyn Brooks, Stuart Dybek, Sandra Cisneros, Studs Terkel, Marc Smith, and Mike Royko. We will consider the nature of civic engagement and creativity in the literary arts, as well as pay close attention to the formal elements of the poems, short stories, and essays read in this class. We’ll also explore how these texts compel us to think about power and its circulation in cultural as well as social contexts.

SNC 213
FAMILY LIFE: THE PAST, PRESENT AND FUTURE OF FAMILIES
Undergraduate
In history, families have been defined as mother, father, and children. In our current experience, more families differ from that model than comply with it. Family structure is evolving. Missing fathers, single parents, and blended families are only a few of the changes to the family structure that have occurred with some significance beginning in the 1950s. What influences family structure? Do economics and education make a difference? Are race and ethnicity important factors? What about gender, personality and religion? Is the two parent family necessary? What role do grandparents and great grandparents play in the changing family? Perhaps the most important question we can ask about the family is what comes next. What are the many ways in which families might be redesigned in the future? How do these changes impact individuals in society?

SNC 214
SOCIETY AND THE FAMILY, PLOTTING THE FUTURE
Undergraduate
In history, families have been defined as mother, father, and children. In our current experience, more families differ from that model than comply with it. Family structure is evolving. Missing fathers, single parents, and blended families are only a few of the changes to the family structure that have occurred with some significance beginning in the 1950s. In this course, learners will pursue the following questions: What influences family structure? Do economics and education make a difference? Are race and ethnicity important factors? What about gender, personality and religion? Is the two parent family necessary? What role do grandparents and great grandparents play in the changing family? Perhaps the most important question we can ask about the family is what comes next. What are the many ways in which families might be redesigned in the future?

SNC 215
ISSUES IN HEALTH POLICY AND ADMINISTRATION
Undergraduate
The goal of this course is to provide a general overview of the American health care and health insurance systems. We will discuss the debates over the enactment and framing of the American constitution, and the political institutions that the nation then developed. We will analyze the health care system that emerged in this political context, focusing on 1) the rise of the private health insurance system; 2) the incentives provided by government to encourage employers to purchase such insurance on behalf of their employees; and 3) the debate over the role of government in providing coverage for those outside the employer-sponsored health insurance systems. We will examine in some depth the evolution and current context of the Medicaid Program, taking a close look at the politics that led to the 2003 Medicare Modernization Act, as well as the issues raised by the implementation of that law. The following questions will be examined in this course: Is it possible to provide coverage to the uninsured without increasing the national debt? What are the main drivers of rising health care costs and what are the options for cost-containment? What are the options for aiding the uninsured? What are the options for paying for any such initiatives? What are the longstanding obstacles to comprehensive reform proposals? What are the politics of the current, Affordable Care Act, reform initiative? Why is it that the American health delivery system suffers from specialty mal-distribution (too many specialists and not enough generalists) and geographic mal-distribution (too many providers in some communities and too few in others)? What is managed care? What does the managed care industry look like today? What is the difference between disease management, care management and the current efforts to create “medical homes”? What are provider profiles and how are they used to improve quality? Why is it that the nation does not have an effective long-term care insurance system? What are the alternatives to institutionalization for those in need of long-term care services?
**SNC 216**  
**LEISURE, RECREATION AND HEALTH**  
*Undergraduate*

This course will stimulate your thinking about the meaning of leisure in your life. Leisure today and historically has been central to the human experience. It is an elemental experience, essential to the total well-being of every person; it is a reflection and expression of the cultural values of a society; it is an important vehicle for medical treatment. Leisure and recreation services are also essential for healthy communities in terms of social climate, environmental quality, and economic stability. Leisure services comprise one of the largest and fastest growing industries in the world, whether measured in dollars spent, persons served, hours of time devoted, or resources used. The study of leisure and recreation is a broad discipline, combining diverse fields of study and professional practice. This course will (1) illustrate the importance of leisure to you and your loved ones, (2) contribute to your ability to become an informed consumer of leisure, (3) question the binary relationship of work and leisure, (4) teach you how to use leisure to increase emotional and physical health, resulting in a higher quality of life and, (5) demonstrate social injustice related to leisure behavior and administration. The course will be interactive and

**SNC 217**  
**SOUTH AFRICA AND THE QUEST FOR CHANGE: 25 YEARS AND COUNTING**  
*Undergraduate*

In 1990, sociopolitical forces in South Africa began formally dismantling the structure of racial segregation known as "apartheid" that had been in force since 1948. In 1994, the first bi-racial democratic elections were held, bringing the African National Congress (ANC) to power and Nelson Mandela to the presidency. Since then, the Republic of South Africa has faced considerable challenges on various fronts, which required careful calibration of the new governance system: providing social and economic equality for all races and groups; maintaining the country’s economic strength while fostering social justice; and battling the largest HIV/AIDS epidemic in the world. Additionally, over the years, the ANC has seen challenges to its power both within its own ranks and from other parties and groups, a situation likely to intensify with the recent death of Mandela, its most prominent historical leader. This course seeks to give students a thorough grounding in the recent history of South Africa, with particular emphasis on the evolution of its Constitution, on the features that have made it one of the most advanced economies in the whole Africa, and on the country’s struggles with the HIV/AIDS epidemic. Students will visit relevant sites and programs and interact with experienced professionals in these 3 domains in both Johannesburg and surrounding areas (Pretoria and Soweto), and Cape Town. Sites include the Apartheid Museum, the Constitutional Court, and Gold Reef City in Johannesburg, the Union Building in Pretoria, Soweto Township, and Robben Island and the District Six Museum in Cape Town. Side trips are also planned to a game reserve and other areas of natural beauty near these two cities.

**SNC 218**  
**THE HAPPINESS PROJECT**  
*Undergraduate*

What is happiness? How do we know that we are happy? How can we become happier in our lives? In recent years, there have been an increasing number of college courses dedicated to the study of happiness, positive psychology, life satisfaction, etc. This course will be an introduction to how various fields and disciplines are examining topics relevant to the nature of happiness and well-being, while providing an opportunity for students to examine their own ideas and expectations for happiness. Using Gretchen Rubin's popular book, The Happiness Project, as a guide, we will review the latest scholarship, theories and research in psychology and the sciences, as well as religion, ancient wisdom and popular culture, to determine what is known and presumed about happiness. Participants in the course will develop and assess their own "happiness project" during the last several weeks of the course.

**SNC 219**  
**CONNECTING WITH AFRICA: CULTURAL AND SOCIAL ISSUES IN EAST AFRICA**  
*Undergraduate*

This travel course will introduce students to two East African countries, Kenya and Tanzania, where they will have the opportunity to investigate cultural and social issues in accordance with their particular interests for study. Students will have the opportunity to study and compare issues of cultural, economic, social, and political interest as they manifest themselves in the USA and in East Africa. Intensive study in Chicago and onsite in Kenya and Tanzania will give students a unique opportunity to reflect on and then compare and contrast what goes on in their own country and in these two East African countries. One of the main aims of this course therefore is to give students the opportunity to engage in passionate conversation with Kenyans and Tanzanians on issues of justice and peace, politics and social services in order to raise their consciousness on these global issues that face humanity in East Africa and in so many other parts of the globe today.

**SOC 101**  
**INTRODUCTION TO SOCIOLOGY**  
*Undergraduate*

Introduction to the language, theories, methods, and research findings of the sociologist at work.
SOC 105
SOCIAL PROBLEMS
Undergraduate
Examination of important societal problems and issues with attention to their causes, their impact, and the possibility of resolution. The course considers the role of social movements, government and the private sector.

SOC 200
SOCIAL WORK AND SOCIAL WELFARE
Undergraduate
The nature of social work with a focus on the delivery of a variety of human services like health care and welfare; emphasis on professional-client relationships; examination of government agencies and voluntary associations.

SOC 203
RACE AND ETHNIC RELATIONS
Undergraduate
Interpretation and understanding of relationships between religious, ethnic and racial groups. The course emphasizes racial conflict and its resolution as well as the need to eradicate racism.

SOC 205
SELF AND SOCIETY
Undergraduate
The course examines the relationship between individuals and the social and cultural environment. It introduces theories of the self and society (psychoanalytic theories, Weberian perspectives, symbolic interaction and social construction, feminist theories, existential perspectives, etc.). Readings include field studies and case studies. Students are introduced to research methods such as life narrative analysis and observation.

SOC 207
YOUTH AND SOCIETY
Undergraduate
Using an historical and cross-cultural perspective, this course examines the social position of youth in today's society; youth subcultures; key institutions within which youth are socialized and controlled.

SOC 201 or SOC 105 is a prerequisite for this class.

SOC 208
LAW AND SOCIETY
Undergraduate
Examines the legal system in its social contexts; considers its moral and social roots, its continuity and contradictions, and its ability to deliver justice. Draws upon cross-national comparison.

SOC 209
SOCIOLOGY OF WOMEN
Undergraduate
Cross-cultural analysis of women's roles. How various social institutions the media, work, the family, education, religion treat sex-role distinctions and how the women's movement is attempting to confront them.

SOC 212
COMMUNITY AND SOCIETY
Undergraduate
An analysis of neighborhoods, cities, suburbs and utopian communities; the examination of major trends in urbanization and the evaluation of urban and community policies.

SOC 214
POLICE AND THE URBAN COMMUNITY
Undergraduate
The nature of police work, decision-making structures and processes, conflict and cooperation in police-community relationships.
SOC 217
WORK IN A GLOBALIZED WORLD
Undergraduate
The purpose of this course is to make a direct connection between the needs and strategies of individuals, companies, industries, and nations regarding work, and how they interact to create specific work environments and work outcomes for individuals in a globalized world. The course emphasizes how globalization, by creating an international labor market and an environment of competition between nations to attract jobs, has deeply transformed the work experience of individuals and the quantity and quality of jobs available in the United States, Latin America, Asia, and the rest of the world.

SOC 220
THEORIES OF CRIME AND DELINQUENCY
Undergraduate
Analysis of theories of causes and control of crime and juvenile delinquency; examination of delinquency subcultures, and the distribution of crime and juvenile delinquency.

SOC 221
INTRODUCTION TO THE U.S HEALTH CARE SYSTEM
Undergraduate
Examination of occupations and organizations in the U.S. health care system. Topics include: quality, access, and cost of health services; occupations and organizations involved in delivering health care; financing of care through health insurance and government programs. Recommended gateway course for all students in Health and Health Services concentration.

SOC 223
SOCIOLOGY OF HEALTH AND ILLNESS
Undergraduate
Examines how illness is related to sociological phenomena such as the social class of the patient or the organization of the health care delivery system. Formerly SOC 350.

SOC 224
INTRODUCTION TO STATISTICAL REASONING
Undergraduate
Introduction to statistics including data description and statistical inference used in many scientific fields of knowledge. Introduces students to computers in statistical analysis with examples drawn from social and natural sciences.

SOC 230
SEX AND GENDER IN THE CITY
Undergraduate
Examines the role of sex, sexuality, and gender in urban life, their interaction in urban spaces, and the formation of related private and public social policies.

SOC 231
RACE AND ETHNICITY IN THE CITY
Undergraduate
The social and cultural importance of urban ethnic communities and their interrelationships are investigated through a study of neighborhood development and change. Special emphasis on the major ethnic communities of Chicago.

SOC 232
GLOBAL CITIES
Undergraduate
An examination of the interaction between the process of globalization and urban areas throughout the world. Develops an understanding of the city as a critical location within a world that is growing ever more socially, politically and economically interconnected.
SOC 233
SOCIOLOGY OF SPORT
Undergraduate
This course examines sports as a societal microcosm and as an idealized world for both individuals and institutions. Sport is also viewed as a major element in the making of American mythology.

SOC 235
ADOLESCENT HEALTH
Undergraduate
Examination of social, political, geographic, and psychological forces affecting adolescent health in the U.S. Focus on occurrence, cause, and prevention of adolescent health risk behaviors, such as sexual behavior, violence, and substance use. Discussion of policy and community practice.

SOC 236
IMMIGRATION, HEALTH AND ILLNESS
Undergraduate
Examines linkage of immigration to health and illness, including health status of immigrants, differences in health outcomes in the host country and countries of origin, occupational health and injury patterns, eating habits, healing practices, and access to health care. Includes fieldwork and review of research findings.

SOC 245
URBAN SOCIOLOGY
Undergraduate
Study of urban growth and its impact. Topics explored include metropolitan development and change, population density, diversity and migration, urban life styles, urban institutions and important societal trends. Local, national and cross-national cases are examined. (Formerly taught as SOC 345)

SOC 248
WHITE RACISM
Undergraduate
This seminar is an introduction to white studies and white racism. White racism is a set of socially organized attitudes, behaviors and beliefs about differences between Blacks and other groups of color in the United States. The focus is on how the color White is constituted as dominant in social life throughout the United States and Western Europe.

SOC 253
SLAVERY AND RACIALIZATION
Undergraduate
Addresses both the coming of slavery in Western civilization and how the ideology of race is used to interpret historical events and situations. The course will consider how slavery created the formation of a racist color line.

SOC 254
ANCIENT GREECE AND ROME
Undergraduate
The course explores the society and culture of ancient Greece and Rome, including mythology, art, and social institutions. The impact of these cultures on contemporary popular culture and social thought is considered. Emphasis on primary materials.

SOC 256
SOCIAL CHANGE
Undergraduate
Examines changes in societies since 1800, including change in technology, culture, and social and political institutions. Topics include modernization, revolution and media. The course emphasizes comparative, global perspectives and use of primary sources.
SOC 271
POPULATION PROBLEMS
Undergraduate
Analysis of population characteristics and population policies. Topics include understanding population change, fertility and mortality patterns, population growth, patterns of illness and epidemics, migration, refugee issues, the impact of age structure, population policies, and methods for studying populations.

SOC 279
INTRO STATS FOR THE SOCIAL SCIENCES
Undergraduate
Data description and interpretation; table construction; correlation, regression and ANOVA; introduction to multivariate analysis; statistical inference and hypothesis testing. Cross-listed with MAT 242.

(MAT 095 and MAT 100) or MAT 101 or placement are prerequisites for this class.

SOC 280
MASS MEDIA AND CULTURE
Undergraduate
Analysis of the relations between modern society and the mass media such as TV, film, radio and the print media.

SOC 281
SOCIOLOGY OF ROCK MUSIC
Undergraduate
Rock music is studied as an object of culture, both as art and as mass culture. Attention is given to its creation, dissemination and appreciation.

SOC 290
SPECIAL TOPICS IN SOCIOLOGY
Undergraduate
In-depth examination of selected and timely social issues. Topics vary from quarter to quarter. Topics may be initiated by students.

SOC 101 or SOC 105 is a prerequisite for this class.

SOC 291
SPECIAL TOPICS IN SOCIOLOGY
Undergraduate
Two-credit-hour courses on special topics in Sociology.

SOC 292
COLLECTIVE ACTION
Undergraduate
The socio-legal implications of violent and nonviolent protest in bringing about social change. Emphases: social and historical causes that precipitate violence; court response to civil disobedience.

SOC 301
THE JUVENILE COURT SYSTEM: ITS OPERATIONS
Undergraduate
An introduction to the juvenile-court system. The interaction of police, judges and court officers. The role of discretion in disposition.

SOC 208 or SOC 220 or PSC 260 or BLW 201 is a prerequisite for this course.

SOC 304
SOCIAL DEVIANCE
Undergraduate
Comparison of theories and conceptual frameworks about deviance. Analysis of deviant life styles and careers. Examination of societal efforts to control deviance. Cross-listed with SOC 468.
SOC 305  
POWER, DEVIANCE AND SOCIAL CONTROL  
Undergraduate  
This course employs a variety of theoretical paradigms to examine social constructions of deviance and conformity. It pays close attention to the relationship of such behaviors to conventional values, institutions, power, and mechanisms of social control.

SOC 306  
FAMILIES  
Undergraduate  
Ideas, theories and research on families. Topics include change and variety in family patterns, fertility and child rearing.  
SOC 101 or SOC 105 is a prerequisite for this class.

SOC 307  
SOCIOLOGY OF SUBSTANCE USE AND ABUSE  
Undergraduate  
Sociological perspectives on substance use and abuse, related high-risk behavior, drug traffic, community impact, and prevention and public policy.

SOC 309  
SOCIOLOGY OF SEXUALITY  
Undergraduate  
Explores social construction of sex and sexuality, the intersection of gender, race, and sexuality, sexual orientations, and major issues in sexual politics, such as the gay/lesbian movement, discrimination, abortion, and sterilization.  
SOC 209 or 12 credits in SOC or 12 credits in WGS courses is a prerequisite for this class.

SOC 310  
CRIMINAL-LEGAL SYSTEM: CRITICAL PERSPECTIVES  
Undergraduate  
In this course, students will explore the history and social meaning of "criminal justice" in the United States. Readings, reflections, and discussions will push students to examine the criminal justice system as a system of social control and will alert students to the raced and classed character of this system.

SOC 313  
SOCIOLOGY OF EDUCATION  
Undergraduate  
Examines the structure of schooling in the United States and other societies. Topics include: Schools as organizations; teaching as a profession; peer cultures in schools; racial/ethnic, class, and gender inequalities in education.

SOC 315  
LAW, POWER AND RESISTANCE  
Undergraduate  
In this course, students examine the law in its social context. Readings, reflections, and discussions will push students to explore the role of law both in the production and maintenance of inequality and in marginalized people's struggles for justice.

SOC 316  
STREET GANGS  
Undergraduate  
Examines the problems associated with street gangs and "troublesome youth groups" in the United States and Europe. Classical and contemporary theories of gang formation and proliferation are reviewed. Both quantitative and qualitative gang research efforts are studied. Street gang reduction policies and programs (national and local) are scrutinized. Emphasis is placed on the street gang's relationship with other organizations and social actors in the same "habitat."  
SOC 220 is a prerequisite for this class.
SOC 317
GENDER, CRIME AND JUSTICE
Undergraduate
In this course students explore the ways in which gender intersects with crime and justice in the U.S. and increasingly, globally. Using feminist and critical perspectives, this course interrogates the gendered and racial nature of the criminal justice system, examines the ways in which gender intersects with patterns of offending, victimization, survival, and resistance, and looks at the ways that criminal justice institutions and gender interact. It also asks students to think critically about alternatives to incarceration and other ways of establishing "justice".

SOC 321
HEALTH AND HUMAN SERVICE ORGANIZATIONS
Undergraduate
The work of health and human service organizations is examined; the origins of these organizations, their goals and the problems inherent in attaining the goals, are considered.

SOC 322
TREATMENT AND PREVENTION OF DELINQUENCY
Undergraduate
A review of traditional and current practices of programs designed to treat delinquents and prevent delinquency, with emphasis on the variety of available correctional facilities.

SOC 323
THE SOCIAL WELFARE INSTITUTION
Undergraduate
The evolution of social welfare as an urban institution and the creation of the welfare state are examined. An analysis of social welfare in the United States within the context of economic, political, social and philosophical developments.

SOC 326
AGING AND THE LIFE COURSE
Undergraduate
A look at the changing age composition of the population; meaning and societal definition of aging, the different types of responses to growing older and the various social programs designed for older people. Introduction to life course theories.

SOC 330
THEMES IN SOCIAL THOUGHT
Undergraduate
Consideration of the writings of social philosophers regarding the nature, origins and meanings of human society.

SOC 331
SOCIOLOGICAL THEORY
Undergraduate
Exploration of the nature of theory and an analysis of selected social theorists.

SOC 101 or SOC 105 is a prerequisite for this class.

SOC 340
SOCIAL INEQUALITY
Undergraduate
Examination of inequalities in wealth and power and their consequences for individuals and the society; for example, the institutions of law, health care, education and politics.

SOC 101 or SOC 105 is a prerequisite for this class.
SOC 342
ORGANIZATIONAL DYNAMICS
Undergraduate
Examination of the structure and process of organizations in the public and private sectors, life in organizations and the interrelationship of individuals and organizations.

SOC 343
SOCIAL DIMENSIONS OF RELIGION (CROSS-LISTED WITH REL 221)
Undergraduate
Analysis of the interplay of society and religion, the clergy as an occupational group, and the relationship of religious ideology to social change.

SOC 344
POLITICAL SOCIOLOGY
Undergraduate
Social and economic bases of the political system in a comparative perspective.

SOC 346
URBAN ETHNOGRAPHY
Undergraduate
An introduction to field research in an urban environment.

SOC 347
CLASS, POWER AND DECISION MAKING IN THE CITY
Undergraduate
Analysis of decision-making in urban settings. Considers the role of class disparities, power, citizen protest and community participation in urban outcomes.

SOC 348
THE CITY IN THE FUTURE
Undergraduate
Alternative views of urban structures and social life in the post-industrial age. Considerations of the implications of energy, different technologies, future shock and social trends.

SOC 351
HEALTH DISPARITIES
Undergraduate
Examination of persistent health disparities in the U.S. and the influence of social settings on morbidity and mortality, as well as the impact of social class, gender, and race/ethnicity on disease and illness patterns and access to health care.

SOC 353
SOCIOLOGY OF MENTAL ILLNESS
Undergraduate
Examines the social history of, and societal reaction to, the mentally ill. Review of contemporary social perspectives on mental illness and social research on mental hospital institutionalization; the dynamics of the therapist-patient relationship.

SOC 355
CHICAGO AS A SOCIAL SYSTEM
Undergraduate
This course draws upon the rich tradition of sociological work carried out in Chicago to exemplify, illuminate, and integrate a variety of sociological concepts, theories and methodologies.
**SOC 356**
**THE CITY IN CROSS-CULTURAL PERSPECTIVE**
**Undergraduate**
This course examines the city as a type of human settlement, focusing on the different forms, functions, images and ideological perceptions of cities across a number of different cultures.

**SOC 358**
**REVOLUTIONS AND PEASANT REBELLIONS**
**Undergraduate**
Analyzes the most important revolutions and peasant rebellions of the twentieth century as well as the most relevant cases from previous periods, such as the French Revolution.

**SOC 360**
**SOCIAL SERVICES IN CONTEMPORARY SOCIETY**
**Undergraduate**
Social services and welfare programs as developed in contemporary industrial societies. Comparison between European social services and the American social services provides a basis for considering the implications of social policy. Cross-listed with SOC 432.

**SOC 365**
**HEALTH AND GLOBALIZATION**
**Undergraduate**
Comparative approach to understanding changes in health and illness patterns, diet and consumption, and access to health care associated with economic expansion, global inequalities, and changes in local economies, occupations and cultures. Case studies of selected non-industrialized countries.

**SOC 370**
**PEOPLE, PLACES, AND FOOD**
**Undergraduate**
Exploration of community food resources and the relationship to chronic disease such as obesity, diabetes, and hypertension. Qualitative methods focus on meanings of eating habits and how people secure food. Analyzes barriers and supports for healthy eating habits in Chicago neighborhoods. Service-learning component.

**SOC 372**
**HEALTH CARE SYSTEMS: A COMPARATIVE PERSPECTIVE**
**Undergraduate**
Examines the variations in health care delivery systems across selected countries and analyzes social and cultural forces that influence these systems, with an emphasis on differences in health outcomes.

**SOC 373**
**PUBLIC HEALTH AND HIGH RISK BEHAVIOR**
**Undergraduate**
Explores problems in community and public health such as HIV/AIDS and injection drug use. Topics may vary.

**SOC 380**
**RESEARCH METHODS IN SOCIOLOGY I**
**Undergraduate**
The logic of procedures of social science methodology. Initiation of student research project: formulation of problem, design of research, data collection. Presentation of the range of methods available for various types of social research.

SOC 279 or PSY 240 or MAT 242 or MAT 137 is a prerequisite for this class.
SOC 381
RESEARCH METHODS IN SOCIOLOGY II
Undergraduate
Continuation of the research project begun in Sociology 380. Data manipulation and analysis with the use of computers; interpretation, write-up, and synthesis of the research experience.
SOC 279 and SOC 380 are prerequisites for this class.

SOC 382
QUALITATIVE METHODS
Undergraduate
Introduction to qualitative methods in sociology, grounded theory, data collection and analysis, field research, life histories, and unobtrusive measures.

SOC 383
VISUAL SOCIOLOGY
Undergraduate
Examines the history of the still photograph as a document of social problems and conditions, a cultural artifact with a linguistic structure of its own. Methodological issues involved in using photographs as research tools are studied. Students conduct own documentary research project.

SOC 384
ETHNOGRAPHIC DOCUMENTARY FILM PRODUCTION
Undergraduate
This course imparts the art, craft, and discipline behind the making of sociological ethnographic documentary films. Throughout the course students learn ethnographic concepts and methods, develop film criticism faculties, and build a film production skill set.

SOC 386
POPULAR CULTURE AND THE ARTS
Undergraduate
Multiple perspectives, from modern to post modern, are applied to a range of forms of popular culture, both in historical context and in their current forms. Topics to be covered include examining the concept of popular culture, the analytic tools to understand it, and analyzing some of its manifestations (e.g. sports, mass media, gambling, holiday presentations, shopping, theme parks, theme restaurants, etc. Cross-listed with SOC 480.

SOC 387
SOCIOLOGY OF CELEBRITY
Undergraduate
"Celebrities are known for being well-known." The course explores the role of media and fans in the making of celebrity and considers celebrity as a key feature of contemporary society.

SOC 388
SOCIOLOGY OF CONSUMPTION
Undergraduate
Sociological perspectives on shopping, consumer culture, and social-psychology of consumer behavior.

SOC 390
SEMINAR IN SOCIOLOGY
Undergraduate
Selected topics form the basis of an in-depth consideration. Topics vary and may be initiated by students.
(SOC 101 or SOC 105) and Junior Standing or above is a prerequisite for this class.
SOC 391
SEMINAR IN SOCIOLOGY
Undergraduate
Two-credit-hour course on special topics in Sociology.

SOC 394
COMMUNITY BASED SOCIOLOGY
Undergraduate
Combines basic understanding of sociological principles with field experience.

SOC 395
CAPSTONE IN SOCIOLOGY
Undergraduate
A senior seminar course that enables students to conduct original research and integrate theory and methods.
Senior standing and a minimum of 12 hours in SOC classes is a prerequisite for this class.

SOC 397
TRAVEL/STUDY
Undergraduate
Foreign and domestic study tours with lectures and research by special arrangement with sponsoring programs

SOC 398
INTERNSHIP
Undergraduate
Placement of students in work-study situations relevant to careers in health and human services, social work, juvenile justice, law and society, urban and community services. Clinical and Experiential (can fulfill jr. yr. requirement). (1 to 4 credit hours).

SOC 399
INDEPENDENT STUDY
Undergraduate
Independent Study
Senior status and permission of the department chair are prerequisites for this course.

SOC 401
ADVANCED INTRODUCTION TO SOCIOLOGY
Graduate
A focused and intense introduction to the current state of the discipline of sociology: its basic concepts, theories, methodologies and research strategies. Students completing the course are expected to be able to engage successfully in the department's graduate program.

SOC 402
STATISTICS FOR THE SOCIAL SCIENCES
Graduate
Introduction to quantitative and statistical reasoning in the social sciences, quantitative data analysis, and computer software.

SOC 403
SOCIAL POLICY AND SOCIAL CHANGE
Graduate
Examines the process of policy-making and the effects of policies on individuals, organizations, and communities.

SOC 404
CLASSICAL AND MODERN THEORY
Graduate
Covers classical social theory (Marx, Durkheim, and Weber) and social theory through the 1960s.
SOC 405
SOCIOLOGICAL PERSPECTIVES
Graduate
Examines sociological theories, methods and concepts through a study of the work of contemporary sociologists.

SOC 411
SOCIAL RESEARCH
Graduate
This course focuses on the logic of sociological inquiry, ethical issues of research, the various methods social scientists use, and research in applied settings. For Sociology MA students only.

Status as a SOC Graduate student is a prerequisite for this class.

SOC 412
DATA ANALYSIS
Graduate
The implementation of a research project. Analytic techniques, data processing and the preparation of a written research report.

SOC 411 is a prerequisite for this class.

SOC 413
QUALITATIVE METHODS
Graduate
An examination of qualitative methods in sociology: data collection and analysis, field research, life histories, unobtrusive measures and visual methods employing video and film equipment are emphasized.

SOC 414
LITERATURE REVIEW WRITING PROJECT
Graduate
This course requires students to complete a paper reviewing the sociological literature on a topic of their choice. Successful completion of the literature review paper is one of the ways in which students may fulfill the final project requirement leading to the master's degree.

SOC 415
WRITING A RESEARCH PAPER
Graduate
This course is one of three options for fulfilling the MA-Sociology writing project requirement. The course focuses on original research. The final paper for the course is a draft of the research report that may be used to complete the program.

SOC 417
ETHNOGRAPHIC DOCUMENTARY FILM PRODUCTION
Graduate
This course imparts the art, craft, and discipline behind the making of sociological ethnographic documentary films. Throughout the course students learn ethnographic concepts and methods, develop film criticism faculties, and build a film production skill set.

SOC 420
URBAN SOCIOLOGY
Graduate
Introduction to advanced level studies in applied urban sociology: contemporary urban theory, research, and policy issues.

SOC 422
URBAN AND COMMUNITY ANALYSIS
Graduate
Quantitative analysis of urban issues including social-area analysis, patterns of segregation, neighborhood change, and other selected topics.
**SOC 423**  
**RESEARCH ON URBAN CULTURES**  
**Graduate**  
Ethnological approach to urban life stressing the qualitative analysis and evaluation of different types of urban communities, community organizations, and urban life styles.

**SOC 426**  
**URBAN DEVELOPMENT POLICIES**  
**Graduate**  
Community agencies viewed as problem-solving organizations. Concentration on the impact of state and local government on community organizations and how community organizations influence social policy. Sequel to SOC 425.

**SOC 431**  
**SOCIOLOGY OF HEALTH, ILLNESS AND MEDICINE**  
**Graduate**  

**SOC 432**  
**SOCIAL SERVICES IN CONTEMPORARY SOCIETIES**  
**Graduate**  
Analysis of the concept of welfare, evaluation of the social organization of welfare and the problems of welfare service systems. The interrelationships between welfare and the family, employment, health and crime are explored. Cross-listed with SOC 323.

**SOC 433**  
**THE SOCIOLOGY OF EDUCATION**  
**Graduate**  
Analysis of educational organizations and their effects-including characteristics of institutional structures, teaching as an occupation, and the relationship between educational attainment and social mobility.

**SOC 434**  
**YOUTH SERVICES: HEALTH AND WELFARE**  
**Graduate**  
Review of research on various youth problems (eg., substance abuse, pregnancy, runaways) and consideration of efforts at amelioration and control.

**SOC 438**  
**SOCIOLOGY OF SUBSTANCE USE & ABUSE**  
**Graduate**  
Sociological perspectives on substance use and abuse, related high-risk behavior, drug traffic, community impact, and prevention and public policy.

**SOC 440**  
**SOCIOLOGY OF LAW**  
**Graduate**  
Analysis of the American legal system as an instrument of social control, social change, and social reform. The impact of social science research on public policy decisions.

**SOC 441**  
**PUBLIC HEALTH AND HIGH RISK BEHAVIOR**  
**Graduate**  
This course brings sociological theory, concepts, and methods to bear on HIV/AIDS, hepatitis B and C (HBV, HCV), and other adverse health outcomes prevalent among injection drug users (IDUs), men who have sex with men (MSM), and “high risk heterosexuals” (HRHs).
SOC 442
CRIMINAL JUSTICE: HISTORY, THEORY, AND ANALYSIS
Graduate
Study of major criminological theories and their application to systems of corrections. Present trends at federal, state, city and private correctional institutions.

SOC 443
CRITICAL LEGAL THEORY
Graduate
Analysis of legal systems and their implementation; jurisprudence and its role in the development and change of legal systems; role of the courts and the police as related to community social problems.

SOC 447
SOCIAL CONTROL AND SOCIAL DEVIANCE
Graduate
Examines theories and research on the social organization of institutions that label and process deviants.

SOC 448
STREET GANGS
Graduate
Examines the problems associated with street gangs and "troublesome youth groups" in the United States and Europe. Classical and contemporary theories of gang formation and proliferation are reviewed. Both quantitative and qualitative research on gangs are studied. Gang reduction policies and programs (national and local) are scrutinized. Emphasis is placed on the street gang's relationship with other organizations and social actors in the same "habitat."

SOC 450
ADVANCED STATISTICS I
Graduate
Advanced Statistics I (cross-Listed As Psy 410)

SOC 455
CHILDHOOD, FAMILY, PUBLIC POLICY
Graduate
Examines contemporary public policy issues and relevant research concerning parenting, marriage, household structure, and family formation, with a focus on the U.S.

SOC 460
SOCIOLOGY OF THE FAMILY
Graduate
Examines demographic trends in this century, recent literature on women and men, wives and husbands, children and parents. Some comparative material is included.

SOC 461
SOCIOLOGY OF YOUTH
Graduate
Critical analysis of literature on nondelinquent youth; focus on the social contexts within which the transition to adulthood occurs.

SOC 463
SOCIAL PSYCHOLOGY
Graduate
The influence of group life on personality development, social interaction, and social behavior.
SOC 464
SOCIAL INEQUALITY AND STRATIFICATION
Graduate
An analysis of inequalities in power, wealth and prestige with an emphasis on the concept of social class, trends in social mobility, and relationships to current social topics such as housing, welfare and political participation.

SOC 465
RACE AND ETHNIC RELATIONS
Graduate
Theoretical perspectives on racial, ethnic, gender, sexual orientation and differently abled groups emphasizing processes of group formation, patterns of prejudice and discrimination, and an evaluation of methods to reduce prejudice and discrimination.

SOC 466
SOCIAL MOVEMENTS
Graduate
Study of social trends, social movements, communications, and crowd behavior. Emphasis on processes of social change, includes examination of historical and cross-cultural case material.

SOC 467
ORGANIZATIONS
Graduate
The functioning, premises, and consequences of formal organizations will be considered using a variety of perspectives.

SOC 468
SOCIAL DEVIATION
Graduate
Research and theory in the sociology of deviant behavior, emphasis upon such topics as the labeling of deviants, the analysis of deviant careers, patterns of deviant socialization, and the roles of agents or agencies of social control. Cross-listed with SOC 304.

SOC 469
SOCIOLOGY OF LIFE CYCLE
Graduate
A look at the changing age composition of the population; meaning and societal definition of aging, the different types of responses to growing older, and the various social programs designed for the aged.

SOC 470
GENDER AND SOCIETY
Graduate
Theory and research on roles of men and women, sexual behavior and patterns of gender inequality. Cross-listed with MLS 447 and WGS 460.

SOC 471
SOCIOLOGY OF KNOWLEDGE
Graduate
An analysis of the social forms of knowledge and the social processes by which individuals acquire this knowledge. The institutional organization and social distribution of knowledge.

SOC 474
INTRODUCTION TO DEMOGRAPHY AND POPULATION STUDIES
Graduate
Introduction to the study of population characteristics including fertility, migration, illness and epidemics, age structure, and the social and economic causes and impact of population change. The course examines historical forces in population change, as well as quantitative methods, theories, and policy issues.
SOC 475
SOCIOLOGY OF WORK
Graduate
Examination of the nature, meaning and history of work and leisure in Western culture; and the relationship of work and leisure to issues associated with the contemporary concept of "quality of life". Cross-listed with MLS 443.

SOC 477
SEX, SEXUALITY AND POLITICS
Graduate
Focus on sexuality as one of the central organizing ideologies shaping the fabric of our social life. Topics covered include the medicalization of sex, sex and race, pornography, sex and globalization, and gay liberation movement, etc.

SOC 479
MEN, MASCULINITY AND POWER
Graduate
This course reviews the development of men's studies and its connection with the development of women's studies. It examines the construction of masculinity and the issue concerning gender inequality.

SOC 480
POPULAR CULTURE AND THE ARTS
Graduate
(Cross-listed as SOC 386) The course explores topics in popular culture and the arts from a sociological perspective. The focus includes specific arts (film, music, photography, etc), subcultures of artists and performers and the impact of the market on the arts and popular culture.

SOC 487
SOCIOLOGY OF CELEBRITY
Graduate
"Celebrities are known for being well-known." The course explores the role of media and fans in the making of celebrity and considers celebrity as a key feature of contemporary society.

SOC 493
VISUAL SOCIOLOGY
Graduate
A sociological view of documents that record social reality. These documents primarily include photographs but can also include paintings and sculpture.

SOC 494
RACISM AND RESISTANCE
Graduate
In this course, although we will be particularly interested in the way White Supremacy is created and maintained in the post-civil rights era, we will ground our examination in the histories that created our present. We will end the course with a frank discussion of what can be done to resist racism and racial oppression in our own lives.

SOC 495
SPECIAL TOPICS IN SOCIOLOGY
Graduate
Special courses will be offered as students and faculty identify selected topics of common interest.

SOC 498
INTERNSHIP
Graduate
Students may be placed with agencies where they will have the opportunity to participate in activities such as research and counseling. Credit may vary but is subject to the limit of eight quarter hours.
SOC 499
INDEPENDENT STUDY
Graduate
Independent Study

SOC 500
THESIS RESEARCH
Graduate
The thesis research should culminate in the acceptance of a thesis. Four quarter hours, one registration.

SOC 510
MA PROJECT COMPLETION
Graduate
Students may register for this class if they are engaged in work on a writing project (thesis or MA project). Registration requires certification by the chair that the student is engaged in research or writing. The course does not apply to completion of an IN in a class. This course may be taken at most 3 times.

SOC 601
ACTIVE STUDENT STATUS
Graduate
Registration in this course provides access to the library and other university facilities. There is no indication whether or not the student is working on the writing project. Non-credit.

SPN 101
BASIC SPANISH I
Undergraduate
This is the first course in a three-course introductory sequence that as a whole constitutes "first year college Spanish" (SPN 101, SPN 102 and SPN 103). The course has three main goals: to develop some basic knowledge of Spanish as a foreign language, to develop some communicative skills in that language, and to attain some basic knowledge of the cultures of the Spanish-speaking world and to learn some cultural differences between the U.S. and these cultures.

SPN 101S
BASIC SPANISH I FOR SUMMER
Undergraduate
(Covers the equivalent of SPN 101 and the first half of SPN 102.) The first half of beginning Spanish. Listening to, speaking, reading, and writing Spanish in a cultural context for the beginning student.

SPN 102
BASIC SPANISH II
Undergraduate
This is the second course in a three-course introductory sequence that as a whole constitutes "first year college Spanish" (SPN 101, SPN 102 and SPN 103). The course has various goals. The first one is to develop some basic communicative skills in Spanish as a second language. These include but are not limited to the following sample abilities: talking about pastimes and leisure activities, talking about activities in the past, describing typical household chores, using expressions associated with technology, and giving instructions.

SPN 103
BASIC SPANISH III
Undergraduate
This is the third course in a three-course introductory sequence that as a whole constitutes "first year college Spanish" (SPN 101, SPN 102 and SPN 103). The course has several goals. The first one is to develop some basic communicative skills in Spanish as a second language. These include but are not limited to the following sample abilities: taking about feelings and mood changes, talking about what people do to and for each other, expressing wishes and desires, talking about what someone is doing now and in the past, describing current events, using vocabulary related to professions and daily life.
SPN 103S  
BASIC SPANISH III FOR SUMMER  
Undergraduate  
(Covers the equivalent of the second half of SPN 102 and all of SPN 103.) The second half of beginning Spanish. Further work on the basic elements of the Spanish language, spoken as well as written, with due regard to the cultural context of Spanish expression.

SPN 104  
INTERMEDIATE SPANISH I  
Undergraduate  
This is the first course of the sequence of Intermediate Spanish (SPN 104, SPN 105 and SPN 106). The course follows a content-based approach where students learn about Hispanic culture through interaction and communication. The fundamental language learning goal of this course is to help students express, interpret, and negotiate meaning in context. SPN 103 or equivalent, including placement test or permission of instructor, is recommended.

SPN 105  
INTERMEDIATE SPANISH II  
Undergraduate  
This is the second course of the sequence of Intermediate Spanish (SPN 104, SPN 105 and SPN 106). The course follows a content-based approach where students learn about Hispanic culture through interaction and communication. The fundamental language learning goal of this course is to help students express, interpret, and negotiate meaning in context. SPN 104 or equivalent, including placement test or permission of instructor, is recommended.

SPN 106  
INTERMEDIATE SPANISH III  
Undergraduate  
This is the third course in the sequence of Intermediate Spanish (SPN 104,105 and 106). The course follows a content-based approach where students learn about Hispanic culture through interaction and communication. The fundamental language learning goal of this course is to help students express, interpret, and negotiate meaning in context. SPN 105 or equivalent, including placement test or permission of instructor, is recommended.

SPN 114  
INTERMEDIATE SPANISH FOR HERITAGE SPEAKERS I  
Undergraduate  
This is the first course of Intermediate Spanish for Heritage Speakers (SPN 114, 115 and 116) a combined basic and intermediate sequence for home-background speakers of Spanish who have had little or no previous formal study of the language. The course will help students further develop their communication skills while increasing the ability to improve their reading, speaking, listening, and writing skills as they explore and foster an appreciation of the Latino culture and heritage.

SPN 115  
INTERMEDIATE SPANISH FOR HERITAGE SPEAKERS II  
Undergraduate  
This is the second course of Intermediate Spanish for Heritage Speakers (SPN 114, 115 and 116) a combined basic and intermediate sequence for home-background speakers of Spanish who have had little or no previous formal study of the language. The course will help students further develop their communication skills while increasing the ability to improve their reading, speaking, listening, and writing skills as they explore and foster an appreciation of the Latino culture and heritage.

SPN 116  
INTERMEDIATE SPANISH FOR HERITAGE SPEAKERS III  
Undergraduate  
This is the third course of Intermediate Spanish for Heritage Speakers (SPN 114, 115 and 116) a combined basic and intermediate sequence for home-background speakers of Spanish who have had little or no previous formal study of the language. The course will help students further develop their communication skills while increasing the ability to improve their reading, speaking, listening, and writing skills as they explore and foster an appreciation of the Latino culture and heritage.
SPN 124
INTERMEDIATE SPANISH I: SERVICE LEARNING
Undergraduate
This is the first course in a three-course intermediate sequence that as a whole constitutes “second year college Spanish” (SPN 124, SPN 125 and SPN 126). This course covers all the material of Spanish 104, but it offers students the unique opportunity to enhance knowledge of the Spanish-speaking world both INSIDE and OUTSIDE the classroom. Students will spend 25 hours per quarter (3 hours/per week) working with one of several organizations in Chicago’s Latino communities. These sites mostly serve new immigrants from Mexico and Central America who are in the process of integrating into new cultural environments. By participating in a language exchange on a weekly basis the student will be an active learner and teacher. SPN 103 or equivalent, including placement test or permission of instructor, is recommended.

SPN 125
INTERMEDIATE SPANISH II: SERVICE LEARNING
Undergraduate
This is the second course in a three-course intermediate sequence that as a whole constitutes “second year college Spanish” (SPN 124, SPN 125 and SPN 126). This course covers all the material of Spanish 104, but it offers students the unique opportunity to enhance knowledge of the Spanish-speaking world both INSIDE and OUTSIDE the classroom. Students will spend 25 hours per quarter (3 hours/per week) working with one of several organizations in Chicago’s Latino communities. These sites mostly serve new immigrants from Mexico and Central America who are in the process of integrating into new cultural environments. By participating in a language exchange on a weekly basis the student will be an active learner and teacher. SPN 104 or 124 or equivalent, including placement test or permission of instructor, is recommended.

SPN 126
INTERMEDIATE SPANISH III: SERVICE LEARNING
Undergraduate
This is the third course in a three-course intermediate sequence that as a whole constitutes “second year college Spanish” (SPN 124, SPN 125 and SPN 126). This course covers all the material of Spanish 104, but it offers students the unique opportunity to enhance knowledge of the Spanish-speaking world both INSIDE and OUTSIDE the classroom. Students will spend 25 hours per quarter (3 hours/per week) working with one of several organizations in Chicago’s Latino communities. These sites mostly serve new immigrants from Mexico and Central America who are in the process of integrating into new cultural environments. By participating in a language exchange on a weekly basis the student will be an active learner and teacher. SPN 105 or 125 or equivalent, including placement test or permission of instructor, is recommended.

SPN 197
SPECIAL TOPICS IN SPANISH
Undergraduate
See schedule for current offerings.

SPN 198
STUDY ABROAD
Undergraduate
Variable credit.

SPN 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

SPN 200
TRANSITIONAL SPANISH FOR HERITAGE SPEAKERS
Undergraduate
This course provides transitional Spanish for intermediate Heritage Learners whose primary goal is to increase basic communication in the language and an expanded understanding of Hispanic culture. Listening, speaking, reading and writing skills continue to be developed with an emphasis on conversation, facilitated by the study of vocabulary and structure, exciting readings and films.
SPN 201
ADVANCED GRAMMAR AND COMMUNICATION
Undergraduate
In this class students will work toward improving their speaking, listening, reading, and writing skills in Spanish at the advanced level as they explore various topics related to the history and cultures of the Spanish-speaking world. Students will also focus on four major grammar points that typically cause difficulty for students of Spanish as a foreign language: the distinction between ser and estar, verb tense, verb aspect (preterite/imperfect), and verb mood (indicative/subjunctive). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 202
ADVANCED COMPOSITION AND COMMUNICATION
Undergraduate
Students will work on improving their speaking, listening, reading, and writing skills in Spanish at the advanced level as they explore various topics related to the history and cultures of the Spanish-speaking world. Students will focus a little more, however, on written expression. Readings for the class will serve as models for various types of writing (primarily exposition and argumentation), and students will analyze the structure of these models as well as discuss their content. The course will also place emphasis on the effective use of the dictionary and on mechanics (such as spelling and punctuation). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 203
ADVANCED CONVERSATION
Undergraduate
This course will focus on improving the student's oral skills in Spanish through intensive practice. Students will discuss a wide range of topics, and they will practice conversational strategies for a variety of situations. Upon completing this course, students should be able to do the following: 1) talk about the past in a coherent and fairly detailed manner; 2) deal effectively with unanticipated complications (e.g. a lost ticket); 3) adapt to formal and informal situations; 4) speak broadly on topics of personal interest; and 5) make themselves easily understood by Spanish speakers who are unaccustomed to dealing with non-native speakers. Class preparation will include readings (from various genres) and films. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 205
ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE SPEAKERS I
Undergraduate
This course is the first in a series (SPN 205, SPN 206 and SPN 207) that offers a comprehensive, structural review of the Spanish language for heritage speakers. The course objectives include: 1) increasing the students' vocabulary in Spanish, 2) improving their reading and writing skills (students will read short stories and essays, and students will write guided compositions), 3) improving the students' oral proficiency (through presentations and discussions), and 4) exploring and fostering an appreciation of Latino culture and heritage. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 206
ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE SPEAKERS II
Undergraduate
This course is the first in a series (SPN 205, SPN 206 and SPN 207) that offers a comprehensive, structural review of the Spanish language for heritage speakers. The course objectives include: 1) increasing the students' vocabulary in Spanish, 2) improving their reading and writing skills (students will read short stories and essays, and students will write guided compositions), 3) improving the students' oral proficiency (through presentations and discussions), and 4) exploring and fostering an appreciation of Latino culture and heritage. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 207
ADVANCED CONVERSATION FOR THE HERITAGE SPEAKER
Undergraduate
Spanish 207 is the continuation of 205 and 206. It is the third part of a comprehensive, structural review of the Spanish language for heritage speakers' college students. The purpose of this course is to improve and polish the student's fluency in Spanish. The student's oral skills will be enhanced through careful and guided readings that will lead to open class discussions of fiction and nonfiction materials from around the Hispanic/Latino world. Students will be required to do a significant amount of reading, and writing in order to prepare themselves for class discussions and for their oral presentations. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.
SPN 220
INTRODUCTION TO LITERARY ANALYSIS IN SPANISH
Undergraduate
The main purpose of this course is to provide students with the critical tools and vocabulary that they need in order to analyze various types of literary texts written in Spanish. Students will read and discuss a variety of poems, short stories, and plays, focusing on their various levels of meaning and also on the various ways by which they (or their authors or their readers) create meaning. Other aims of the course include helping students improve their oral and written communication in Spanish, introducing them to research methods in literary studies, and familiarizing them with the MLA style for documenting sources. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 221
INTRODUCTION TO PENINSULAR CIVILIZATION
Undergraduate
This course introduces students to the cultures of Spain and provides them with a panoramic view of peninsular civilization from ancient times to the present. Students will explore selected topics related to geography, language, politics, religion, literature, art, architecture, music, dance, and film. This course is a good preparation for those who plan to study in Spain. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 225
INTRODUCTION TO TRADITIONAL AND TECHNOLOGICALLY BASED APPROACHES TO TRANSLATION
Undergraduate
The main objective of this course is to introduce students to the history, theory and fundamental principles of translation practice as well as the latest technologies available to the translator. Students will practice the art of translation through the newest technologies available in fields such as medicine, law, sports, travel, education, and business. This introductory course will train students to recognize, comprehend and translate idioms and fixed expressions into Spanish and/or English equivalencies. Students will learn to use monolingual dictionaries and constitute glossaries, computer-based tools and the internet for translating. Students will gain the necessary skills to proof and edit professional documents in order to provide polished and professional translations. A whole range of texts, videos from Spanish to English, and from English into Spanish, will be used for practice. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 242
INTRODUCTION TO SPANISH LINGUISTICS
Undergraduate
This course is an introduction to the structure of the Spanish language and its use in the Spanish speaking world. It is offered to those students who have already studied Spanish for at least two years. The objectives of this course are the following: (1) introduce basic linguistic terminology and the fundamentals of this science, (2) help the student to analyze the grammatical structures and sounds of the Spanish language, (3) familiarize the student with different varieties of Spanish, (4) introduce the student to the study of linguistics as a cognitive science. This course counts toward the major and minor in Spanish and prepares students for later linguistics courses. Strongly recommended for students planning to take any 300-level linguistics course. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 243
INTRODUCTION TO TRADITIONAL AND TECHNOLOGICALLY BASED APPROACHES TO TRANSLATION
Undergraduate
The main objective of this course is to introduce students to the history, theory and fundamental principles of translation practice as well as the latest technologies available to the translator. Students will practice the art of translation through the newest technologies available. This introductory course will train students to recognize, comprehend and translate idioms and fixed expressions into Spanish and/or English equivalencies. Students will learn to use monolingual dictionaries and constitute glossaries, computer-based tools and the internet for translating. Students will gain the necessary skills to proof and edit professional documents in order to provide polished and professional translations. A whole range of texts, videos from Spanish to English, and from English into Spanish, will be used to practice. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 251
SPANISH FOR THE MEDICAL PROFESSIONS
Undergraduate
This course aims at developing communication skills for students, health care professionals (physicians, nurses, nurse practitioners, social service workers) and workers in related fields. It reviews structures of Spanish grammar and introduces medical terms and expressions, in the context of "real life" situations. Emphasis is given to developing cultural awareness of the U.S. Hispanic population and to preparing students to handle crises and daily concerns in a hospital or medical office setting and in other health care situations. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.
SPN 252
COMMERCIAL SPANISH I
Undergraduate
An introduction to Commercial Spanish designed to provide the business-oriented student with sufficient Spanish language skills to be able to conduct basic business activities in Spanish-speaking countries. Students will be exposed to a wide variety of vocabulary to help them explore various topics related to the cultures of the Spanish-speaking world. There will also be ample oral and written practice related to the business world. The ability to communicate and perform business-related tasks are the focus of each lesson. Classroom sessions will include oral presentations, discussions of the assigned readings and related topics. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 254
SPANISH FOR LAW PROFESSIONALS
Undergraduate
The objective of this course is to provide vocabulary, idiomatic expressions, and cultural information for the specific needs of the professionals in the legal field. This class is intended for those who want to learn about the general content of law and legal vocabulary which are applicable in the Spanish world. In every class the participants will analyze texts, review grammar as necessary and practice in context. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 297
SPECIAL TOPICS IN SPANISH
Undergraduate
See schedule for current offerings.

SPN 298
STUDY ABROAD
Undergraduate
Variable credit.

SPN 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

SPN 301
SPANISH LITERATURE I: MIDDLE AGES THROUGH THE GOLDEN AGE
Undergraduate
This course introduces students to the literature of medieval and Golden Age Spain, and to the basic philological and interpretative skills necessary to understand this literature. Students will read and analyze representative examples of the literary genres written in Castilian from 1100 CE to 1700 CE, tracing the development of various styles and their contribution to a national literary culture. The course gives special attention to recognizing and evaluating the cultural forces (such as aesthetic movements or linguistic norms), social structures (such as race, class, or gender), and economic or political circumstances engaged in particular texts. (Literature category #1: Spanish literature before 1700). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 302
SPANISH LITERATURE II: THE ENLIGHTENMENT TO THE PRESENT
Undergraduate
A critical survey of Spanish peninsular literature from 1700 to the present: this course provides an overview of the historical, intellectual, artistic, and socio-political factors that have shaped Spanish life from the Enlightenment to our times as viewed through selected literary texts. (Literature category #2: Spanish literature from 1700 to present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.
SPN 303
LATIN AMERICAN LITERATURE & CULTURE I
Undergraduate
A critical survey of Spanish American literature from its origins to modernism. The course is an overview of the physical, intellectual, artistic, and socio-political currents of Spanish American literature that have helped to shape its thought and culture. Classroom sessions will include lectures and discussions of the assigned readings and related topics. Students in the course will read a number of representative works written by a diverse variety of the period's principal writers. Genres included are poetry, prose fiction, theater, and the essay. (Literature category #3: Latin American literature from origins through Romanticism). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 304
LATIN AMERICAN LITERATURE AND CULTURE II
Undergraduate
This course is a critical survey of Spanish American literature from 1880 to the present. It is an overview of the physical, intellectual, artistic, and socio-political currents of Spanish American literature that have helped to shape its thought and culture. Classroom sessions will include lectures and discussions of the assigned readings and related topics. Students in the course will read a number of representative works written by a diverse variety of the period's principal writers. The readings will provide a wide sample of different types of writing; genres included are poetry, prose fiction, theater, and the essay. (Literature category #4: Latin American literature from Modernism to present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 305
LATIN AMERICAN NOVEL
Undergraduate
This course is a survey of contemporary Latin American novels and will include works by a variety of Latin American authors. Throughout the course students will explore the development of the novel in Latin America; the revision and reinterpretation of history, gender, and the concept and construction of the novel and characters from the perspective of twentieth and twenty first century authors. (Literature category #4: Latin American literature from Modernism to present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 306
HISPANIC LITERATURE OF THE CARIBBEAN
Undergraduate
This course covers Hispanic literature of the Caribbean from a variety of perspectives and may have different topics each quarter. Variable topics may include: Cuban, Puerto Rican, Dominican or Afro-Caribbean Literature. (Literature category #3: Latin American literature from origins through Romanticism or Literature category #4: Latin American literature from Modernism to present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 307
PENINSULAR CIVILIZATION
Undergraduate
This course is an integrated survey of civilization and culture of the Iberian Peninsula from prehistoric times to the present. The survey course concentrates on Spanish arts and intellectual achievements. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 308
MEDIEVAL SPANISH LITERATURE
Undergraduate
This course introduces students to the literature of medieval Spain, and to the basic philological and interpretative skills necessary to understand this literature. Students will read and analyze representative examples of the poetry, prose, and drama written in Castilian from 1100 to 1500, tracing the gradual unification of a national language and literary culture. The course gives special attention to recognizing and evaluating the cultural forces (such as aesthetic movements or linguistic norms), social structures (such as race, class, or gender), and economic or political circumstances engaged in particular texts. (Literature category #1: Spanish literature before 1700). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 309
SPANISH BALLAD
Undergraduate
This course will explore social diversity and the Spanish visions of Identity and Peninsular culture through the Spanish Ballad. (Literature category #1: Spanish literature before 1700). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.
SPN 310
GOLDEN AGE POETRY
Undergraduate
This course will introduce students to the Spanish poetry of the sixteenth and seventeenth centuries, from Boscan and Garcilaso to Calderon and Sor Juana. Students will emphasize the major poetic movements, such as Petrarchism, misticism, conceptismo and culteranismo. (Literature category #1: Spanish literature before 1700). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 311
CERVANTES
Undergraduate
This advanced course focuses on Miguel de Cervantes's Don Quijote. This course will consider how this “first modern novel” responds critically to developments in Renaissance literature, religious and political thinking, and theories of fictional and non-fictional representation. In addition to the Quijote, students will also read short selections of background material and criticism in order to situate this work in its historical context and to understand why it is considered to be among the most influential works of world literature. (Literature category #1: Spanish literature before 1700). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 312
THE SPANISH NOVEL
Undergraduate
This advanced course is a survey of modern and contemporary Spanish novels and will include works by a variety of authors. Throughout the course students will explore the development of the novel in Spain; the revision and reinterpretation of history, gender, and the concept and construction of the novel and characters from the perspective of modern and contemporary authors. Group work, class discussions and individual projects will help the student gain a comprehensive view of the significant currents of the Spanish peninsular novel. This course will stress and encourage the examination of the roles of women, class, culture, and religion. (Literature category #2: Spanish literature from the Enlightenment to the present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 313
THE GENERATION OF 1898
Undergraduate
This advanced course will focus on the key group of Spanish writers known as the Generation of 1898. These writers felt that Spain at the end of the 19th century did not measure up to European standards of modernity and progress, and that its cultural and social life was at an inferior level when compared to the leading European countries. Spain was diagnosed as having a national malaise known as “abulia”; it was a kind of national sluggishness that prevented the country from profiting from and adjusting to the rapidly changing currents of modern world civilization. The task facing the Generation of 1898 was to bring Spain up to the level of the times. Students in the course will read a number of representative works written by some of the Generation's principal members. (Literature category #2: Spanish literature from the Enlightenment to the present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 314
CONTEMPORARY HISPANIC LITERATURE
Undergraduate
This course is a panoramic study of the principal works and authors of Puerto Rican Literature from the Spanish colonial period to the present. The literary production of representative authors is studied and analyzed. Students will take a thematic approach to the textual analysis of works by selected poets, musical artists, dramatists, essayists and fiction writers and examine the rise of national society in Puerto Rico and the literary forms in which it finds articulated expression. Furthermore, students will evidence the evolution of nationality and the national through the various historical contexts including Spanish colonialism, United States occupation, and mass migration. (Literature category #3: Latin American literature from the origins through Romanticism or Literature category #4 Latin American literature from Modernism to present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 315
MEXICAN LITERATURE
Undergraduate
This course is an overview of Mexican literature from the colonial period to the present. Through the writings, films, arts, and music, the course explores the intellectual, political, social, and historical events that have shaped the life and experience of Mexican people. Particular emphasis will be placed on the Mexican Revolution and the post Revolution, as well as U.S. presence in Mexico and Mexicans in the United States. (Literature category #3: Latin American literature from origins through Romanticism or Literature category #4 Latin American literature from Modernism to present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.
SPN 316
THE HISPANIC ESSAY
Undergraduate
This advanced course will explore the history of ideas, cultural diversity and Latin American visions of identity through the Latin American essays. In this class students will decode and analyzed problems of theory, criticism and study of this genre. Through the works of a selection of authors, such as Eduardo Galeano, Octavio Paz, J. Jose Marti, Manuel Gonzalez Prada and others, this class will study how political, social, economical, rhetorical and gender issues have affected this genre. Students will examine issues such as the construction of power, the treatment of sex, gender and cultural difference in literature; how the Latin American experience is reflected in these readings; and how they contribute to Hispanic literature as a whole. (Literature category #3: Latin American literature from origins through Romanticism or Literature category #4: Latin American literature from Modernism to present) SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 317
THE HISPANIC SHORT STORY
Undergraduate
This course explores the Hispanic short story from a variety of perspectives and may have different topics each quarter. Variable topics may include: Peninsular, Latin American or Latino short story. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 318
THE HISPANIC THEATER
Undergraduate
This course explores Hispanic theater from a variety of perspectives and may have different topics each quarter. Through the discussion and analysis of theatrical texts, students will improve their knowledge of Hispanic culture, socio-political vision, and tools of literary expression. Variable topics may include: Peninsular, Latin American or Latino theater. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 319
CONTEMPORARY POETRY
Undergraduate
This advanced course in modern Latin American and Spanish literature focuses on the following issues: poetical representations of identity; poetical representations of gender and the cultural readings of “machismo”; the role of poetry and other forms of artistic expression in shaping societies; theory and critical analysis of poems as a way to understand culture, the politics of marginality and forms of political mobilization among other issues. (Literature category #4: Latin American literature from Modernism to present or Literature category #2: Spanish literature from the Enlightenment to the present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 320
COMMERCIAL SPANISH II
Undergraduate
This is a course designed to provide the business-oriented student with sufficient Spanish language skills to be able to function credibly in a business environment where a knowledge of Spanish is necessary. Students will be exposed to a wide variety of commercial terminology and will have ample oral and written practice related to the business world. Principal topics include: 1) readings on business topics, translation, writing; 2) study and practice of business vocabulary; 3) study and discussion of business topics; 4) readings on Spanish-speaking countries and their people and economies to provide the students with an increased awareness of the diversity and complexity of the cultures and business practices in the many different countries in Latin America and other Spanish-speaking areas. SPN 106 or equivalent, or permission of instructor, is recommended.

SPN 321
U.S. LATINO/A WRITERS
Undergraduate
This advanced course is a critical survey of Latino literature. This course will provide the student with an overview (cultural, social, and political) of the contributions of Latinos to the development of society in the United States. The course will call attention to topics that are and have been important to Latino culture and identity. Particular emphasis will be given to topics such as: oppression, isolation, cultural identity (within the U.S.), education and anti-immigrant issues. The objective of this course is to provide the student with a better understanding of the Latino communities in the United States, as seen by themselves. Through the works read in class, films and music the student will also acquire a better understanding of the social and political situation of Latinos in the United States. Literature category #4 (Latin American literature from Modernism to present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.
SPN 322  
**HISPANIC WOMEN WRITERS**  
*Undergraduate*  
This advanced course explores Hispanic women writers from a variety of perspectives and may have different topics each quarter. Variable topics may include: Peninsular, Latin American or Latina writers of the United States. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 323  
**REVOLUTION IN LATIN AMERICAN LITERATURE**  
*Undergraduate*  
This advanced course explores Revolution in Latin American literature from a variety of perspectives and may have different topics each quarter. Variable topics may include: The Mexican Revolution, the Cuban Revolution, Revolutions in Central America, or a Survey of Revolutionary Movements. (Literature category #4: Latin American literature from Modernism to present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 324  
**THE BIRTH OF THE NOVEL IN SPAIN**  
*Undergraduate*  
In this advanced course students will read and discuss examples of the major sixteenth-century narrative genres (chivalric romance, prose drama, picaresque, pastoral, la novela morisca, and historiography) that paved the way for Cervantes's synthesis. Texts include, Amadis de Gaula (selections), La Celestina, El Abencerraje, La vida de Lazarillo de Tormes, and two of Cervantes's novellas. Topics to be treated include questions of social class and caste, gender roles, notions of love and honor, the rise of the modern nation-state, imperialism, mysticism, verisimilitude, literal and figurative language, and the problems associated with interpreting texts that are culturally distant from modern readers. Class will consist primarily of discussion of the assigned readings. (Literature category #1: Spanish literature before 1700). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 325  
**TRANSLATION AND INTERPRETATION**  
*Undergraduate*  
This course will focus on the translation of journalistic, legal, literary, pedagogical and commercial texts. The course will also improve the student's knowledge of translation and interpretation theory and provide, through a variety of translation assignments, the opportunity to review their writing skills and knowledge of the culture in order to be able to work within different registers and learn appropriate vocabulary. Guest lectures may provide the students with first-hand experience in the field and the opportunity to explore possible future use of their experience in translation. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 326  
**SPANISH STYLISTICS**  
*Undergraduate*  
This advanced expression class builds on the skills developed in Spanish 201 & 202 (or 205 & 206) with a clear emphasis on writing. Students will write numerous texts of different length and purpose. The focus will be on developing a more effective and sophisticated prose style. In-class time will be spent on writing activities which will give students practice in performing specific writing tasks following a variety of writing styles. In-class time will also be spent on oral and written exercises designed to reinforce the correct use of grammatical structures. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 327  
**AREA STUDIES IN LATIN AMERICAN LITERATURE**  
*Undergraduate*  
This course explores Area Studies in Latin American literature from a variety of perspectives and may have different topics each quarter. Variable topics may include: Central American, Andean, or Southern Cone literature. (Literature category #3: Latin American literature from origins through Romanticism or Literature category #4: Latin American literature from Modernism to present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 328  
**MODERN LATIN AMERICAN THEATRE**  
*Undergraduate*  
This course explores Modern Latin American theatre from a variety of perspectives and may have different topics each quarter. Variable topics may include: a survey of representative dramas from the "revolutionary" period in modern Latin American theater, 1960s-1970s or other specialized topics. (Literature category #4: Latin American literature from Modernism to present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.
SPN 329
LATINO GAY AND LESBIAN LITERATURE
Undergraduate
This course explores Latino gay and lesbian literature from a variety of perspectives and may have different topics each quarter. Variable topics may include: a survey of representative texts of Latino and Hispanic gay and lesbian authors or other specialized topics. (Literature category #4: Latin American literature from Modernism to present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 330
LATIN AMERICAN, LATINO AND SPANISH CINEMA
Undergraduate
This course explores Latin American, Latino and/or Peninsular cinema from a variety of perspectives and may have different topics each quarter. Variable topics may include: Peninsular, Latin American or Latino film directors and their works in Spain, Latin America or the United States. Students will also learn vocabulary and techniques for analyzing the formal aspects of film as well as film narrative. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 331
FILM AS A SUBVERSIVE ART
Undergraduate
This course explores contested images of resistance in Latin American, Latino and/or Peninsular films from a variety of perspectives and may have different topics each quarter. The course questions the construction of individual and collective identities in film, focusing on the intersections of cultural factors such as gender, race and ethnicity, social class, and language, among others. It also examines the ideological underpinnings involved in the shaping and conforming of those identities by cultural institutions and social systems. Variable topics may include: Decoding literature through Peninsular, Latin American or Latino films based on literary works by Peninsular, Latin American or Latino authors, or other specialized topics. Students will also learn vocabulary and techniques for analyzing the formal aspects of film as well as film narrative. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 332
NINETEENTH CENTURY SPANISH NOVEL
Undergraduate
This advanced course is based on the reading, discussion and critique of major representative works in nineteenth-century Peninsular novel. The course will focus on the conflicting interest of nineteenth-century society paying special attention to the theme of marriage and relationship between sexes. This course will stress and encourage the examination of the roles of women, class, culture, and religion. (Literature category #2: Spanish literature from the Enlightenment to the present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 333
GOLDEN AGE THEATER
Undergraduate
This advanced course will introduce students to the Spanish theater of the seventeenth century, with a focus on the comedia, a new popular art form that appealed to audiences across social classes. Students will endeavor to read these literary works in their cultural contexts and consider their current relevance. Students may also view film adaptations of some of the plays. Topics include questions of class and caste, gender roles, various notions of honor, the early modern monarchy, the idea of free will within the context of the Counter Reformation, and the theatrical elements of everyday life. Class will consist primarily of discussion of the assigned readings. (Literature category #1: Spanish literature before 1700). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 335
U.S. LATINA WRITERS
Undergraduate
This course is a survey of literature by modern Latina women writers from the United States, focusing on the social, cultural and political development of Latinas and their affirmation and reaffirmation of identity through their literature in today's society. (Literature category #4: Latin American literature from Modernism to present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.
SPN 339
THE GENERATION OF 1927
Undergraduate
This advanced course examines the peninsular Spanish "Generation of 1927" in considerable depth with emphasis on the best known literary figure in the group, Federico Garcia Lorca. (Literature category #2: Spanish literature from the Enlightenment to the present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 340
SPANISH CREATIVE WRITING WORKSHOP
Undergraduate
This advanced course seeks to reinforce and further develop the student's expression in Spanish by exploring different techniques in writing poetry and fiction. After approaching some basic concepts involved in the creative writing process, and with the constant practice of writing, students will be able to create texts in the style of preference. They will also gain more confidence with linguistics abilities. This class will be conducted in a workshop format, consisting of in-class writing exercises, workshop-like peer-sharing of texts, and discussions about the creative process. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 351
SPANISH IN THE U.S.
Undergraduate
Spanish is the second most widely spoken language in the United States; it has been spoken in this country longer than English has. This course is an introduction to the varieties of Spanish spoken in the US. Students will examine the evolution of the phonological, grammatical, and lexical linguistic system of the Spanish of US Latino/a communities. Students will also explore how sociolinguistic concepts such as bilingualism, diglossia, code-switching, linguistic variation, linguistic change, standard vs. non-prestigious varieties, and language attitudes manifest in the US Spanish context. This course is intended to familiarize the students with issues about language use in social context. Students will discuss results of research on the relationship between language and society in US Spanish-speaking communities. They will become familiar with sociolinguistic concepts. Students also acquire experience in carrying out sociolinguistic research. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 352
SPANISH PHONOLOGY AND PHONETICS
Undergraduate
This is an introductory course on the nature and structure of the sound system of the Spanish language. This course is offered to students who, having studied the language for at least two years, need a solid grounding of Spanish phonology and in the case of non-native speakers of Spanish a systematic practice of correct pronunciation patterns. It is also a requirement for Spanish majors. After a thorough study of the Spanish sound system, students will explore some related topics such as Spanish orthography, the history of the Spanish language, its place among Romance, Iberian, and American languages, and its rich dialectal variation. Lectures and discussions will be based on the required textbook and on additional materials (both written and audio). This class will be conducted in Spanish. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 353
THE STRUCTURE OF SPANISH
Undergraduate
This course is an introduction to the scientific study of the structure of language, with a special emphasis on Spanish. It examines the structure of sentences (syntax), the formation of words (morphology), and the construction of meaning (semantics/pragmatics) in Spanish, and in contrast to English and other languages. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 354
SPANISH SOCIOLINGUISTICS
Undergraduate
This course is an introduction to the study of the relationship between language and society through the Spanish varieties in the Spanish-speaking world. Students will examine and revise ideologies, attitudes and beliefs about the Spanish language to understand this relationship. To lead students to examine their own beliefs and attitudes about language, they will be equipped with methods of linguistic analyses and strategies to find the social in the linguistic and the linguistic in the social from a critical perspective. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.
SPN 355  
THE HISTORY OF THE SPANISH LANGUAGE  
Undergraduate  
This course is a journey through the history of the Spanish language from Latin to the present day. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 370  
LATIN AMERICAN CIVILIZATION  
Undergraduate  
This course is an introduction to the history and cultures from pre-Columbian times to the present. The course will explore the politics, social structures, traditions, artistic movements and historical periods of Latin America. The scope of the course covers the main pre-Columbian civilizations, the time of the Spanish discovery and colonization, the rise of new nationalities and their development, especially in relation to the United States and the emerging globalized world. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 371  
CULTURAL DIVERSITY AND LEGACIES THROUGH FILM  
Undergraduate  
This course explores Latin American, Latino and/or Peninsular cultures which grapple with various historical, socio-economic and political issues through film. Throughout the course, students will question the construction of individual and collective identities in film, focusing on the intersections of cultural factors such as gender, race and ethnicity, social class, and language, among others. Students will also focus on the ideological substructures involved in the shaping and conforming of those identities by cultural institutions and social systems. Students will also learn vocabulary and techniques for analyzing the formal aspects of film as well as film narrative. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 372  
LITERATURE OF THE DOMINICAN REPUBLIC  
Undergraduate  
This advanced course will explore cultural diversity and the Dominican Republic political, gender and ethnic visions through poetry. Through poetic class experience students will decode culture and society in the Caribbean and U.S. Dominican Latino communities. Students will focus on the following issues: political representations of identity; representations of gender and the cultural readings of "machismo"; the role of art and other forms of cultural expression in shaping identity; cultural criticism of poems as a way to understand culture and the politics of marginality and forms of political mobilization. Literature category #4 (Latin American literature from Modernism to present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 373  
AFRO-HISPANIC LITERATURE  
Undergraduate  
This course in contemporary literature will seek to determine what distinguishes the Afro-Hispanic novel, short story, drama or poetry from other works in these genres written in Spanish from a variety of perspectives and may have different topics each quarter. Students will read original works in order to analyze how the use of language, imagery and narrative voice reflect the experience of people of African descent in the Spanish-speaking world as seen (or heard) in the text and context of these works. In addition, students will explore how race, class, politics and culture interact and find expression in Afro-Hispanic literature. (Literature category #2: Spanish literature from the Enlightenment to the present or Literature category #4: Latin America from Modernism to the present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 374  
LITERATURE OF THE CONQUEST  
Undergraduate  
This advanced course in Latin American literature explores the early encounters between Europe and the Americas. Students will analyze letters, reports, histories, and political tracts from European, Amerindian, and Mestizo sources. Students will also consider some visual documents, such as images from the Lienzo de Tlaxcala and early maps. Typical areas of focus include the initial contact (Columbus), Mexico (Cortes, Diaz del Castillo, the Florentine Codex), Peru (Xerez, "El Inca" Garcilaso, Guaman Poma de Ayala), and the sixteenth-century debates over the wars of conquest (Las Casas, Sepulveda). Topics include the role of these texts as instruments of empire, strategies of representation, strategies of resistance to imperialism, the role of women in the conquest, debates over what constitutes a “just” war, and the relevance of these texts for modern Latin American identities. (Literature category #3: Latin American literature from origins through Romanticism). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.
This advanced course in Spanish literature will introduce students to the most important literary movements in Hispanic American countries, beginning with the wars of independence from Spain until the last part of 19th century. Special attention will be given to authors such as Jose Marti, Jorge Issacs, Andres Bello and Ruben Dario, among others. (Literature category #3: Latin American literature from origins through Romanticism). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

This advanced course in literature will explore the main works of the most influential Mexican poet of the Colonial period, Sor Juana Ines de la Cruz (1648-1695). One of the major themes in Sor Juana's work is the right of women to education. Sor Juana wrote poetry, plays, and essays in seventeenth-century Mexico, a society in which women's intellectual inquiry and access to knowledge was an unsafe endeavor and controlled by patriarchal hierarchies. Students will examine the relationship between politics, gender and writing in the context of the historical period, and analyze the spaces and borders occupied and visited by Sor Juana's lyric, ludic, astronomical, polemical, theatrical, theological, cosmological, culinary, colonial, and criollo writings. (Literature category #3: Latin American literature from origins through Romanticism). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

This interdisciplinary course will introduce students to the history, culture, politics, and general life of the peoples of Peru. Through an exploration of a vast array of interdisciplinary readings, visual arts and films, students will gain a deep understanding of Peru's history from its extraordinary pre-Columbian civilizations to its citizens' twenty-first century post civil war struggles to achieve dignity and justice in a multicultural, multilingual and multiethnic nation where Andean, Amazonian, African, Asian and European traditions meet. As a consequence of immense economic and social inequalities, Peru has a long history of violence that resulted in an internal war that ended recently. Particular attention will be given to contemporary developments in terms of the interaction between culture and politics. (Literature category #3: Latin American literature from origins through Romanticism or Literature category #4 (Latin American literature from Modernism to present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

This advanced course in Latin American literature explores the relationship of national consolidation and romantic novels. This course is based on the reading, discussion and critique of major representative “Foundational Fictions” in 19th-century Latin American literature. Students will examine how the construction of gender and race in these novels portrays the quest to forge new national identities. At the same time, students will analyze how the novels use their characters' romantic relationships to suggest their nation's political relationships, and thus contribute to the discourse on building the new societies that would replace Spain's colonial empire and serve as a prototype for the modern Latin American state. (Literature category #3: Latin American literature from origins through Romanticism). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

A heritage language learner has been described as "a student who is raised in a home where a non-English language is spoken, who speaks or merely understands the heritage language, and who is to some degree bilingual in English and the heritage language" (Valdes 2000:1). It is well-documented that for such students, literacy in the heritage language is often lost within just one or two generations. In this third course of DePaul's series on Latino Literacy, students will identify the prominent sociolinguistic issues that intersect with heritage language literacy. Through the reading of selected bibliography and guided reflections on both personal and service learning experiences, each student will arrive at a personalized assessment of the key topics affecting heritage language literacy. Possible topics include language socialization, language ideology and identities, and issues related to language contact with English such as code-switching and language shift/loss. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.
SPN 392
TRANSNATIONALISM AND SOCIAL JUSTICE
Undergraduate
This course explores the overarching theme of violence across different Latin American social realities. This course uses an interdisciplinary approach to explore the experience of revolution and repression in contemporary Latin America. Focusing on twentieth-century literature, films and culture, students will explore the making and unmaking of revolutionary political projects and human rights issues, the construction of distinct forms of cultural resistance and the different expressions of violence. (Literature category #4: Latin America from Modernism to the present). SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 393
LATINO MEDIA AND DIGITAL CULTURE LITERACY
Undergraduate
This course will explore the role and impact of the media in the Latino community, and how, in this context, Latinos view themselves and how others view them. Students will explore Latino communities' participation as creators and consumers of popular and media culture. Students will examine media organizations and their participants in their role in shaping popular culture. Finally, students will study the various ways that Latino communities exercise cultural citizenship as a form of resistance and in their struggle for just representation in an increasingly global society. This is an upper-level undergraduate/graduate inter-disciplinary seminar that draws on readings in cultural economy, political economy, cultural studies, history and sociology. Students who choose to take the class for JYEL credit are required to do a minimum of 25 hours of service. SPN 106 or equivalent, including placement test or permission of instructor, is recommended.

SPN 394
LATINO CULTURAL LITERACY AND COMMUNITY ENGAGEMENT
Undergraduate
This course explores local Chicago histories and institutions and their engagement in politics and advocacy for Latinos. This is a Junior Year Experiential Learning (JYEL) course, and as such requires 25 hours of service.

SPN 395
FOREIGN LANGUAGES ACROSS THE CURRICULUM
Undergraduate
The two credit FLAC course allows students to enrich their experience in the co-required course through added reading, writing, listening and speaking activities in Spanish. Students must have the equivalent of 106 or higher ability in Spanish to take this two credit component. Please contact the Department of Modern Languages if you have questions about this courses or about language placement.

SPN 397
SPECIAL TOPICS IN SPANISH
Undergraduate
See schedule for current offerings.

SPN 398
STUDY ABROAD
Undergraduate
Variable credit.

SPN 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

SPN 401
SPANISH LITERATURE I: MIDDLE AGES THROUGH THE GOLDEN AGE
Graduate
This course introduces students to the literature of medieval and Golden Age Spain, and to the basic philological and interpretative skills necessary to understand this literature. Students will read and analyze representative examples of the literary genres written in Castilian from 1100 CE to 1700 CE, tracing the development of various styles and their contribution to a national literary culture. The course gives special attention to recognizing and evaluating the cultural forces (such as aesthetic movements or linguistic norms), social structures (such as race, class, or gender), and economic or political circumstances engaged in particular texts. (Literature category #1: Spanish literature before 1700).
SPN 402
SPANISH LITERATURE II: THE ENLIGHTENMENT TO THE PRESENT
Graduate
This course is a critical survey of Spanish peninsular literature from 1700 to the present and provides an overview of the historical, intellectual, artistic, and socio-political factors that have shaped Spanish life from the Enlightenment to our times as viewed through selected literary texts. (Literature category #2: Spanish literature before 1700).

SPN 403
LATIN AMERICAN LITERATURE & CULTURE I
Graduate
This course is a critical survey of Spanish American literature from its origins to modernism. It is an overview of the physical, intellectual, artistic, and socio-political currents of Spanish American literature that have helped to shape its thought and culture. Classroom sessions will include lectures and discussions of the assigned readings and related topics. Students in the course will read a number of representative works written by a diverse variety of the period's principal writers. The readings will provide a wide sample of different types of writing; genres included are poetry, prose fiction, theater, and the essay. (Literature category #3: Latin American literature from origins through Romanticism).

SPN 404
LATIN AMERICAN LITERATURE AND CULTURE II
Graduate
This course is a critical survey of Spanish American literature from 1880 to the present. It is an overview of the physical, intellectual, artistic, and socio-political currents of Spanish American literature that have helped to shape its thought and culture. Classroom sessions will include lectures and discussions of the assigned readings and related topics. Students in the course will read a number of representative works written by a diverse variety of the period's principal writers. The readings will provide a wide sample of different types of writing; genres included are poetry, prose fiction, theater, and the essay.

SPN 405
LATIN AMERICAN NOVEL
Graduate
This course is a survey of contemporary Latin American novels and will include works by a variety of Latin American authors. Throughout the course students will explore the development of the novel in Latin America; the revision and reinterpretation of history, gender, and the concept and construction of the novel; and characters from the perspective of twentieth and twenty first century authors.

SPN 406
HISPANIC LITERATURE OF THE CARIBBEAN
Graduate
This course covers Hispanic literature of the Caribbean from a variety of perspectives and may have different topics each quarter. Variable topics may include: Cuban, Puerto Rican, Dominican or Afro-Caribbean Literature.

SPN 407
PENINSULAR CIVILIZATION
Graduate
This course is an integrated survey of civilization and culture of the Iberian Peninsula from prehistoric times to the present. The survey course concentrates on Spanish arts and intellectual achievements.

SPN 408
MEDIEVAL SPANISH LITERATURE
Graduate
This course introduces students to the literature of medieval Spain, and to the basic philological and interpretative skills necessary to understand this literature. Students will read and analyze representative examples of the poetry, prose, and drama written in Castilian from 1100 to 1500, tracing the gradual unification of a national language and literary culture. The course gives special attention to recognizing and evaluating the cultural forces (such as aesthetic movements or linguistic norms), social structures (such as race, class, or gender), and economic or political circumstances engaged in particular texts.

SPN 409
SPANISH BALLAD
Graduate
This course will explore social diversity and the Spanish visions of Identity and Peninsular culture through the Spanish Ballad.
SPN 410
GOLDEN AGE POETRY
Graduate
This course introduces students to the poetry of Golden Age Spain (1500-1700), and to the basic philological and interpretative skills necessary to understand this literature. Students will read and analyze representative examples of the poetry written in Castilian from 1500 to 1700, tracing the development of major styles and their contribution to a national literary culture. The course gives special attention to recognizing and evaluating the cultural forces (such as aesthetic movements or linguistic norms), social structures (such as race, class, or gender), and economic or political circumstances engaged in particular texts.

SPN 411
CERVANTES
Graduate
This advanced course focuses on Miguel de Cervantes's Don Quijote. This course will consider how this “first modern novel” responds critically to developments in Renaissance literature, religious and political thinking, and theories of fictional and non-fictional representation. In addition to the Quijote, students will also read short selections of background material and criticism in order to situate this work in its historical context and to understand why it is considered to be among the most influential works of world literature.

SPN 412
THE SPANISH NOVEL
Graduate
This advanced course is a survey of modern and contemporary Spanish novels and will include works by a variety of authors. Throughout the course students will explore the development of the novel in Spain; the revision and reinterpretation of history, gender, and the concept and construction of the novel and characters from the perspective of modern and contemporary authors. Group work, class discussions and individual projects will help the student to gain a comprehensive view of the significant currents of the Spanish peninsular novel. This course will stress and encourage the examination of the roles of women, class, culture, and religion.

SPN 413
THE GENERATION OF 1898
Graduate
This advanced course will focus on the key group of Spanish writers known as the Generation of 1898. These writers felt that Spain at the end of the 19th century did not measure up to European standards of modernity and progress, and that its cultural and social life was at an inferior level when compared to the leading European countries. Spain was diagnosed as having a national malaise known as “abulia”; it was a kind of national sluggishness that prevented the country from profiting from and adjusting to the rapidly changing currents of modern world civilization. The task facing the Generation of 1898 was to bring Spain up to the level of the times. Students in the course will read a number of representative works written by some of the Generation's principal members.

SPN 414
CONTEMPORARY HISPANIC LITERATURE
Graduate
This course is a panoramic study of the principal works and authors of Puerto Rican Literature from the Spanish colonial period to the present. The literary production of representative authors is studied and analyzed. Students will take a thematic approach to the textual analysis of works by selected poets, musical artists, dramatists, essayists and fiction writers and examine the rise of national society in Puerto Rico and the literary forms in which it finds articulated expression. Furthermore, the course will evidence the evolution of nationality and the national through the various historical contexts including Spanish colonialism, United States occupation, and mass migration.

SPN 415
MEXICAN LITERATURE
Graduate
This course is an overview of Mexican literature from the colonial period to the present. Through the writings, films, arts, and music, the course explores the intellectual, political, social, and historical events that have shaped the life and experience of Mexican people. Particular emphasis will be placed on the Mexican Revolution and the post Revolution, as well as U.S. presence in Mexico and Mexicans in the United States.
SPN 416
THE HISPANIC ESSAY
Graduate
This advanced course will explore the history of ideas, cultural diversity and Latin American visions of identity through the Latin American essays. In this class students will decode and analyzed problems of theory, criticism and study of this genre. Through the works of a selection of authors, such as Eduardo Galeano, Octavio Paz, Jose Marti, Manuel Gonzalez Prada and others, this class will study how political, social, economical, rhetorical and gender issues have affected this genre. Students will examine issues such as the construction of power, the treatment of sex, gender and cultural difference in literature; how the Latin American experience is reflected in these readings; and how they contribute to Hispanic literature as a whole.

SPN 417
THE HISPANIC SHORT STORY
Graduate
This course explores the Hispanic short story from a variety of perspectives and may have different topics each quarter. Variable topics may include: Peninsular, Latin American or Latino short story.

SPN 418
THE HISPANIC THEATER
Graduate
This course explores Hispanic theater from a variety of perspectives and may have different topics each quarter. Through the discussion and analysis of theatrical texts, students will improve their knowledge of Hispanic culture, socio-political vision, and tools of literary expression. Variable topics may include: Peninsular, Latin American or Latino theater.

SPN 419
CONTEMPORARY POETRY
Graduate
This advanced course in modern Latin American and Spanish literature focuses on the following issues: poetical representations of identity; poetical representations of gender and the cultural readings of "machismo"; the role of poetry and other forms of artistic expression in shaping societies; theory and critical analysis of poems as a way to understand culture, the politics of marginality and forms of political mobilization among other issues.

SPN 420
COMMERCIAL SPANISH II
Graduate
Advanced Commercial Spanish is designed to provide the business-oriented student with sufficient Spanish language skills to be able to function credibly in a business environment where a knowledge of Spanish is necessary. Students will be exposed to a wide variety of commercial terminology and will have ample oral and written practice related to the business world.

SPN 421
U.S. LATINO/A WRITERS
Graduate
This advanced course is a critical survey of Latino literature. This course will provide the student with an overview (cultural, social, and political) of the contributions of Latinos to the development of society in the United States. The course will call attention to topics that are and have been important to Latino culture and identity. Particular emphasis will be given to topics such as: oppression, isolation, cultural identity (within the U.S.), education and anti-immigrant issues. The objective of this course is to provide the student with a better understanding of the Latino communities in the United States, as seen by themselves. Through the works read in class, films and music the student will also acquire a better understanding of the social and political situation of Latinos in the United States.

SPN 422
HISPANIC WOMEN WRITERS
Graduate
This advanced course explores Hispanic women writers from a variety of perspectives and may have different topics each quarter. Variable topics may include: Peninsular, Latin American or Latina writers of the United States.
SPN 423
REVOLUTION IN LATIN AMERICAN LITERATURE
Graduate
This advanced course explores Revolution in Latin American literature from a variety of perspectives and may have different topics each quarter. Variable topics may include: The Mexican Revolution, the Cuban Revolution, Revolutions in Central America, or a Survey of Revolutionary Movements.

SPN 424
THE BIRTH OF THE NOVEL IN SPAIN
Graduate
"The Birth of the Novel in Spain" is an advanced course in Spanish literature (category #1: Spanish literature before 1700). Students will read and discuss examples of the major sixteenth-century narrative genres (chivalric romance, prose drama, picaresque, pastoral, la novela morisca, and historiography) that paved the way for Cervantes's synthesis. Texts include, Amadis de Gaula (selections), La Celestina, El Abencerraje, La vida de Lazarillo de Tormes, and two of Cervantes's novelas ejemplares. Topics to be treated include questions of social class and caste, gender roles, notions of love and honor, the rise of the modern nation-state, imperialism, mysticism, verisimilitude, literal and figurative language, and the problems associated with interpreting texts that are culturally distant from modern readers. Class will consist primarily of discussion of the assigned readings.

SPN 425
TRANSLATION AND INTERPRETATION
Graduate
This course will focus on the translation of journalistic, legal, literary, pedagogical and commercial texts. The course will also improve the student's knowledge of translation and interpretation theory and provide, through a variety of translation assignments, the opportunity to review their writing skills and knowledge of the culture in order to be able to work within different registers and learn appropriate vocabulary. Guest lectures may provide the students with first-hand experience in the field and the opportunity to explore possible future use of their experience in translation.

SPN 426
SPANISH STYLISTICS
Graduate
This advanced expression class has a clear emphasis on writing numerous texts of different length and purpose. The focus will be on developing a more effective and sophisticated prose style. In-class time will be spent on writing activities which will give students practice in performing specific writing tasks following a variety of writing styles. In-class time will also be spent on oral and written exercises designed to reinforce the correct use of grammatical structures.

SPN 427
AREA STUDIES IN LATIN AMERICAN LITERATURE
Graduate
This course explores Area Studies in Latin American literature from a variety of perspectives and may have different topics each quarter. Variable topics may include: Central American, Andean, or Southern Cone literature.

SPN 428
MODERN LATIN AMERICAN THEATRE
Graduate
This course explores Modern Latin American theatre from a variety of perspectives and may have different topics each quarter. Variable topics may include: a survey of representative dramas from the "revolutionary" period in modern Latin American theater, 1960s-1970s or other specialized topics.

SPN 429
LATINO GAY AND LESBIAN LITERATURE
Graduate
This course explores Latino gay and lesbian literature from a variety of perspectives and may have different topics each quarter. Variable topics may include: a survey of representative texts of Latino and Hispanic gay and lesbian authors or other specialized topics.
SPN 430  
LATIN AMERICAN, LATINO AND SPANISH CINEMA  
Graduate  
This course explores Latin American, Latino and/or Peninsular cinema from a variety of perspectives and may have different topics each quarter. Variable topics may include: Peninsular, Latin American or Latino film directors and their works in Spain, Latin America or the United States. Students will also learn vocabulary and techniques for analyzing the formal aspects of film as well as film narrative.

SPN 431  
FILM AS A SUBVERSIVE ART  
Graduate  
This course explores contested images of resistance in Latin American, Latino and/or Peninsular films from a variety of perspectives and may have different topics each quarter. The course questions the construction of individual and collective identities in film, focusing on the intersections of cultural factors such as gender, race and ethnicity, social class, and language, among others. It also examines the ideological underpinnings involved in the shaping and conforming of those identities by cultural institutions and social systems. Variable topics may include: Decoding literature through Peninsular, Latin American or Latino films based on literary works by Peninsular, Latin American or Latino authors, or other specialized topics. Students will also learn vocabulary and techniques for analyzing the formal aspects of film as well as film narrative.

SPN 432  
NINETEENTH-CENTURY SPANISH NOVEL  
Graduate  
This advanced course is based on the reading, discussion and critique of major representative works in nineteenth-century Peninsular novel. The course will focus on the conflicting interest of nineteenth-century society paying special attention to the theme of marriage and relationship between sexes. This course will stress and encourage the examination of the roles of women, class, culture, and religion.

SPN 433  
GOLDEN AGE THEATER  
Graduate  
This advanced course will introduce students to the Spanish theater of the seventeenth century, with a focus on the comedia, a new popular art form that appealed to audiences across social classes. Students will endeavor to read these literary works in their cultural contexts and consider their current relevance. Students may also view film adaptations of some of the plays. Topics include questions of class and caste, gender roles, various notions of honor, the early modern monarchy, the idea of free will within the context of the Counter Reformation, and the theatrical elements of everyday life. Class will consist primarily of discussion of the assigned readings.

SPN 435  
U.S. LATINA WRITERS  
Graduate  
This course is a survey of literature by modern Latina women writers from the United States, focusing on the social, cultural and political development of Latinas and their affirmation and reaffirmation of identity through their literature in today's society.

SPN 439  
THE GENERATION OF 1927  
Graduate  
This advanced course examines the peninsular Spanish "Generation of 1927" in considerable depth with emphasis on the best known literary figure in the group, Federico Garcia Lorca.

SPN 440  
SPANISH CREATIVE WRITING WORKSHOP  
Graduate  
This advanced course seeks to reinforce and further develop the student's expression in Spanish by exploring different techniques in writing poetry and fiction. After approaching some basic concepts involved in the creative writing process, and with the constant practice of writing, students will be able to create texts in the style of preference. They will also gain more confidence with linguistic abilities. This class will be conducted in a workshop format, consisting of in-class writing exercises, workshop-like peer-sharing of texts, and discussions about the creative process.
**SPN 451**
**SPANISH IN THE U.S.**
**Graduate**

Spanish is the second most widely spoken language in the United States; it has been spoken in this country longer than English has. This course is an introduction to the varieties of Spanish spoken in the US. Students will examine the evolution of the phonological, grammatical, and lexical linguistic system of the Spanish of US Latino/a communities. Students will also explore how sociolinguistic concepts such as bilingualism, diglossia, code-switching, linguistic variation, linguistic change, standard vs. non-prestigious varieties, language attitudes, manifest in the US Spanish context. This course is intended to familiarize the students with issues about language use in social context. Students will discuss results of research on the relationship between language and society in US Spanish-speaking communities. They will become familiar with sociolinguistic concepts. Students also acquire experience in carrying out sociolinguistic research. SPN 242 strongly recommended.

**SPN 452**
**SPANISH PHONOLOGY AND PHONETICS**
**Graduate**

This is an introductory course on the nature and structure of the sound system of the Spanish language. This course is offered to students who, having studied the language for at least two years, need a solid grounding of Spanish phonology and in the case of non-native speakers of Spanish a systematic practice of correct pronunciation patterns. It is also a requirement for Spanish majors. After a thorough study of the Spanish sound system, students will explore some related topics such as Spanish orthography, the history of the Spanish language, its place among Romance, Iberian, and American languages, and its rich dialectal variation. Lectures and discussions will be based on the required textbook and on additional materials (both written and audio). This class will be conducted in Spanish.

**SPN 453**
**THE STRUCTURE OF SPANISH**
**Graduate**

This course is an introduction to the scientific study of the structure of language, with a special emphasis on Spanish. It examines the structure of sentences (syntax), the formation of words (morphology), and the construction of meaning (semantics/pragmatics) in Spanish, and in contrast to English and other languages.

**SPN 454**
**SPANISH SOCIOLINGUISTICS**
**Graduate**

This course is an introduction to the study of the relationship between language and society through the Spanish varieties in the Spanish-speaking world. Students will examine and revise ideologies, attitudes and beliefs about the Spanish language to understand this relationship. To lead students to examine their own beliefs and attitudes about language, they will be equipped with methods of linguistic analyses and strategies to find the social in the linguistic and the linguistic in the social from a critical perspective.

**SPN 455**
**THE HISTORY OF THE SPANISH LANGUAGE**
**Graduate**

This course is a journey through the history of the Spanish language from Latin to the present day.

**SPN 470**
**LATIN AMERICAN CIVILIZATION**
**Graduate**

This course is an introduction to the history and cultures from pre-Columbian times to the present. The course will explore the politics, social structures, traditions, artistic movements and historical periods of Latin America. The scope of the course covers the main pre-Columbian civilizations, the time of the Spanish discovery and colonization, the rise of new nationalities and their development, especially in relation to the United States and the emerging globalized world.

**SPN 471**
**CULTURAL DIVERSITY AND LEGACIES THROUGH FILM**
**Graduate**

This course explores Latin American, Latino and/or Peninsular cultures which grapple with various historical, socio-economic and political issues through film. Throughout the course, students will question the construction of individual and collective identities in film, focusing on the intersections of cultural factors such as gender, race and ethnicity, social class, and language, among others. Students will also focus on the ideological substructures involved in the shaping and conforming of those identities by cultural institutions and social systems. Students will also learn vocabulary and techniques for analyzing the formal aspects of film as well as film narrative.
SPN 472
LITERATURE OF THE DOMINICAN REPUBLIC
Graduate
This advanced course will explore cultural diversity and the Dominican Republic political, gender and ethnic visions through poetry. Through poetic class experience students will decode culture and society in the Caribbean and U.S. Dominican Latino communities. Students will focus on the following issues: political representations of identity; representations of gender and the cultural readings of "machismo"; the role of art and other forms of cultural expression in shaping identity; cultural criticism of poems as a way to understand culture and the politics of marginality and forms of political mobilization.

SPN 473
AFRO-HISPANIC LITERATURE
Graduate
This course in contemporary literature will seek to determine what distinguishes the Afro-Hispanic novel, short story, drama or poetry from other works in these genres written in Spanish from a variety of perspectives and may have different topics each quarter. Students will read original works in order to analyze how the use of language, imagery and narrative voice reflect the experience of people of African descent in the Spanish-speaking world as seen (or heard) in the text and context of these works. In addition, students will explore how race, class, politics and culture interact and find expression in Afro-Hispanic literature.

SPN 474
LITERATURE OF THE CONQUEST
Graduate
This advanced course in Latin American literature explores the early encounters between Europe and the Americas. Students will analyze letters, reports, histories, and political tracts from European, Amerindian, and Mestizo sources. Students will also consider some visual documents, such as images from the Lienzo de Tlaxcala and early maps. Typical areas of focus include the initial contact (Columbus), Mexico (Cortes, Diaz del Castillo, the Florentine Codex), Peru (Xerez, "El Inca" Garcilaso, Guaman Poma de Ayala), and the sixteenth-century debates over the wars of conquest (Las Casas, Sepulveda). Topics include the role of these texts as instruments of empire, strategies of representation, strategies of resistance to imperialism, the role of women in the conquest, debates over what constitutes a "just" war, and the relevance of these texts for modern Latin American identities.

SPN 475
LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO MODERNISM
Graduate
This advanced course in Spanish literature will introduce students to the most important literary movements in Hispanic American countries, beginning with the wars of independence from Spain until the last part of 19th century. Special attention will be given to authors such as Jose Marti, Jorge Issacs, Andres Bello and Ruben Dario, among others.

SPN 476
SOR JUANA INES DE LA CRUZ
Graduate
This advanced course in literature will explore the main works of the most influential Mexican poet of the Colonial period, Sor Juana Ines de la Cruz (1648-1695). One of the major themes in Sor Juana's work is the right of women to education. Sor Juana wrote poetry, plays, and essays in seventeenth-century Mexico, a society in which women's intellectual inquiry and access to knowledge was an unsafe endeavor and controlled by patriarchal hierarchies. Students will examine the relationship between politics, gender and writing in the context of the historical period, and analyze the spaces and borders occupied and visited by Sor Juana's lyric, ludic, astronomical, polemical, theatrical, theological, cosmological, culinary, colonial, and criollo writings.

SPN 477
PERUVIAN REALITIES IN A MULTICULTURAL SOCIETY: HISTORY, CULTURE, POLITICS, VIOLENCE & SOCIAL JUSTICE
Graduate
This interdisciplinary course will introduce students to the history, culture, politics, and general life of the peoples of Peru. Through an exploration of a vast array of interdisciplinary readings, visual arts and films, students will gain a deep understanding of Peru's history from its extraordinarily pre-Columbian civilizations to its citizens? twenty-first century post civil war struggles to achieve dignity and justice in a multicultural, multilingual and multiethnic nation where Andean, Amazonian, African, Asian and European traditions meet. As a consequence of immense economic and social inequalities, Peru has a long history of violence. This resulted in an internal war that ended ten years ago. Particular attention will be given to contemporary developments in terms of the interaction between culture and politics. (Literature category #3: Latin American literature from origins through Romanticism/Literature category #4 (Latin American literature from Modernism to present).
New Course Description: This advanced course in Latin American literature explores the relationship of national consolidation and romantic novels. This course is based on the reading, discussion and critique of major representative "Foundational Fictions" in 19th century Latin American literature. Students will examine how the construction of gender and race in these novels portrays the quest to forge new national identity/ies. At the same time, students will analyze how the novels use their characters' romantic relationships to suggest their nation's political relationships, and thus contribute to the discourse on building the new society/ies that would replace Spain's colonial empire and serve as a prototype for the modern Latin American state. (Literature category #3: Latin American literature from origins through Romanticism).

A heritage language learner has been described as "a student who is raised in a home where a non-English language is spoken, who speaks or merely understands the heritage language, and who is to some degree bilingual in English and the heritage language" (Valdes 2000:1). It is well-documented that for such students, literacy in the heritage language is often lost within just one or two generations. In this third course of DePaul's series on Latino Literacy, students will identify the prominent sociolinguistic issues that intersect with heritage language literacy. Through the reading of selected bibliography and guided reflections on both personal and service learning experiences, each student will arrive at a personalized assessment of the key topics affecting heritage language literacy. Possible topics include language socialization, language ideology and identities, and issues related to language contact with English such as code-switching and language shift/loss.

This course explores the overarching theme of violence across different Latin American social realities. This course uses an interdisciplinary approach to explore the experience of revolution and repression in contemporary Latin America. Focusing on twentieth-century literature, films and culture, students will explore the making and unmaking of revolutionary political projects and human rights issues, the construction of distinct forms of cultural resistance and the different expressions of violence.

Supervised practice in language instruction, paired with a mentor instructor in a beginning or intermediate language course. Students observe a class, teach a lesson or lessons, assist in assessment and lesson planning, and complete individualized assignments to develop their skills as classroom language instructors. Repeatable.

See schedule for current offerings.

Variable credit.
STEM 230
INTRODUCTION TO EARTH AND SPACE SCIENCE
Undergraduate
This course provides an overview of the dynamic geological nature of Earth, its place in the solar system and universe, and the fundamental Earth-sky-human relationship. The format of the course is lecture, discussion, laboratory activities, and student group presentations. The course content is aligned with the Illinois Earth and Space Science Content Area Standards for educators and thus also meets the needs of secondary education majors wishing to pass the Illinois state exam for certification in earth and space science. LSP 120 or HON 180 is recommended. Formerly SDV 230.

STEM 231
INTRODUCTION TO EARTH AND SPACE SCIENCE (WITHOUT LAB)
Undergraduate
This course provides an overview of the dynamic geological nature of Earth, its place in the solar system and universe, and the fundamental Earth-sky-human relationship. Students will develop an understanding of 1) the processes that shape Earth's surface and interior over geologic time, 2) the formation, evolution, and physical properties of the sun and its planets, asteroids, and comets, 3) the physical basis for phenomena such as eclipses, phases, and seasons, 4) the formation, evolution, and properties of stars, galaxies, and the universe, 5) the historical progression of human understanding of Earth's geologic history and its place in space and time, and 6) the associated technologies that have enabled this progression. Students will encounter several historical examples that illustrate the provisional nature of science and the interaction of experiment, observation, and theory. The format of the course is lectures, discussions, laboratory activities, and student group presentations. Formerly SDV 231.

STEM 240
SCIENCE AT THE EDGE OF SPACE
Undergraduate
Earth's atmosphere and near-space environment play an increasingly important role in our lives in areas such as global warming, ozone depletion, and telecommunications. The upper atmosphere is also a starting point for human exploration of space beyond Earth. In addition to learning about Earth's upper atmosphere and beyond, students will build simple scientific experiments and launch them on a weather balloon to an altitude of 100,000 feet. Formerly SDV 240.

STEM 310
SCIENTIFIC MODELING
Undergraduate
Introduction to mathematical models used in scientific work: discrete dynamical systems, continuous models, stochastic models, Markov chains, and compartment models. Course is example-driven, with models being implemented on the computer. MAT 151 recommended. Formerly SDV 310.

MAT 150 or LSP 120 and 121 are a prerequisite for this class.

STEM 360
SCIENTIFIC DATA ANALYSIS I
Undergraduate
Descriptive methods of data analysis, probability models, statistical inferential procedures including regression and analysis of variance, especially as it relates to scientific data arising from observations and experiments. Includes the use of one or more computer statistical analysis packages. MAT 150 recommended. Formerly SDV 360.

STEM 361
SCIENTIFIC DATA ANALYSIS II
Undergraduate
Advanced statistical and data-mining methods with science-related case studies. Topics include multiple regression, logistic regression, decision trees, and naive Bayesian classification. STEM 360 recommended. Formerly SDV 361.

STEM 390
SENIOR CAPSTONE I
Undergraduate
Students will examine a scientific issue with historical or public policy significance from multiple points of view, ethical, social, as well as scientific. The topic will necessarily be one in which the interpretation and visualization of data plays a significant role in framing debate. Students will work individually or in small groups to create projects featuring the interplay of quantitative and non-quantitative approaches. STEM 361 recommended. Formerly SDV 390.
STEM 391
SENIOR CAPSTONE II
Undergraduate
Students work on a quarter-length project whose end product is either a detailed mathematical analysis or a visualization of several large scientific data sets. The project will integrate a few of the science topics done in SDV 390 with data analysis and visualization. Collaborations with researchers and organizations such as educational institutions and museums are especially encouraged. Formerly SDV 391.

STEM 399
INDEPENDENT STUDY
Undergraduate
Variable credit. Formerly SDV 399.

STEM 405
ECOLOGY FOR TEACHERS
Graduate
This course provides a broad survey of ecological principles through laboratory and field investigations appropriate in an urban setting. The course focus is on the use of local environments to promote awareness of and appreciation for the complexity, diversity and structure of the natural world while developing skills in hypothesis testing, experimental design and data analysis. Formerly SDV 405.

STEM 409
MATHEMATICAL METHODS FOR MIDDLE SCHOOL SCIENCE TEACHERS
Graduate
This course develops the mathematical methods that support the teaching of science at the middle school level: proportional reasoning, rates, exponents and scientific notation, graphing, and elementary modeling. The course incorporates the use of technology such as calculators and spreadsheets for scientific analysis.

STEM 410
TOPICS FOR TEACHERS
Graduate
Selected topics in science and science education. Formerly SDV 410.

STEM 411
FOUNDATIONS OF PHYSICAL SCIENCE I
Graduate
This course explores the nature of scientific inquiry, using a historical case study of the development of classical physics in the work of Copernicus, Brahe, Kepler, Galileo, and Newton. It explores the roles of observation, classification, experiments, theory, and mathematical models in science as well as the character of scientific change. Formerly SDV 411.

STEM 412
FOUNDATIONS OF PHYSICAL SCIENCE II
Graduate
Fundamental concepts of physics examined quantitatively: velocity, acceleration, surface area, volume, density. Elementary modeling for data analysis, including spreadsheets and data acquisition software. Scaling of physical quantities. Formerly SDV 412.

STEM 413
LIGHT AND WAVES
Graduate
Fundamentals of wave motion with application to light, water, and sound. Teachers are introduced to a variety of physical science topics in the curriculum as well as an example of the extraordinary unifying power of physics concepts such as waves. Formerly SDV 413.

STEM 420
CHEMISTRY FOR TEACHERS
Graduate
The structure and composition of matter. Physical and chemical change, examined from conceptual viewpoints which include atomic theory, stoichiometry, periodicity, bonding, equilibrium, thermodynamics and kinetics. Formerly SDV 420.
STEM 421
CELL BIOLOGY FOR TEACHERS
Graduate
This course focuses on the chemical and cellular nature of living organisms, cell structure and function, and heredity. Enzymes, the movement of materials across membranes, photosynthesis, respiration, cell division, and basic genetics. Formerly SDV 421.

STEM 422
EVOLUTION AND DIVERSITY FOR TEACHERS
Graduate
This course explores the subjects of biological evolution and species diversity. Topics covered include the history of our understandings of the origin and nature of species, mechanisms that produce evolutionary change, geographic variation and speciation, current theories and evidence of life’s origin and the history of life on earth. Controversies in biological evolution, both scientific and cultural will be discussed. Formerly SDV 422.

STEM 423
PLANT AND ANIMAL BIOLOGY FOR TEACHERS
Graduate
This course focuses on the structure and function of living organisms. Students will investigate how different organisms solve common problems of food acquisition, digestion and the distribution of nutrients, waste removal, gas exchange, maintenance of homeostasis and reproduction. While this course examines the diversity of living forms, there is a special emphasis on the structure and function of the human body. Formerly SDV 423.

STEM 425
TOPICS IN LIFE SCIENCES FOR TEACHERS
Graduate
Diverse topics in Life Sciences appropriate for middle school and high school students.

STEM 430
ASTROBIOLOGY FOR TEACHERS
Graduate
Astrobiology focuses on basic questions such as: How does life of any kind begin and develop? Does life exist elsewhere in the universe? What are the environmental limits for life? What is the future of life on the earth and beyond? The course reviews the origin and evolution of life on Earth and goes on to examine the prospects of habitats capable of supporting life in our solar system, and the potential for planets and life to exist orbiting other stars. Students will work with NASA remote sensing data of the earth, the other planets, and their moons. Formerly SDV 430.

STEM 431
ASTRONOMY FOR TEACHERS
Graduate
This course emphasizes astronomy particularly relevant to the middle school science curriculum. The structure of the solar system, motion of the sun, phases of the moon, familiarity with the night sky, stellar structure and evolution, galaxies, and introduction to cosmology. Students will be familiarized with student reading materials particularly appropriate for the combined teaching of science and reading. Students will make observations and use sky simulation software. Formerly SDV 431.

STEM 432
GEOLOGY AND PLANETARY SCIENCE FOR TEACHERS
Graduate
Planetary formation and evolution. Plate tectonics and the rock cycle, including volcanism, planetary interiors, weathering, sedimentation, and metamorphism. Formerly SDV 432.

STEM 440
HEAT AND ENERGY FOR TEACHERS
Graduate
Concept of energy, its nature, forms, and transfer with applications to physical science and earth science. Definition of energy in terms of work, potential and kinetic energy, conservation of energy, thermal energy, solar energy, energy in earth systems. Formerly SDV 440.
STEM 441
WEATHER AND CLIMATE FOR TEACHERS
Graduate
Basic physical and chemical processes that shape weather and climate. Solar radiation and the seasons, composition and structure of the atmosphere, atmospheric processes, human effects, historical and contemporary climate change. This course emphasizes quantitative methods. Formerly SDV 441.

STEM 442
ENVIRONMENTAL SCIENCE FOR TEACHERS
Graduate
A general introduction to the scientific background of some of the most important environmental problems facing urban areas, the nation and the world. Population dynamics, water and energy resources, ecosystem degradation, extinction and the loss of biodiversity, and climate change. The course will include a field observation and experiment.

STEM 490
SCIENCE TEACHING CAPSTONE
Graduate
Teachers will further examine current research on how students at the middle school level learn science concepts and conduct an action research project involving science teaching. STEM 405, STEM 412, STEM 413 and six content courses recommended. Formerly SDV 490.

STEM 698
TOPICS FOR MATHEMATICS AND SCIENCE TEACHERS
Graduate
Diverse topics in teaching and learning of mathematics and science. These courses are designed for current and future teachers.

STEM 699
INDEPENDENT STUDY
Graduate
Variable credit. Formerly SDV 699.

SUD 401
SUSTAINABLE URBAN DEVELOPMENT I: PLANNING, POLICY & COMMUNITY DEVELOPMENT
Graduate
This course addresses the concepts, practices, and tools for sustainable planning and provides an understanding for how to apply these to urban communities. The course is an intensive, topics-based overview of sustainable land use, housing, transportation, infrastructure, and community and economic development practices. The course is largely directed at contemporary policy issues and technical processes within the United States.

SUD 402
SUSTAINABLE URBAN DEVELOPMENT II: GREEN INFRASTRUCTURE & THE ENVIRONMENT
Graduate
This class focuses on the environmental aspects of city planning, including: resource management, environmental policy, transportation, LEED ratings and measures of environmental impact, integration of ecosystems within a land use planning framework, and community-based solutions to historical environmental injustice.

SUD 403
BROWNFIELDS REDEVELOPMENT: PRACTICE AND IMPLEMENTATION
Graduate
Students form a grounded understanding of the Brownfield lifecycle: how and why they were created and the general processes governing their redevelopment. The class will review the current regulatory, economic, environmental, community, public health, and development conditions of brownfields, through site visits and, when possible, discussions with stakeholders from public agencies, community organizations, and the private sector. Through a practice component, class members work in teams to apply their general brownfields knowledge to particular challenges in the field and gain hands-on experience in applied environmental and economic development research and analysis, community brownfield practices, and sustainability planning.
SUD 404
URBAN DESIGN LABORATORY
Graduate
This course teaches digital methods of creating visual information. Software used may include: Adobe Creative Suite, Google SketchUp, and advanced techniques for Microsoft PowerPoint, which can be applied by students in the SUD 501 and 502 courses.

SUD 490
SPECIAL TOPICS
Graduate
A course related to sustainable urban development.

SUD 499
INDEPENDENT STUDY
Graduate
Intensive study of a topic of special interest; requires that the student and instructor work together independently on a specific topic or project. Instructor consent required.

SUD 501
PROFESSIONAL INTERNSHIP
Graduate
A 100-hr internship with one of the following: a local government, non-profit organization, or private corporation. Students are encouraged to work onsite, integrating their learning into a Chicago-area organization. Students unable to identify an internship will be assisted by the Steans Center for Community-based Service Learning, the Chaddick Institute, and other DePaul resources.

SUD 502
CAPSTONE - PROFESSIONAL PORTFOLIO
Graduate
A discussion seminar that puts the skills learned on site into the wider academic context of the course. Students will draw from their internship to complete a project report as the culmination of this course.

SUD 600
CANDIDACY CONTINUATION
Graduate
Students who must take extra time to complete the requirements for the Master's portfolio must enroll in candidacy continuation each quarter of the academic year until this Master's requirement has been completed. Students may register for this course by permission of the graduate director and no more than three times. Non-credit.

SUD 601
CANDIDACY MAINTENANCE
Graduate
Masters candidates who are not actively working on a portfolio during a given quarter but who want to maintain active university status can register for this course by permission of the graduate director. This course does not maintain student status for purposes of student loans. Non-credit.

SW 105
INTRODUCTION TO COMPUTER INFORMATION TECHNOLOGY
Undergraduate
In this Bridge course, students will learn about personal computing by exploring Windows Vista operating systems, including an introduction to common personal computer productivity applications software using MS Office 2007. Students will learn the basic, intermediate, and advanced level of MS Word, Excel, Power Point, and Access. They will also explore home networks and wireless systems, developing basic technical skills in designing, managing, and securing home networks. May be taken for a maximum of 3 competences.
SW 106
MIND, BRAIN, CONSCIOUSNESS: THE MIND AND BIOTECH REVOLUTION
Undergraduate
What is so special about the mind? Why is brain-death the death of the human? What is consciousness and how do we define it? Does artificial intelligence actually exist or is this a construct of the technologists? In this Bridge course, we will examine questions about the mind-body division, right brain-left brain distinctions, the differences between robots and humans, and how the brain processes information and sensory data. We will use both biotechnology research and artistic experience to explore these questions. Can be taken for up to 3 competences.

SW 121
INTERNET APPLICATIONS FOR SMALL BUSINESSES
Undergraduate
This course examines the design and development of web applications for small business. The course focuses on Internet technology to support consumer-oriented e-commerce, enterprise e-business solutions, and emerging business-to-business trading models. The topics will cover e-business models, internet marketing, online transactions ethical and social issues and internet security. Students will study different models for e-commerce applications and build a web application for small business using HTML, VB Script and Active Server Page.

SW 126
S5 / EXPERIENTIAL LEARNING EVALUATION: INFORMATION TECHNOLOGY
Undergraduate
S5 Information Technology. Can use contemporary information technology effectively.

SW 141
MARINE ECOSYSTEMS
Undergraduate
This course focuses on the biology and ecology of marine ecosystems and oceanography. The biological, chemical, physical and geographical factors of marine ecosystems are explored, including the inter-tidal zones, sandy and rocky shores, the ocean floor, seagrass, mangroves, coral reefs, open ocean, and the abyss. A survey of the biodiversity of marine organisms includes algae, plankton, invertebrates, reptiles, birds, fishes and mammals. Behavioral characteristics of unique species are discussed. The impact of humans on the marine environment, conservation, and management are highlighted. A theme of sustainability runs throughout. Discussion and activities will be emphasized.

SW 142
EVOLUTION: THEN & NOW
Undergraduate
This course is a survey of the biological theory of evolution and the study of evolutionary processes. Major topics include a history of evolutionary studies, fossil evidence, embryology, comparative anatomy, skull structure, molecular evaluation, mathematical theory, the basic mechanisms for evolution, basic genetics, the origin and history of life, and primate evolution. Special topics include the origins and maintenance of biodiversity, an examination of the role of humans in the extinction of other species, and the effects of climate change on evolution. A theme of sustainability runs throughout. Discussion and activities will be emphasized.

SW 152
STRESS REDUCTION USING HUMOR AND SPIRITUALITY
Undergraduate
Stress affects the body in dramatic ways, and is a major contributing factor in chronic and degenerative diseases. We will understand/describe the physiology and biochemistry of stress and, more importantly, apply effective methods to reduce and manage it. Effective stress reduction and burnout prevention then become important health, wellness, productivity and disease prevention strategies for individuals, schools, businesses, the medical industry and the culture. The effective stress reduction techniques include breathing, biofeedback, humor, spiritual exploration, connection and inspiration. The holistic paradigm of body, mind and spirit supports our informed search for meaning, connection, calm productivity and enhanced health.

SW 153
SCIENCE FOR CITIZENS
Undergraduate
Students will learn basic knowledge of science as they engage in activities that are connected to their everyday life. They will explore their natural ecosystem and be able to describe various functions. They will engage in the scientific method through observations, hypotheses, data collection and basic data analysis. Students will apply their critical thinking based on the scientific method to local environmental or science related issues/events.
SW 160
CLIMATE AND CLIMATE CHANGE
Undergraduate
Climate impacts every moment of our lives. We are, in fact, dependent for survival upon climatic conditions remaining within certain rather narrow ranges of the possible variation. However, for the past ten millennia climate has been comfortable enough to permit the rise (and fall) of many civilizations. Climate stability over the last 4,500 years has permitted us to invent cities and engage in agriculture and hydraulic engineering, science, and many other activities which we recognize as civilized and like to think of as advances. However, in an extremely short period of time, only two centuries, we have reached a stage of interaction with the climate which jeopardizes the very regularities in climate on which we depend. In order to understand what our options are we must learn to understand the climate system within large interacting frameworks of geography, geology, chemistry, physics, and ecology over long spans of time. This level of complexity urgently calls on us humans for an exploration of a robust Earth-oriented ethic. In this course we will build from simple observations to more complex understandings and the exploration of possible futures with scenario thinking. We will engage in discussion around lectures illustrated with power point, texts, and current developments reported in scientific journals, contemporary press, and on the web.

SW 175
CAREGIVING AND WELLNESS
Undergraduate
Who takes care of the family caregiver? All of us at one time or another inevitably face the challenge of either being a caregiver for a child, sibling, partner or parent, supporting another family member in this role, or caring for ourselves. This human experience can be overwhelming and affects the caregiver's mental, emotional, spiritual and physical well-being. It is well-documented that this role can take an emotional toll. Although caregiving can be very rewarding, it can also be a difficult experience plagued with stress, fear, anxiety, depression and isolation. These factors add strain to all members of the family and can either threaten our health or compound an existing health condition. Students review the implications of being a caregiver, develop a plan, learn to recognize health-threatening symptoms, identify support systems and prepare to be proactive in finding solutions to remain healthy while they face any life challenge. This course also teaches students how to overcome obstacles and practice relaxation techniques. The final paper may consist of writing a personal health plan to maintain optimal health or a plan for how to remain a healthy family caregiver.

SW 193
THE SCIENCE OF SEXUAL ORIENTATION
Undergraduate
This course will engage you in scientific inquiry on the nature of sexual orientation. You will be challenged to master the scientific content of leading programs of research on twins, brain and other anatomical structures, hormones, genetic linkages, birth-order, and animal behavior through assigned readings, lectures, and multimedia resources. Moreover, you will also engage in the scientific process through a collaborative research project concerning an aspect of sexual orientation that leads you through the steps of stating a question, designing a study, collecting and analyzing data, and interpreting the results. You will also develop skills in identifying the limits to particular forms of scientific inquiry by recognizing the constraints of methods, sources of bias, reliability of results, and certainty of conclusions. This course will encourage you to place the modern research within ethical and social contexts in which to make judgments about the potential relevance and impacts of scientific knowledge about sexual orientation.

SW 195
ELEMENTS OF ALGEBRA
Undergraduate
This course provides an introduction to the use of algebra. Students will begin by exploring arithmetic and plane geometry skills including fractions, decimals, percentages, and metrics. When ready for algebra, the class will learn to manipulate equations. The emphasis will be placed on building confidence in solving everyday problems through algebra. Although the course will move to complex and simultaneous equations, the focus will remain on algebra basics and their applications. You may register for up to 2 competencies.

SW 201
WEB PAGE DESIGN
Undergraduate
With so many people jumping on the web publishing bandwagon, you can easily feel like you've been left in the dust. Today, people are cranking out publications with worldwide distribution and impact as a result of web publication software. This course is designed for webpage content creators and aims to give you the skills needed to build basic pages on the internet.

SW 202
WEB PAGE DEVELOPMENT AND DESIGN
Undergraduate
This course describes the tools and techniques needed to design a web site for personal and professional use. We will cover the fundamentals of web site design practices, HTML, forms, image creation and editing, and Javascript through lecture, discussion, lab and homework. Students will complete a series of exercises that lead toward building a functional web site using these tools and techniques. Successful completion of Exploring the Internet is required to register.
SW 203  
STATISTICS FOR USE  
Undergraduate  
This course is designed for students who, for their careers or further academic studies, need to cover quantitative and numerical skills. Topics will include the center and risk associated with financial data, identifying trends and making predictions for economic and scientific data, measuring the likelihood of an occurrence in a game of chance, or even estimating a political candidate's chances based on polls. Examples will be used to introduce and reinforce theory. The student will build confidence and learn to solve practical problems by using statistics. Some facility with algebra is required.

SW 204  
URBAN GROWTH AROUND THE GLOBE  
Undergraduate  
This course will analyze the interrelationships among population, the environment, and economics. Past, current, and potential future policies relative to these issues will be evaluated.

SW 205  
PRACTICAL ALGEBRA  
Undergraduate  
This course covers algebraic concepts and computational skills ranging from basic variable representation to solving equations and deriving/using advanced mathematical formulas to solve financial problems. The basic skills needed for comprehension will be reviewed as each new concept is introduced. Calculators will be used throughout the course. A scientific calculator with the "log" function is the most useful.

SW 206  
NUTRITION AND BIOLOGICAL DEVELOPMENT  
Undergraduate  
Today's consumers want and need to be educated about taking charge of their own health. With the current fast-paced world that has spilled over into our eating habits, food choices have become unlimited. Choosing a healthful approach to diet requires basic information about our body's nutritional needs. The greater our understanding of our basic bodily needs, the better we are able to make choices concerning our health. This course will offer an overview of the basic science of nutrition, with an emphasis on the relationship between disease and nutrition, and current research findings.

SW 207  
PUBLIC HEALTH ISSUES IN AFRICA  
Undergraduate  
Public health issues have an impact on any ministry in which a student might serve. This course will build students' capacities to understand the scientific information that explains public health issues such as HIV/AIDS, malaria and other infectious diseases. They will learn about health care practices and strategies that can be used to address public health issues, especially in their ministries. They will examine cultural and gender dimensions of public health issues. Through this course, therefore, students will develop and demonstrate their competence to describe, categorize, and analyze the interactions and exchanges between living organisms and their physical environments and to assess health care practices based on an understanding of the biological and social factors that contribute to definitions of health.

SW 208  
ISSUES IN SCIENCE AND RELIGION  
Undergraduate  
This course develops students' understandings of the scientific and religious constructions of self in the modern world (natural and social). The institutions and bodies of knowledge comprising science, religion, and their overlap are critically analyzed. Key historic debates are examined, for example: the Vatican's trial of Galileo for his teachings of a heliocentric universe; the controversial reception of Darwin's theory of evolution; and the 2001 U.S. policy on embryonic stem cell research. Through such analyses, the course develops students' skills in making ethically-informed decisions and thus recognizing their roles in the public debates involving the intersection of science and religion.
SW 209
BIODIVERSITY
Undergraduate
The study of biological diversity, which is the measurement of the amount of genetic, species and ecological variation on earth, is emerging as one of science's and society's most important and urgent endeavors. Scientific efforts to study biodiversity have intensified because of our growing appreciation of the pivotal roles human population growth and urbanization play in accelerating the extinction of plant and animal species through the destruction of critical habitats. In this course, we will examine the central questions: How is the security of humanity dependent on the perpetuation of biological diversity? Do we have an obligation to future generations to keep life on the planet as diverse as possible? Since life on earth has been evolving and diversifying for at least 3.8 billion years and most of the diversity that once existed (as much as 99%) has been lost to extinction processes, we will focus on the character and causes of earth's past biodiversity crises in order to critically assess the severity of the current "biodiversity crisis." Students will be introduced to major biodiversity issues through discussions, readings, lectures, labs, field trips, and original inquiry. Subjects will include: the ways different cultures view the biosphere, biodiversity measurements and monitoring, biodiversity trends in earth's geologic past, the value of and human dependence on biodiversity, global and regional biodiversity currently at risk, policies to protect biodiversity ("the regulation of extinction"), the role of science and technology in preserving biodiversity, restoration ecology and ecological economics. Students will develop a detailed research paper, adhering to a scientific reasoning format, on a biodiversity issue of their choice.

SW 210
ENVIRONMENTAL ISSUES OF THE 21ST CENTURY
Undergraduate
Have you ever wanted to enhance your environmental awareness locally, nationally, and internationally? Do you ponder your impact on the earth's natural resources? Students will explore environmental quality, sustainability, natural resources, water, soil, and air quality, global warming, and human interactions with the environment. A series of discussions, activities, guest speakers, debates, oral presentations, and computer modeling exercises will offer concept comprehension as well as insight in improving environmental quality. At the end of the course students will reflect on ways to improve environmental quality individually and as a community.

SW 211
USING INFORMATION TECHNOLOGY EFFECTIVELY
Undergraduate
Dealing with change has become essential for all of us, in our private lives and in our organizations and businesses. For some people, change is a stimulating adventure. For others, it is painfully anxiety-provoking. Yet the reality of today's business world is that no one can avoid change. The implementation of information technology in the workplace results in complex changes and poses challenges for supervisors and employees. In this course, we will examine issues regarding the individual and social aspects of implementing information technology in work and community. We will explore questions of access to and control of information technology, and concerns for individual privacy. The students will be exposed to a variety of conceptual frameworks and perspective that they may use for interpreting problems and managing change related to integrating computer technology into social systems of work. We will explore each framework or perspective by applying it to case studies. We will reflect on the effectiveness and shortcomings of each interpretive perspective.

SW 212
URBAN ENVIRONMENTAL SCIENCE
Undergraduate
The study of environmental science uncovers the relationship between the built environment and the natural processes of the earth. This includes human interactions and the impact on habitats, plants, animals and those non-living entities that we rely on such as water, air and soil. An examination of the dynamics of human population growth and migration, food production and climate issues, chemical toxicology and health, waste and sustainability, energy production and consumption will illustrate how these issues are connected by increasing global urbanization. This course will provide the framework to guide your decisions as a consumer and a citizen in both a global and local environment. Role-playing and discussions on everything from the choices of fabrics for clothes, transportation, animal rights to the amount of water used while brushing your teeth will show the connections of your behavior to global consequences. Through reading, research, writing, class discussion, individual and group projects, students will learn the key to a sustainable future.

SW 213
MEASURING GLOBAL CLIMATE CHANGE
Undergraduate
In this course we will view global climate change from several angles and through various lenses. What happened to climate during the last 800 million years? What happened since the beginning of the industrial revolution? We'll evaluate predictions and prescriptions for the future. We'll consider politics, economics, and human beliefs and behaviors as they relate to the current global warming trend. Topics for study can range from one person's daily decisions about tooth-brushing or commuting, up to larger issues such as "Why did nearly 200 countries, but not the U.S., ratify the Kyoto Protocol?" or "What happens to Europe, and the rest of us, if the Atlantic Ocean Gulf Stream stalls out?" Doing a major paper or project for each chosen competence will allow you to focus on whatever aspects of global climate change you find most compelling. The overall goal is to become more informed, and to act more responsibly, about Earth, its living organisms and climates, and our influences on them.
SW 214  
OUTCOME ORIENTED COMMUNICATION  
Undergraduate  
Businesses are run by people who work in a constantly changing communication and organizational environment. Modern communication involves many types of communication media such as written reports, telephone, email, websites, text messaging, online conferencing and face-to-face meetings. All of these communication media are not equal when addressing business problems and using the wrong communication media for specific types of problems can actually create problems that were not there in the first place. The “Outcome Oriented Communication” method covered in this class presents communication as a proactive tool for avoiding problems instead of as a remediation tool for correcting problems that might have been avoided with proper communication. It was developed by the instructor in conjunction with his consulting, academic and professional work. Students will be encouraged to use their “life as a laboratory” during the duration of this course as a way of testing the concepts against their own reality, finishing the course with a much better understanding of how to adapt their personal communication style to different personal and business problem solving situations.

SW 215  
STRESS MANAGEMENT FOR HEALTH AND WELLNESS  
Undergraduate  
This course will explore the effect of stress upon the physiology of the body and offer a variety of alternative methods to alleviate these symptoms. Students will gain an understanding of the body’s stress response mechanisms and how this response when not checked can lead to consequences that diminish the quality of life. Students will learn techniques for activating the body’s relaxation response mechanisms. We will explore the theoretical and practical application of relaxation techniques such as controlled breathing, meditation, self-massage, biofeedback, Yoga, Tai Chi and other alternative health practices. The importance of nutrition as a means of combating stress will also be covered. Through experiencing the physiological response of the body to stress reduction techniques, students will gain the ability to assess and manage their own stress. Other skills students will be able to acquire include: recognizing stress symptoms in self and others, how to choose a stress reduction method, understanding the relationship between stress and wellness, and devising stress reduction regimes for others. Journaling, a short paper, selected readings and demonstration of advanced Yoga and Tai Chi techniques by a guest speaker will enhance the learning experience.

SW 216  
THE SCIENCE AND COMMERCE OF COFFEE AND TEA  
Undergraduate  
The class will use a variety of readings, discussions, and activities to explore the science and economics of popular hot beverages. This class will focus on the science behind growing and brewing coffees and teas (and tisanes) and the effect of these beverages on the human body. Coffees, in particular, teas and tisane elements less so, are grown in highly specific ecosystems. The class will learn about and compare these ecosystems, earth-friendlier alternative ecosystems for these commodities and common forest ecosystems that are found in Northern Illinois. The class will also look at the historic and current state of coffee and tea commerce. The class will include field trips to locations such as: local orchards, area coffee houses, area organic food stores, teahouses, etc. Some of these trips will be during regularly scheduled class time and others may be assigned as independent student work outside of class. WARNING: Basic taste testing during the class will focus on coffee and tea without additions. While students will have many opportunities to review popular, flavored coffee and tea drinks, in-class taste tests will focus on unadulterated coffee and tea comparisons. Students must be willing to sample espressos and coffees black.

SW 217  
UNDERSTANDING AND MEASURING INTELLIGENCE  
Undergraduate  
In this course, students examine intelligence testing and its uses in employee selection and placement. Students learn the principles of assessing human traits (reliability, validity, bias and other systematic errors), and apply them to intelligence testing. We will work to define “intelligence” and consider various approaches to intelligence, contrasting the theories of unitary vs. multiple intelligences. Students will examine the implications of the definitions and measurement approaches on different groups of people, both historically and currently, with attention to the unintended effects of the biases of test developers and the ethical implications of different approaches and uses of intelligence testing.

SW 218  
WHAT IT MEANS TO BE HUMAN  
Undergraduate  
Self-awareness distinguishes humans from other species of animals and allows us to raise questions about ourselves. This course will examine the works of Freud, Jung, Adler, Skinner, Maslow, and others. Emphasis will be placed on the evolution of questions as well as answers in personality theories. Through readings, lectures, videos, discussions, and written assignments, students will examine the application of the scientific process to themselves and others.
SW 219
THE AGING (OR REENGAGING) BRAIN?
Undergraduate
In this course, we will examine the latest research on the aging process and, specifically, its relationship to the brain. We will cover a mix of material from psychological and, especially, neuroscientific fields. Students will also be introduced to the field of neuroplasticity, which is revolutionizing the way we understand the functioning power of the brain. Neuroplasticity, in simple terms, is the brain's ability to rearrange its connections and, therefore, its functions based on experiences. In other words, the brain has the capacity to literally change itself, based on experiences, to achieve positive results. The goals of this course are to understand how the brain works, examine its impact on our daily actions, study how aging impacts brain functioning, discover the learning and adjustment potential of the brain, and apply the principles of the 3 P's. We will use numerous examples to understand the brain, including health, work, relational, and personal settings. Students will ultimately answer the question of whether they will have an aging or reengaging brain.

SW 220
COSMIC HISTORY: FROM BIG BANG TO MANY UNIVERSES
Undergraduate
This course invites students to enter into some of the universe's most mysterious spaces, especially black holes, red shifts, and tenth dimensions. Scientific studies of the cosmos have reached a remarkable level of consensus, but mysteries continue to boggle astrophysicists' minds. Einstein's Theory of General Relativity, Hubble's "Big Bang," and subsequent theories regarding dark energy, dark matter, black holes, and other features of cosmic history are now supported by a growing body of evidence from studies of background radiation, "red shifts," and other astrophysical data. But puzzles remain that compel the boldest of thinkers to reconsider the physics of both the cosmic and the subatomic. This course invites students to engage in critical analyses of twentieth-century developments in the science of cosmic history, its creative process, and its movement toward connecting diverse aspects of the universe within a Grand Unified Theory.

SW 221
BUILDING AN ONLINE CATALOG OF CHICAGO ACTIVISM
Undergraduate
This class will chart, categorize, and record all the civic activism and social change organizations working in Chicago and post mini-profiles to a Wikipedia space that the general public will be able to search by type of issue and neighborhood. This publishing project will grow with each class's contributions and will allow viewers to post comments and add links and other resources. Students will be provided with information about the types of community change organizations working in Chicago and will then have a choice of assignments such as the following: research groups within a specific setting (e.g. recycling); research groups working in a specific community (e.g. Lawndale); research a hero/heroine of social change (e.g. Gail Cincotta); or research a specific incident in Chicago's social change history (e.g. The Haymarket Riot). Students will also work on the user interface and conduct user experience tests to see how casual viewers use the site. Viewers on the site will be able to browse the organizations by type of issue and neighborhood. This reference will be a significant resource for citizens who want to make a difference in Chicago.

SW 222
WEB SITE DESIGN
Undergraduate
Designing a web site, for personal or professional use, requires a number of skills. This course serves as an introduction to the tools and methods for creating effective web sites. Students will learn the fundamentals of HTML, forms, image creation and editing, and JavaScript through exercises which will lead to the creation of a functional web site by the end of the course. In addition to these practical skills, the course will also discuss the effective design practices for a successful web site. Successful completion of "Exploring the Internet" course, familiarity with Windows, ability to use a word processor, and some experience using the Internet are recommended.

SW 223
PRINCIPLES OF A SUSTAINABLE LIFESTYLE
Undergraduate
Our consumer choices, habits and lifestyle have a local and global impact. The items we consume, such as housing, furnishings, clothing, transportation, travel, food, recreation, entertainment, and disposables mainly come from non-renewable natural resources produced in far away lands and have a cradle-to-grave lifecycle. Awareness and education as to the safety and efficacy of consumer products is often suspect with contradicting information from the media, manufacturers, government and advocacy groups. Employing a sustainable paradigm for all of your consumer choices will allow you to have a smaller footprint, (ecological and carbon) on the planet and live a healthier, guilt free existence. We will explore the meaning of the "triple bottom line" or cradle to cradle approach to consumption. Consumer models, field trips and personal experiments will help pave the way to become a conscientious global citizen.
SW 224
ENVIRONMENTAL SOCIOLOGY
Undergraduate
This course opens the discussion of the relationships and conflicts of society's perception of the built and natural landscape. It crosses the intersection of technology and industry and their resulting social problems. The study of society includes the phenomena of equity and inequality that beset humans and the living and non-living components that we experience daily. The act of consumption and the economy of technology, over time, impact human populations, mold our social experiences, and inform the actions that determine the physical environment in which we live. Ideologies, cultural, moral and ethical values present risk and knowledge that hone the attitudes and actions within our human communities. Humans, often being pragmatic, ultimately learn to mediate conflicts (environmental, social, cultural, economic and political) in order to perpetuate the institutions and social dynamics of our civilization.

SW 225
INFORMATION TECHNOLOGY
Undergraduate
The world in which students will live and minister will be shaped more and more by information technology. In this course, students will learn how to effectively use computers and computer programs. They will develop computing skills that they can use in their academic studies, in their community lives, and in their ministries. They will learn how to use computers to communicate more effectively, to do research, to find information on the Internet, to organize and analyze data, to manage financial information, and to present information to others. Through this course, therefore, students will develop and demonstrate their competence to use contemporary information technology effectively and to understand general computing principles and solve problems using computer-based applications.

SW 226
CAREERS IN SCIENCE
Undergraduate
This is a course designed to enlighten and broaden your knowledge about the many science careers (i.e. environmental science, biology, chemistry, food science, nutrition, geology, math etc). You will determine the appropriate career path that is best suited to your interests, knowledge, skills and abilities. This course will also offer graduate school and/or professional training preparation.

SW 227
HUMAN GROWTH AND AGING
Undergraduate
As we progress through life and its stages, we realize and experience the fact that the human body is biologically changing, growing and aging. This course provides a study of the basic structure and functions of the human body, its anatomy and physiology. With this foundation, age-related characteristics and some dysfunctions associated with the aging process are studied. Students will apply learned theoretical principles by using their own bodies and through the examination of preserved materials in laboratory experiments to explore and assess anatomy and body functions as they apply to age-related changes.

SW 228
ENVIRONMENTAL SCIENCE
Undergraduate
Africa has some of the most valuable environmental resources in the world. But it is also experiencing some of the greatest environmental tragedies. Everyone is affected by the degradation of the land, the destruction of forests, the loss of biodiversity and the pollution of air, water and food. The poor and marginalized are the most vulnerable to these problems. Justice and peace are impossible without healthy, sustainable environmental policies and practices. Everyone ministering in the contemporary Church and society must understand and address these environmental challenges. This course will help students learn how to interpret contemporary scientific information about the environmental issues that impact every aspect of life in Africa. They will examine gender and cultural issues that relate to environmental problems. They will also critique potential solutions to environmental problems. Through this course, therefore, students will develop and demonstrate their competence to describe and explain connections among diverse aspects of nature and to understand the scientific and social dimensions of an environmental issue.
SW 229
ISSUES IN HEALTH POLICY AND ADMINISTRATION
Undergraduate
The goal of this course is to provide a general overview of the American health care and health insurance systems. We first will discuss the debates over the enactment and framing of the American constitution, and the political institutions that the nation then developed. We then will analyze the health care system that emerged in this political context, focusing on 1) the rise of the private health insurance system; 2) the incentives provided by government to encourage employers to purchase such insurance on behalf of their employees; and 3) the debate over the role of government in providing coverage for those outside the employer-sponsored health insurance systems. We will examine in some depth the evolution and current context of the Medicaid Program, taking a close look at the politics that led to the 2003 Medicare Modernization Act, as well as the issues raised by the implementation of that law. The following questions will be examined in this course: Is it possible to provide coverage to the uninsured without increasing the national debt? What are the main drivers of rising health care costs and what are the options for cost-containment? What are the options for aiding the uninsured? What are the options for paying for any such initiatives? What are the long-standing obstacles to comprehensive reform proposals? What are the politics of the current, Affordable Care Act, reform initiative? Why is it that the American health delivery system suffers from specialty maldistribution (too many specialists and not enough generalists) and geographic maldistribution (too many providers in some communities and too few in others)? What is managed care? What does the managed care industry look like today? What is the difference between disease management, care management and the current efforts to create “medical homes?” What are provider profiles and how are they used to improve quality? Why is it that the nation does not have an effective long-term care insurance system? What are the alternatives to institutionalization for those in need of long-term care services?

SW 230
UNDERSTANDING AND APPLYING PROJECT MANAGEMENT
Undergraduate
Project Management is a very important business discipline that can become very complicated. There are numerous Project Management methodologies, and all of them share the same basic steps and tools. The purpose of this course is to demystify Project Management by presenting its basic framework and tools. The course translates Project Management theory into a practical and effective methodology the student will be able to apply on the job. Starting with working definitions of Project and Project Management, the course describes how projects are initiated, evaluated and organized with analytic techniques such as discounted cash flow and PERT/CPM. Project execution and control are covered next, along with the documentation and communications skills that are needed to keep a project on track. The course concludes with an overview of Project Management applied to computer software development.

SW 231
URBAN DIRT
Undergraduate
This is a course designed for the student who desires to know the difference, complexity, and the diversity between soil and dirt. The benefit of learning about soil is multi-fold: understanding the Earth, understanding how and where your food grows, gardening, impact on water quality, and most of all understanding your role in improving overall environmental quality and sustainability. In addition, this class will offer introductory knowledge of soil and its dynamism. Although learning about soil can be very scientific, there are several social and artistic views of soil. If you ever wanted to know why soils are various colors and fertility, and home to various organisms, as well as the uses and mapping of soils, then this is the course to take. Understanding the complexities of soil will aid in understanding Earth and its intricacy.

SW 232
DIMENSIONS OF AGING: CHANGING IDENTITIES
Undergraduate
Living longer provides us many opportunities and challenges. Our parents, our relatives, our friends and we ourselves are all involved in aging. This is a journey that we all take without much planning or preparation. We will explore many facets and perspectives on aging to deepen our understanding and empathy and enable us to develop our own plan. Students will examine the aging process from many perspectives, including social, psychological, economic, physical, and health. We will identify and analyze our attitudes toward aging. Through reading, lectures, guest speakers, interviews and personal planning we will: Analyze and evaluate broad societal and specific cultural attitudes toward aging; evaluate strategies for successful aging and design a personal plan; and, develop interviewing and discussion skills around complex and changing identities related to aging.
SW 233
APPLIED INFORMATION MANAGEMENT SYSTEMS
Undergraduate
This course introduces students to the key concepts in the field of Management Information Systems (MIS) and enhances understanding of the issues that business organizations face when developing and managing information systems. In this course, students will be presented with a broad overview of the field to first examine the increasing impact of information technology in business organizations, and second, in preparation for more advanced courses in data analytics and information systems. Specifically, the three major topics covered include (1) e-businesses and networks, (2) databases, as well as (3) enterprise resource planning (ERP) and process models. These topics are designed to prepare students for further inquiry on web analytics, data mining, project management, supply chain management, as well as business in general. By completing the course, students should be better equipped to apply IT skills to solve business problems, to participate in IT projects, and to communicate more knowledgeably with IT professionals.

SW 234
VIRTUAL PALEONTOLOGY
Undergraduate
Paleontology is the study of fossils which are the remains and traces of past living things. The investigation of fossils is essential to our understanding of how life originated and evolved on earth. Fossils provide us with critical information regarding the character and age of the most significant biological events in earth's history, including: the earliest forms of life, the pivotal development of multi-celled plants and animals, the rise and demise of the dinosaurs, the adaptive diversification of mammals, and the origin of our own species. This course will examine how fossils can be used to decipher ancient patterns of development and change within earth's physical and biological systems, how biodiversity patterns for fossil groups compare to living groups, and how the anatomy of plant, invertebrate, and vertebrate fossil groups evolved in both form and function. Other topics will include: fossil preservation, determining the age of fossils, reconstructing ancient environments and ecosystems, lifestyles of fossils, dinosaurs, mass extinctions and the evolution-creation controversy.

SW 235
YOGA AND WELL-BEING
Undergraduate
The ancient practice of yoga offers a combination of benefits: physical endeavor, relaxation, contemplation and stress reduction. This course will explore the many dimensions of yoga. Class meetings provide time for the practice of yoga movement, focused breathing and meditation, all of which help to reduce stress. Students explore the impact of these practices on body and mind through independent research, reflection and class discussion. As a result of this course, students will learn fundamental yoga movement; identify the impact of yoga on the physical body; explore yoga philosophy; and understand how yoga is one component of well-being.

SW 236
ADVANCED INTERNET
Undergraduate
This course is designed for students who want to move their basic computer skills up to the next level. It addresses more advanced concepts of computer literacy. Students in this course will take their Internet skills to new levels, gaining comfort with surfing the web, and learning how to navigate the flood of information once they find what they're looking for. Students will learn how to enhance the effectiveness of search engines, expand their knowledge about other browser applications and general networking concepts, and apply techniques to safeguard against viruses and SPAM and keep computers free from unwanted visitors. Students will find helpful information on the most talked about newcomers to the online world such as social networking sites like Facebook and MySpace, blogging, and downloading media content from YouTube and iTunes, as well as an introduction to personal email and instructions for safe surfing.

SW 237
INTRODUCTION TO COMPUTERS AND INFORMATION TECHNOLOGY
Undergraduate
This course provides an overview of microcomputer applications including Microsoft Windows 8, Microsoft Office 2013, Microsoft Word 2013, Microsoft Excel 2013, Microsoft Access 2013, and Microsoft PowerPoint 2013.

SW 238
BIOLOGY OF AGING
Undergraduate
Students will explore current and historical understanding of the human aging process, with emphasis on normal versus abnormal changes. Each student will select 1) a body system and 2) a related disorder/abnormality to focus on in anchoring their experiences. In addition, students will complete a project for each competence selected on enrollment.
SW 239
THE BOTANICAL WORLD
Undergraduate
All life is dependent on plants. They are our most precious resource. Our relationship with the plant world encompasses things we take for
granted: food, clothes, furniture, musical instruments, medicines, homes and the aesthetic qualities of plants that permeate and refresh the
human condition. Recent scientific successes in genetics and biotechnology have made us more aware of what has been done to plants. In
this highly interactive course, we will explore these new controversial revelations and the connections between plants and our individual lives.
While this is not a laboratory course, we will look at and take apart real plants in and outside the classroom, and even grow some lower plants
(molds) at home. There will be one field trip to the Lincoln Park Conservatory and a walk around the Loop (weather permitting).

SW 240
THE SCIENCE OF TRADITIONAL CHINESE MEDICINE
Undergraduate
This is a 10-week, four competence course that explores the science of Oriental Medicine and its system of interconnection to nature and the
human body. Students will study Chinese Medicine (CM) theory, investigating this healthcare model that is based on imbalances or blockages
in the body leading to illness. They will study CM Five Element theory which connects personal constitution to nature and the elements.
Students will explore the system of "meridians" or nerves whose interconnectedness generate health in CM. Through processes of self-
exploration, written essays and reflection, students will review the sciences of CM theory, pathology, diagnosis and basic applications of the
medicine (Acupressure/herbology).

SW 241
GOLD, OIL, GEMS AND SOIL: THE SCIENCE OF MINERAL AND ENERGY RESOURCES
Undergraduate
From the oil, coal, and nuclear materials that supply us energy to the metallic minerals and soils that provide building materials, electronics,
ejewelry and food, modern civilization is dependent on an assortment of non-renewable resources. This course will introduce you to the
geologic processes that generate society's principal mineral and energy resources including oil, natural gas, coal, nuclear materials, gold,
industrial metals, gems, and soils. We will investigate how geological circumstances result in the geographic distribution and scarcity of
mineral and energy resources, the historic interdependence and competition of societies for these resources, and the geopolitical and
economic consequences of resource depletion due to population growth and global industrialization. Topics investigated will include: oil
formation and peak oil; coal/natural gas formation and cap and trade policies; nuclear fuels and enviro-statism; gold formation, gold as
money, and gold as a cultural artifact; gem formation, crystallography and gem use in jewelry; metallic mineral formation, industrial use, and
scarcity trends; soil formation, farming and soil depletion; and the global outlook on mineral and energy resources.

SW 242
FOOD: CULTURE, CUISINE AND SCIENCE
Undergraduate
This course sets students loose in the environment of their own kitchens with a number of structured exercises that demonstrate scientific
principals first hand. It includes classroom discussion and examination of these principles. Furthermore, students will discuss how cuisine
and cooking styles are unique to and important to world cultures and the people who experience them. In addition to attendance and
discussion, learners will keep food journals and write short final papers or give presentations.

SW 243
DESIGNING ONLINE TRAINING
Undergraduate
This course looks at instructional design in much more depth than the Technology, Training and Human Performance Course. In this course,
the student will study what Instructional Design is, how it works, and why it is important in the creation of all types of career and educational
training. The course will present various models of instructional design, then have the students design actual instructional training modules.

SW 244
STATISTICAL REASONING: UNDERSTANDING AND USING STATISTICS
Undergraduate
This course will teach students the basic concepts of statistics. Students will investigate topics including descriptive statistics, correlation,
normal distributions, probability, sampling distributions and hypothesis testing. By the end of this course, students will able to complete a
statistical analysis of datasets using Microsoft Excel as the primary tool. Considerable time will also be devoted to discussing how statistics are
used and abused.
SW 245  
GLOBAL PERSPECTIVES: AFRICA AND TECHNOLOGY  
Undergraduate  
This course is designed to provide learning opportunities that derive their unique attributes from a focus on the African continent. We will review definitions of technology and globalization as they apply to emerging African nations. We will study how the general application and use of various technologies have affected the developing countries of Africa from a social, cultural, economic and practical perspective. Technologies to be reviewed include electrification, radio and television, telecommunications, computers, and the Internet. Students will participate in a live video conference with a group of United Nations delegates assigned to committees that oversee technology matters around the world for the purpose of discussing the dispersion of technology. Students must have regular access to the Internet because of research requirements.

SW 246  
PHARMACOLOGY AND HEALTH  
Undergraduate  
This course will be an overview of the main human biological systems in health while highlighting and emphasizing the chief pharmacological agents used to treat common human diseases and pathologies of those systems. Discussion will include pharmacokinetics, drug action mechanisms, side effects, costs, and the role that prevention might play in attempting to minimize drug utilization. The course will include a historical overview of the use of medicine throughout the ages and consider current drug development. Through the use of a textbook, current literature review, discussion and audio visual adjuncts, the course will help to build a foundation for basic understanding of the relationship between healthy human biological systems, pathology development, and how pharmaceutical agents relate to health and disease.

SW 247  
SCIENCE TECHNOLOGY SOCIETY  
Undergraduate  
The 20th century has experienced the most profound and greatest number of changes of any in our history. From the invention of plastic to the identification of genes, science and its practical application through technology has changed the way we think and perceive our environment. This course will be an overview of some major discoveries that occurred in the past 100 years and how these discoveries have affected society for better or worse. We will look at how the work of women and minority scientists has been included or not included in the mainstream.

SW 248  
THE SCIENCE BEHIND ENVIRONMENTAL SCIENCE  
Undergraduate  
This course is designed to equip students with the necessary learning experiences to enable them to make informed decisions that affect environmental well-being and environmental sustainability. Learning experiences will include, but are not limited to, classroom instruction, group discussions, and individual research.

SW 249  
ANIMAL SCIENCE AND THE ROLE OF MODERN ZOOS  
Undergraduate  
The main objective of this course is for students to increase their love and understanding of animals!!! It will be a fun and interactive course where you will gain a general understanding of the animal kingdom and how animals are classified. You then will be able to identify animals as an individual organism, describe their natural habitat and better understand their role or ecological niche as it relates to its environment. Students will discover the importance of zoos and how they have become leaders in providing the knowledge needed to preserve the natural world. You?ll learn what zoos do with that information and how they make a difference with regards to environmental issues such as habitat destruction and the importance of species preservation. Students will investigate different zoological institutions and compare how each are unique in their animal collections, the way they support and conduct research, and convey that knowledge to the scientific community and the general public.

SW 250  
WIDGETS, CLICKS, & TWEETS: ESSENTIALS OF APPLIED WEB TECHNOLOGY  
Undergraduate  
This course will provide students with an overview of the history of the Internet and basic marketing strategies as they relate to the Internet and Web 2.0 technologies. Students will learn about how to keep abreast of new technology, how these technologies can be used to market services and products as well as how they can be used to create and maintain social networks for professional use.
SW 251
UNDERSTANDING GLOBAL HEALTH CONCEPTS AND PRACTICES
Undergraduate
Many of the greatest challenges in public health are global. This course uses a multidisciplinary approach to discuss the major underlying determinants of poor health and the relationship between health and political, social and economic development. Drawing upon the sciences, social sciences and humanities, learners will be introduced to the evolution of modern approaches to the setting of global health priorities, the functions and roles of health systems, an overview of current global health practices, and the major institutional players in global health. We will explore the factors shaping the global distribution of disease and their connection with issues of social, economic and political development, as reflected in the Millennium Development Goals. We will also consider the impacts of globalization on health risks and availability of health resources. By engaging in critical assessment and proposing innovative solution ideas, we will develop all four competences offered for this course.

SW 252
ENVIRONMENT AND HEALTH
Undergraduate
Using scientific reasoning, the student will determine how and to what extent the quality of health and life can be altered in varied geographic and personal environments. As a foundation, emphasis will be placed on the scientific method, cellular structure and reproduction, and an overview of environmental issues impacting health today. Relationships of the nutrition-digestive and respiratory systems of the human body as environmental portals will be studied. Problem-solving skills will be employed in the manipulation of data. Investigation of norms and their deviations in selected physiological systems will also be studied.

SW 253
USING STATISTICS
Undergraduate
This course is designed to introduce the basic concepts of descriptive statistics, employ their use in everyday life, and make sense of the data. Students will create statistical analyses of data and learn to make decisions from reports that they produce in Excel. Understanding statistical concepts is emphasized instead of memorization of formulas. Students will learn from group projects how to analyze data using Excel spreadsheets. The course involves participation in discussion, presentation of cases and demonstration of analyses.

SW 254
ENVIRONMENTAL SUSTAINABILITY AND ADVOCACY
Undergraduate
BRIDGE PROGRAM COURSE. This course focuses on the interdisciplinary study of humans, the environment, and their interrelationships. It includes natural resources and processes, growth and change, values, and individual responsibility and civic engagement. It will explore the complex relationship of the individual to urban systems and of urban systems to the world environment. Emphasis will be given to the ecology of metropolitan Chicago, engaging and challenging students to propose and advocate for programs and policies that bring about a more sustainable city --- "What could a sustainable metropolitan Chicago look like? What are you willing to do to achieve that ideal?" Writing assignments and field work, as appropriate to the discipline, are part of the course.

SW 255
BRAIN, MIND AND BEHAVIOR
Undergraduate
Scientists have only recently found means to isolate chemicals of the brain, analyze its electrical systems and try to answer questions such as: How does the brain strike a balance between its genetic blueprint and influences from the environment? Where does it “hold” language? This course explains what science knows and does not know about the human brain. It draws on the most current findings, theories, and applications of brain science. Students will meet for guided discussions and will be given textual material for class activities and independent assignments.

SW 256
EVERYDAY ECOLOGY
Undergraduate
Every week, we learn of typhoons and landslides, floods and hurricanes, droughts and other natural catastrophes. Scientists now agree that the major cause of climate shift is man-made, specifically our use and abuse of global energy resources. In Everyday Ecology we will analyze our energy use patterns and explore practical alternatives. The word “ecology” originates from the meshing of two Greek words meaning the “study of homes.” Although the main focus of this course is the individual household, another ?household? we must take into account is the economy. Ecological economics examines how both disciplines need to look toward the other to be viable long term. We will examine options to bring the earth household (ecology) and the human household (economy) together for the benefit of both. This course observes how ? man? is connected to the world around him. It allows us to see our options in response to growing concern over global climate change. Through readings, field trips, activities, discussions and an analysis of our personal use of energy, this course enables us to become increasingly aware of ecological issues. You will learn to evaluate the effect of personal choices on the earth and be introduced to alternative, ? greener? options.
SW 258
THE CITY IN THE YEAR 2030
Undergraduate
What will cities be like 25 years from now? The history of cities throughout the world offers clues to this question. This course will explore the theories of leading experts in the field of urban research and prognostication. Students will examine these views in the context of the political system, population trends, and urban economic activity. Recommended strategies to improve the strength of historically great cities will be analyzed and compared. Practical application of concepts utilized in other areas will be evaluated in terms of their potential use in the City of Chicago.

SW 259
PREHISTORIC LIFE
Undergraduate
This course promotes students’ investigation of fossils to interpret the character of 3.5 billion years of biological evolution and ecological change on earth. By way of scientific reasoning, mathematical inference, and applicable technologies, emphasis is on the exploration of earliest evidence of life, development of multi-celled plants and animals, dinosaur evolution, mass extinction events, mammal diversification, human origins as well as appraisal of the societal reliance on fossil resources and the persistent debate over evolution versus creation. Learning is assessed through labs, a fieldtrip, an exam, video summaries, contributions to online discussions, and a research paper in a scientific format.

SW 260
DE-CODING HUMAN BEHAVIOR
Undergraduate
This course targets the link between the physical environment and social behavior. Every physical space is also a social space; its organization contains a "code" of responsive behavior for people to understand. We focus on these "codes," and examine the ways they provoke conformity and deviance from individuals and groups. Students are expected to enter the social environment and gather publicly-observable data for analysis in the classroom setting. The ethics of social research, and of an observer's interaction with the environment, are key points of inquiry during the quarter. Students in this course work at a "pre-ethnography" level, and are primed by its conclusion to enter and analyze any social group and its physical surround.

SW 261
EXPLORATIONS IN BIOLOGY
Undergraduate
This course provides an introductory study of organic macromolecules, the cell, genetic activity and the theory of evolution. Throughout the course we will stress the interdependence of the three biological sub-specialties of genetics, ecology and evolution.

SW 262
THE HAPPINESS PROJECT
Undergraduate
What is happiness? How do we know that we are happy? How can we become happier in our lives? In recent years, there have been an increasing number of college courses dedicated to the study of happiness, positive psychology, life satisfaction, etc. This course will be an introduction to how various fields and disciplines are examining topics relevant to the nature of happiness and well-being, while providing an opportunity for students to examine their own ideas and expectations for happiness. Using Gretchen Rubin's popular book, The Happiness Project, as a guide, we will review the latest theories and research in psychology, the sciences, religion, and the arts, as well as ancient wisdom and popular culture, to determine what is known and assumed about happiness. Participants in the course will develop and assess their own happiness project during the last several weeks of the course.

SW 263
THE CITY IN NATURE: WRITING THE URBAN LANDSCAPE
Undergraduate
In the 200-year-old tradition of American Nature Writing, its practitioners--from John Muir to Thoreau to Edward Abbey--have been indifferent if not openly hostile to cities. The nature essay has tended to focus on the writer's experience of landscapes where people are not normally resident: deserts, mountains, the deep forests. This focus suggests that nature is out there, and that to feel a part of it, we must leave where we live and go visit it. In this nonfiction writing course, students use the conventional essay to offer an alternative possibility: that we inhabit nature wherever we live, including cities, and that the intersection of nature and culture in urban environments is an important subject for analysis and exposition. To prepare themselves to write their own nature essays, students will read along the extraordinary canon of American nature writing; become familiar with the natural history of their own local environments; keep an urban nature journal; and familiarize themselves with current readings in environmental philosophy and ecopsychology.
SW 264
ANIMALS AND CONTEMPORARY LIFE
Undergraduate
This is a Service Learning, Externship. Students will pursue literature on the historical connections between animals and humans, and will review philosophies concerning treatment of animals. Students will also be exposed to current issues in animal welfare, including a volunteer experience in an animal shelter. In this course, faculty will provide a framework for assessing the roles and condition of animals, particularly domestic animals, in our culture. Assigned readings range from Peter Singer's noted work on animal experimentation Animal Liberation to excerpts from Black Elk Speaks, a Native American treatise on hierarchy and respect for life in American aboriginal culture. Students will pursue their own interests through further readings and commentary.

SW 266
AN APPROACH TO SYSTEM THINKING
Undergraduate
This course provides an introduction to the form of systems thinking called system dynamics. This course introduces the theory and application of the system dynamics modeling approach as it is used to support strategic decision making in complex social systems. It involves the qualitative and quantitative mapping of the relevant system structure (including physical processes, information links and human decision-making) and the simulation of the dynamic consequences of that structure. The aim is both to examine the general modes of behavior that result so as to gain qualitative insights and also to experiment with alternative policies in order to formulate ones which improve behavior. It has three distinctive themes: the concept of information feedback; the use of computer simulation models to explore complex behavior and the need to work with the mental models of relevant system actors (with a view both to drawing on the relevant knowledge and interpretations of the system and to implementing the insights gained from the modeling process). The course deals with all stages of the modeling approach as well as introducing some research topics in the field. Students will use 'state of the art' simulation software with a graphical interface (such as STELLA/iThink) and will be expected to work with quantitative computer models. The practical application of system dynamics will be emphasized throughout, using various cases studied from business public-policy making and elsewhere.

SW 267
NUTRITION FOR A LIFETIME
Undergraduate
Today's consumers want and need to be educated about taking charge of their own health. With the current fast-paced world that has spilled over into our eating habits, food choices have become unlimited. Choosing a healthful approach to diet requires basic information about our bodies' nutritional needs. The greater our understanding of our basic bodily needs, the better we are able to make choices concerning our health. This course will offer an overview of the basic science of nutrition, with an emphasis on the relationship between disease and nutrition, and current research findings.

SW 268
WOMEN, NATURE, AND ECOLOGY
Undergraduate
Women and nature have been linked since earliest times. As our ideas about both have changed, so have our ideas of their relationship. Changing conceptions of the body, as part of nature, have impacted our understanding of the mind's functioning, approaches to physical and psychological health, and religious thought. Students will study three models of nature to formulate how each looks at the human relationship to nature, defines sex roles, impacts health, and religious standards. We will use readings and discussion.

SW 269
ENERGY AND HEALTH
Undergraduate
This course will provide a framework for understanding human energy systems, such as digestion and respiration, in relation to current healthcare practices to enhance their effectiveness (dietary approach, manipulation therapies, acupuncture, exercise, and meditation). We will consider connections between social and environmental variables such as constitution, stress, lifestyle, and vital physiological functions. Each class will build on the basic understanding of biological systems in relation to energy through lecture and discussion. We will review literature on various healthcare practices to discern sound approaches and practical applications. Students will cultivate an appreciation for daily health choices that cumulatively affect their health.
SW 270
MAKING STATISTICS WORK
Undergraduate
This highly interactive course will help students understand and use statistics to their advantage at work, and in their lives as informed citizens, consumers, and/or parents. Using examples from daily life and work, students will learn to frame and solve common problems. Despite its scary (or boring) reputation, statistics is at heart a set of very powerful tools for thinking and communicating. With the tools learned in this course, students will be better able to cut through reports at work, weigh the claims of political candidates, drill holes in misleading information, and hammer out the real significance of the news. This is a course for all those who have ever wondered: how likely they are to be hit by lightning, whether they are “normal,” what percentage of the population really elects the President, or what the odds are of winning the Lottery.

SW 271
CHEMICALS IN THE ENVIRONMENT
Undergraduate
Confusion and controversy permeate the discussion of the role man-made chemicals play in the environment. This course will provide an understanding of some basic principles of chemistry, so students can evaluate current environmental issues in their communities, and in the press. A major emphasis will be on the total picture: benefits, costs, risks, and hazards associated with common man-made chemicals. We will follow the chemicals from their manufacture through their use and ultimate disposal. Demonstrations, discussions, readings, and reports will stimulate the student to critically evaluate the impact a group of chemicals has on the quality of our lives, and on the ecosystem.

SW 274
IMPACTS OF VARIED ENVIRONMENTS ON HEALTH
Undergraduate
Using scientific reasoning, the student will determine how and to what extent the quality of health and life can be altered in varied geographic and personal environments. The physiological relationships of the nutrition-digestive, and respiratory systems of the human body will be studied in depth as systems susceptible to negative environmental influences. Use of mathematics and problem-solving skills will be employed in the manipulation of data in the investigation of norms and the deviations from these norms in selected physiological systems. Students will be actively involved in the learning process. Class activities will include lecture, laboratory group projects (including examination of preserved materials), videos, readings and manipulations of data.

SW 275
BODY, MIND, SPIRIT: YOGA AND MEDITATION
Undergraduate
Why are 20 million Americans practicing yoga? This course answers that question with an introduction to yoga and meditation techniques and the underlying scientific and philosophical principles of the system of yoga. The first half of each class will be experiential, conducted as a yoga and meditation class for beginners, providing tools to reduce stress, focus the mind, and cultivate inner peace. This first hour and a half will use yoga postures, breathing exercises, and meditation techniques. The second half of each class will use readings, reflection, and discussion to examine the scientific and philosophical knowledge of yoga as a way to ease stress, strengthen the bone and muscle structures, lower blood pressure, increase flexibility and strength, improve mind functioning, and provide spiritual sustenance. We will read Yoga Mind Body and Spirit: A Return to Wholeness by Donna Farhi, and the The Yoga Sutras of Patanjali, research articles on the scientific studies of yoga’s benefits from journals and websites, etc. Students will keep weekly reflection journal observations on the changes(s) they notice in themselves. This course will refresh, relax, rejuvenate. Yoga mats and other props will be provided. Bring/wear comfortable clothes (no jeans, belts, dresses). This is a Gentle Yoga class for beginners. Yoga means to unite or yoke so course will explore the ways to unite body, mind, spirit. This course is designed to 1) help establish good health and well-being; 2) gain scientific knowledge and understanding of the various systems of the human body; and 3) explore the spiritual benefits of meditation.

SW 278
BIOMEDICAL ASPECTS OF STRESS
Undergraduate
As many as 93% of diseases are now believed to be related to stress. This astounding figure underscores the importance of understanding the various aspects of stress, particularly the biological dimensions. The links among perceptions, personality type, brain chemistry, and the endocrine and cardiovascular functions are becoming increasingly well established. More recently, links between our immune system and the activities of the brain are helping us to recognize the truly integrated functions of our bodies in ways which will have very important impacts on our conceptions of health and disease. Students will develop an understanding of stress and stressors, the relationship of stress and the General Adaptation Syndrome as a focal point for applying this information. Exploration of individual differences in stress responses and stress-management techniques will provide a platform for synthesizing information on a personal basis and for analyzing environment/biological interactions.
SW 280  
**GROWTH AND DECLINE: A DEMOGRAPHIC PUZZLE**  
Undergraduate  
The search for balance between economic goals and environmental concerns is an ongoing struggle faced by communities, states, and countries throughout the world. The successes and failures of population and environmental planning will be reviewed in both an historical and a theoretical context. Students will explore issues involved in establishing vital and healthy places to work and live. Through lecture-discussions, readings, films, and independent research, the relationships among population, public services, corporate growth and development, and environmental regulations will be examined. Students will select an area for study and formulate their own demographic and planning strategies.

SW 281  
**ALASKA**  
Undergraduate  
From the mid-century push for statehood and the 1960's fight for Native land rights, through the pipeline boom of the 1970's and the economic bust of the 1980's, Alaska's recent history has been tumultuous and presents an ideal context for exploring the challenges of resource development. Many of the controversies which have recently divided Alaska result from the complex relationship between rights of indigenous people and development of the state's rich natural resources.

SW 282  
**NUTRITION BASICS AND BEYOND**  
Undergraduate  
This introductory course will provide a framework for understanding the fundamentals of nutrition, vitamins and minerals, nutrition and disease prevention, food labeling, nutrition through the life cycle, weight management and more. Each class will build upon the basics by exploring current issues and research related to specific topics. Throughout the course, students will begin to separate information from misinformation as well as gain practical knowledge to incorporate into day to day life.

SW 283  
**SOCIETIES IN TRANSITION: ERITREA AND ETHIOPIA**  
Undergraduate  
Throughout the world, societies are changing as former political and economic structures are supplanted by emerging democratic systems. SNL has developed travel-study courses under the general title "Societies in Transition" as a way of introducing adult learners to these dramatic changes and as a means of allowing them to experience rich and diverse histories, new cultures, and extraordinary physical environments. Emergent Eritrea: Independence Along the Red Sea is the first in the series to focus on the Horn of Africa, a region of significant geopolitical importance. This course provides students first hand exposure to Eritrea, one of Africa's newest nations, during its critical phase of postwar reconstruction and modernization. Our exploration of the geographic features, ecology and natural resources of Eritrea will elucidate the environmental challenges facing the inhabitants of this sub-Saharan region. Students will have the opportunity to meet with individuals from many sectors of this society, including artisans, teachers, Eritrean students, government officials, freedom fighters, priests, members of the women's federation, and business owners.

SW 285  
**PRECALCULUS**  
Undergraduate  
The purpose of this course is to continue to develop the student's logical, pattern recognition, organizational, and algebraic skills. The goals are to prepare the student to deal with the increasing mathematical nature of life's problems and to prepare the student for possible future calculus courses. The course will rely heavily on the interactive approach. Examples will be studied to introduce theory and applications. Discussion and questions will be encouraged. Homework will be recommended and discussed, and the student will do problems in class.

SW 286  
**SEXUAL HEALTH**  
Undergraduate  
We will study the male/female anatomy and physiology, and its dysfunction, including impotency and infertility. We will discuss how these dysfunctions affect normal sexual function, and how sexually transmitted diseases are identified and avoided. Emphasis will be on healthy and safe sexual physiological function. We will explore sexual development throughout the life cycle from adolescence, middle age to maturity and how these biological changes impact our sexual health. The learning experience will include lectures, discussions, and expert speakers from the field.
SW 287
ROCKET TO THE STARS 2000: SPACE FLIGHT IN FILM SOCIETY
Undergraduate
This course explores the impact of space flight in the 20th century. We have witnessed development of space flight, and have extended our reach beyond the surface of our planet. Outer space has provided a host of new discoveries that have revolutionized our understanding of ourselves, the universe, and our significance within it. It has also created serious social, economic, and political repercussions for our society. Culturally, Space has also been a kind of blank screen upon which we project our aspirations, our fears, and our speculations. We will examine how popular film has also fashioned our hopes, our fears, and reflected our thoughts about space flight.

SW 288
DESIGNER LIVING: RELATING WORK AND LIVING TO HEALTH
Undergraduate
Creating a balanced lifestyle is coming to be seen as the core of preventive medicine and holistic approaches to health. In this course, students will create a self-care program comprising diaphragmatic breathing, the relaxation response, pacing, exercise, and a balanced diet. In class, focus will be placed on such issues as reappraising our concept of work and leisure, the impact of belief-systems on human biology, and the influence of our concept of time and of light on the human body.

SW 289
MAKING MULTIMEDIA BUSINESS PRESENTATIONS
Undergraduate
This course will instruct the student in the use of popular multimedia software for the development of professional-quality business presentations. Training will be provided in the areas of video and audio editing, graphics enhancement, slideshow creation, and moviemaking. Students will demonstrate their work through in-class presentations and via the internet. The primary focus of each student's multimedia presentation will be the impact of technology on the current state of the U.S. economy. Each student will select and research a specific issue related to technology and finance, prepare a professional-quality video, and present the results of his/her work in class.

SW 290
CONCEPTS IN MATHEMATICS
Undergraduate
This course will focus on interpreting numerical data and problem-solving using basic mathematical tools. Selected topics from branches of mathematics will be reviewed, including: probability, statistics, charts, graphs, linear equations, and solving word problems through basic algebra. Methods will include lectures, hands-on applications, small group problem-solving, quizzes, and research.

SW 291
HISTORY OF LIFE ON EARTH
Undergraduate
The study of fossils, the remains and traces of past living things, is essential for understanding and reconstructing the history of life on earth. Fossils provide us with critical information regarding the character and age of the most significant biological events in earth's history including the earliest forms of life, the pivotal development of multi-celled plants and animals, the rise, success, and demise of the dinosaurs, the diversification of the mammals, and the origins of our own species. In this course, you will explore how fossils and scientific reasoning are integrated to discern the complex history of life on earth. You will also evaluate the impact the discovery and recognition of earth's fossil record has had on society over the last several hundred years such as the position of humans among other species and the corresponding creation-evolution debate.

SW 292
EXPLORING EARTH’S PHYSICAL FEATURES
Undergraduate
This course advances student exploration of earth's 4.5 billion year geologic record in order to evaluate the planet's evolution and the interrelationships between humans and landforms. Through the application of scientific reasoning, mathematical inference, and prevailing technologies used by geologists, emphasis is on plate tectonics, geologic time, the rock cycle, weathering, earthquakes, fluvial features, rock structures, volcanoes, mountains, plateaus, plains, glacial features, deserts, caves, and coasts. Students also assess human reliance on landforms, the economics of landforms, and cases of earth pseudoscience. Learning is assessed through labs, fieldtrips, a scientifically-formatted research paper, an exam, and contributions to online discussions.
SW 293
AGING REASON
Undergraduate
Reasoning, like human life, comes in layers that need to be unravelled if we are to make sense of it. As Bernard Shaw put it, "Reason makes a good servant but a bad master." That may come as a surprising thought to those of us brought up to think that everything desirable and true is scientific and science is based on reason. This course will examine the maturing of the reasoning processes employed in science, the mechanisms or methodologies used to validate data, namely the development of scientific reasoning in the Western hemisphere from naive realism through logical positivism to Popperian falsification. This will help us to clarify the status of the data that we use or write about. It will also examine the maturing of the biological processes of the human being, the mechanisms of aging, including modern research experience demonstrating the way in which underlying assumptions can influence both reasoning about and experience of biological aging processes. Class presentation and discussion backed up by library-based reading. In class, we will focus on the key concepts of paradigms in science and religion, in youth and aging and the way in which basic assumptions influence perception, behavior, and experience.

SW 294
GLOBAL ENVIRONMENTAL CHANGE
Undergraduate
Many ongoing changes in the natural environment are so extensive in scale that scientists consider them a threat to sustaining a reasonable quality of life for humans worldwide. Examples of issues of particular and urgent concern are: the rapid changes in the chemistry of the atmosphere that can alter the earth's prevailing climate patterns; the amount of pollutants in the oceans that can breach essential parts of the food chain; the consumption or contamination of natural resources, such as minerals for industrial use, petroleum, groundwater, and agriculturally important soils and; the spatial reduction of terrestrial biomes with corresponding extinctions of organisms. In this course, we will review and analyze the recent earth science research on these and other global change issues in order to assess their relative importance for the human community. We will also examine and evaluate how human activities can have direct and causal relationships to specific adverse global environmental changes. Additional topics that will be addressed include emerging theories of sustainable development, ecological ("Green") economics, and environmental laws. Through readings, discussions, lectures, and original inquiry, students will be introduced to the principal global environmental change issues. Students will select one issue for more detailed analysis and utilize the course learning experience to formulate a plan for personal, governmental, and/or global action to address an environmental problem.

SW 295
SUCCESSFUL INTERVIEWING
Undergraduate
Interviewing "the process of asking and answering questions" is a part of everyday experience. This course introduces and explores the fundamental principles, theories and techniques of interviewing including the interpersonal communication process, common types of interviews, interview structure, questions and responses. Through collaborative and experiential learning activities, students will prepare for and participate in all aspects of the interview process as the interviewer and interviewee.

SW 296
A BIOLOGICAL APPROACH TO VIOLENCE
Undergraduate
There is a significant difference of opinion concerning aggressive or violent human behavior. Is it a social response to an environment of poverty and other psychological phenomena? Or can it be explained in terms of a biochemical syndrome consistent with scientific data and therefore remediable with psychoactive drugs? In this course, students will be introduced to normal brain anatomy and biochemistry and the technologies that have helped us understand cerebral function. We will examine literature in the biological, medical, and psychological sciences in an effort to develop and demonstrate critical reading and analytic skills of both scientific and pseudoscientific material. We will explore the relative contributions of environment and biology to understanding aggressive and violent behavior as well as potential modifiers of the same.

SW 297
WRITING THE EARTH
Undergraduate
In this course, students will learn creative writing while exploring geologic history. Geology is the window into the history of the earth and all the organisms that have lived and died here. Every rock in quarries, road cuts, or pebbles on a beach carries part of the earth's history. There, one can find the drama of evolution and mass extinction, the violent uplift of mountains and their slow erosion into plains, the crashing of seas flooding the continents and the drying of sediments abandoned as the seas recede, the first steps of an ape that would be human and the changes that made all of us from that beginning. Earth history is filled with drama, with actual adventure, and light romance, and grim catastrophe. Factual writing alone cannot communicate the emotions we feel as we experience earth's own poetry. For that, we need the depth and energy of creative expression. In this course, students will learn the basics of reading rocks and explore earth history for themselves. They will also learn to communicate their experience to others through creative writing in fiction, essays, or poetry. Regular class meetings will be held with full day field trips. Class time will be divided between the explorations of geologic concepts and creative writing. Geologic concepts will be introduced through readings, discussion, and hands-on experience with real rocks. Creative writing will be introduced through readings, discussions, and writing exercises. Most of the writing exercises for each class will be based on student's hands-on experience in that class.
SW 298
EXPLORING THE INTERNET
Undergraduate
In this introductory-level course, you will develop a broad knowledge of the Internet technology and understand how it can be useful to personal and work life. The class will be “hands on” and you will learn how to access Internet applications and use them. We will discuss the history of the Internet, getting connected to the Internet, and the various functions used on the Internet. We will also create websites, focusing on their design.

SW 299
MATTERS OF SCIENCE
Undergraduate
One set of laws describes all motion. All matter is made of atoms (actually quarks and leptons!). Stars live and die like everything else. All life is based on the same genetic code. These basic ideas of science and their application to technology are the focus of this course and they offer you what will probably be a new way of thinking about science. If you can get excited about recognizing and discovering what lies behind many everyday encounters with the world around you -- and some not so everyday as well -- just for the enjoyment of learning about them and how they work, this course may be the way to put capstones on your Physical World competencies. This will be a course unlike any other you have experienced -- you will be learning on an independent study basis but also interacting and exchanging ideas with others in a virtual classroom located on the Internet. Through your research in response to questions and pursuit of independent projects, guidance by a primary text, other readings and the instructor, the fruits of your classmates' efforts, and the unexpected that can come from (written) conversation, this course will touch on the roots of most scientific disciplines (eg. physics, chemistry, astronomy, biology, ecology). It will do so in ways that should help you to see their connections to each other and to various technologies. You will also examine your own problem-solving strategies and various aspects of scientific inquiry. An overall outcome of achieving the competencies of this course will be the development of a scientific literacy to build on in the future. You are invited to visit the course home page: www.depaul.edu/~mfiddler/ms/home.

SW 300
SUSTAINABILITY AND PROFESSIONAL PRACTICE
Undergraduate
Environmental sustainability problems are multidimensional and interconnected to both the earth and human relationships. In this course, students will analyze their workplace, organization or a desired professional setting using the principles of environmental sustainability and recognized best practices. On the basis of this analysis, they will make recommendations. Students will learn to use decision tools and data to conduct this analysis and make strategic environmentally sustainable decisions within their professions. Learners will explore how to make complex and current science content relevant, accessible, and personal. They will be able to explain the science behind sustainability and environmental management, as well as how sustainability connects with the human dimensions of organizational relationships. Additionally, this course will provide a hands-on approach to allow learners to acquire the analytic, communication, and work skills required to be problem-solving professionals and contributors to human sustainability within organizations.

SW 315
ENVIRONMENTAL ETHICS AND SUSTAINABILITY
Undergraduate
This experiential class focuses on readings from Leopold's A Sand County Almanac, including his important essay, “Thinking Like a Mountain” as well as readings from John Muir, who grew up in nearby Portage, Wisconsin. Students will visit the Leopold Center, the world's greenest building, as well as the famous 'shack' where Leopold lived and wrote. They will also tour the Crane Foundation, which works with endangered waterbirds around the world. A visit to one of America's largest farmers' markets, followed by a sustainable lunch at a Wisconsin restaurant, will provide ideas on how Leopold's philosophy can be brought into daily life. During the class, students will reside at Holy Wisdom, a retreat center with a restored prairie in Madison. The area to be visited is unique in the Midwest. Most of the prairieland in the region was formed when vast glaciers crushed the land flat during various Ice Ages in the past. But a small area of southwestern Wisconsin, northwestern Illinois, and eastern Minnesota were never glaciated. There, the hill-and-stream erosion of more than 400,000 years has led to a quite different environment than the surrounding area. Called the "Driftless Area" (because there was no glacial "drift" or dust), the region is famously scenic and was home to the great American architect Frank Lloyd Wright, whose designs reflect the landscape of the region. As the course will be held in autumn, we may anticipate beautiful colors in the deciduous forests.
SW 316
RISE OF THE MAMMALS
Undergraduate

The modern world is dominated by mammals. Mammals have evolved, adapted and currently thrive in tremendously diverse habitats, including the oceans, lakes, rivers, tropical and temperate forests, mountain regions, caves, deserts, grasslands, the arctic tundra and polar regions. How did mammals become so diverse on the planet? Why did they remain small and relatively insignificant for the first two-thirds of their extraordinary 200 million year history? Where and when did modern mammal groups originate? What does the fossil record indicate about the character and timing of human physical and behavioral evolution? In this course, we will explore the extensive fossil record of mammals in order to gain insights to these and other questions concerning the history of this critically important animal group. Through discussions, readings, lectures, labs, examination of fossil specimens, original inquiry, analysis of museum exhibits, and application of scientific reasoning, students will be introduced to the fossil record of mammals and its critical role in establishing patterns of mammalian evolution and historical biogeography. Topics will include: fossil preservation; determining the age of fossil mammals; the transition from reptiles to mammals; Mesozoic mammals; the rise of mammals and extinction of large dinosaurs; evaluating the ecology of ancient mammals; and, the origins and diversification of modern mammal groups. Particular emphasis will be placed on examining the fossil record of primates leading to Homo sapiens and relating ancient mammal biodiversity patterns to current mammal extinction concerns.

SW 317
BODY SCAN: PRACTICAL ANATOMY AND YOUR ENVIRONMENT
Undergraduate

We are confronted daily with a barrage of physical challenges to our body - particularly, our musculoskeletal system. This we experience as pain and altered or loss of function: headaches, backaches, muscle spasms, pinched nerves, etc. When assessing the physical ramifications of stress and strain, an understanding of basic anatomy in the context of our environmental issues (i.e., work, exercise) and the process of aging, is key to making positive choices and changes. In this course, students will utilize a text/workbook, clinical case histories, presentation of a research topic, and class discussions.

SW 318
THE UNIVERSE, SCIENCE, AND THE QUEST FOR UNDERSTANDING
Undergraduate

Astronomy, one of the oldest sciences, links our wonder at the beauty of the night sky, and our quest for meaning, and practical necessities such as navigation and communications. Students will discover in a playful, conceptual, and generally non-mathematical way how science, with intuition, inspiration, and logic helps us to understand our our basic questions: how are the stars made, how is the stuff that we are made of produced, where is the universe headed, and what lies at the end of time? Learning in class will be achieved by a combination of readings, discussion, observational exercises, with one field trip to a major scientific site.

SW 319
ENCOUNTERING UNCERTAINTY AND CHANGE
Undergraduate

Ambiguity, confusion, doubt -- these seem to be synonyms for uncertainty. But the word has had a special meaning since quantum physicist Werner Heisenberg articulated the Uncertainty Principle more than 50 years ago. What effect does an observer have on an event? Can we accurately judge two things at once? How does the decision of what to analyze affect the outcome of the analysis? These are some of the questions which the Uncertainty Principle poses. This class explores the revolutionary change from mechanistic science to relativity and quantum theory. The challenge of Uncertainty in the arts and social sciences will also be considered. Finally, the role which Uncertainty plays in our lives will be explored. This course will involve selected readings, including nonmathematical explanations of Heisenberg's work as well as application of his theory to other disciplines. Videos and films will provide other texts for examination. Classroom work will include thought experiments, small-group interaction, and nongraded writing; tour of Fermilab particle accelerator will be required.

SW 320
CHAOS AND COMPLEXITY
Undergraduate

Chaos: the word is often used to indicate a state of utter disorder. Yet dynamical systems theory -- the science of chaos -- suggests that the connection between chaos and order is not a simple opposition. Chaos may, in fact, be the seed-bed for emergent order. This course examines theories of chaos and the connected theories of complexity, both in terms of scientific applications and as metaphors for the creative process. Students will develop a solid grounding in the development and current state of chaos/complexity theory. Several media, together with simple experimentation, will be used to study fractal geometry, entropy and negentropy, and thermodynamics. After this grounding, students will have the opportunity to analyze their own creative process in terms of the principles of chaos and complexity.
SW 321  
BIOLOGY AS DESTINY: GENETICS AND THE RE-MAKING OF HUMANKIND  
Undergraduate

From scholarly conferences which debate the site of the "gene for criminality" to mass-appeal treatises on IQ such as The Bell Curve, contemporary biological research is "turning up the heat" on the long-simmering "nature vs. nurture" controversy. The question of whether we are determined by our biology or are products of our culture is once again on the center stage of public concern. Moreover, it seems the very definition of ourselves as unique organisms is under assault. From transplanting the organs of other species into humans, test-tube babies, and surrogate mothers - to genetic testing, DNA fingerprinting, and sex selecting - from cloning to engineering super-humans: these are but a small sample of the disturbing potential suggested by biology's current "tinkering with life." This course explores the intermingling of biological theories and methods, political ideologies, and social dynamics found in research such as the project to map the human genome. Primarily through lecture, we will first establish a basic knowledge of current genetics. On that basis, through discussion and class exercises, we will explore the history and present status of the shifting definition of "human nature." We will be interested particularly in how the scientific and social processes involved are influenced by class, race, culture, and gender considerations.

SW 322  
EVOLUTION: A HISTORY OF CONTROVERSY  
Undergraduate

The biological universe is wondrously complex and diverse. Evolutionary biologists study the processes that brought about that diversity and complexity. Evolutionary theory attempts to answer many questions. What are the different kinds of organisms? Why are there these kinds of organisms and not others? By what mechanisms do new kinds appear or old kinds change? What is a biologic species? Why do some organisms have sex while others do not? The history of evolutionary thought is a history of controversies in evolutionary thought. We will examine the evidence and arguments on all sides of a question and we will discover how that evidence and those arguments changed through time. Through lecture, readings, and hands-on activities, students will be introduced to form and content of major evolutionary debates. Through class discussion and short position papers, students will argue their opinions on these debates from the point of view of their selected competencies. Students will be expected to complete an exploratory visit to the Field Museum as a homework assignment. The Internet is a lively resource for any course on evolution. In this class, students will gain some Internet literacy as they search for sources and view newsgroup debates. They may even correspond with some of today's evolutionary thinkers. We will also have a pass-word-protected newsgroup for private class discussion.

SW 323  
EARTH SCIENCE AND THE HUMAN FUTURE  
Undergraduate

This course is rooted in the scientific investigation of the earth, its elements and history, with an eye toward patterns leading to probable future changes. The learning experience includes current literature in relevant disciplines, journal writing and an outdoor lab component.

SW 324  
THE BUSINESS OF ENERGY  
Undergraduate

In this class we will be discussing some of the history of electrical power generation and regulations that formed the way the business developed in the United States. We will review environmental regulations and their effect on the electrical power generation business today. We will evaluate the deregulation of the electrical generation business and discuss the facts, the pro and cons and current events occurring throughout the United States. Finally, the students will be challenged to propose solutions to avoid energy shortages in the future.

SW 325  
THROUGH THE EYES OF THE SCIENTISTS: THE EVOLVING UNIVERSE  
Undergraduate

Science appears daunting, but few subjects are as exciting and dramatic as the ageless story of the human mind challenging itself to figure out something altogether new about our evolving universe. Through rich and varied original writings of the greatest scientific thinkers, we will explore some of the most remarkable milestones and breakthroughs in scientific thought from physics to paleontology. Famous scientific personalities will come to life in their vivid explanations of astonishing insights and experiences of discovery in their memoirs and biographies. We will glean understanding into the adventure of the creative process by looking through the eyes of the scientist and ponder the paradoxes, mystery and beauty of human life and what it means to be human. We will emphasize both the contrasts and continuity of scientific thought between the ancient and modern eras, and proceed from the premise that science is inspired by simple wonder and curiosity about the universe of life. By asking "why?", we will live science in its purest form, for each answer only sparks new questions and allows us to take the words of Einstein to heart: "The important thing is not to stop questioning. Curiosity has its own reason for existing. Never lose a holy curiosity."
Energy: what is it? Many of us take it for granted without understanding it. We typically use up to three different forms of energy dozens of times a day. Where does it come from? How do we use it? Because it is so interwoven into our daily lives, we need to be aware of how we use energy and the consequences. This course will explore these ideas while laying the foundation for basic understanding of energy in our daily lives. Topics covered will include what energy is, the different ways we consume it, the technologies behind the different ways we use energy, including different fuels, energy conversion, electricity, nuclear power, energy from water, wind power, and solar energy. Finally, we will take a look to the future and discuss resources, costs and prices, and alternatives. Demonstrations and mini lab sessions will be included to offer students direct experience with forms of energy.

In this web page design course, students will design a web site for a Catholic elementary school as a service learning project in a collaboration between SNL and the Office of Catholic Education, Chicago. Depending on the size of the school, two students may volunteer to collaborate on one school or work alone. Students will meet for seven to eight classes and allocate time to meet with their school representative the other two to three classes. These meetings do not have to be traditional class time but can be scheduled at the convenience of the student and school representative. Students will receive material from their school representative that includes text and images and will collaborate with the school representative in designing the web site. Class time will include editing images, scanning, inserting sound clips and evaluating school web pages. Students must know inserting formatted text, links, tables and targets. Because of the skill level required for this project, students must apply for and be approved by the instructor before course registration. Applicants must have successfully passed the Internet Technology and Its Applications course or have significant experience in fundamentals of web page design.

In 1967 the United States Surgeon General announced that it was "time to close the book on infectious disease". Antibiotics had been introduced in the 1940's, there was an ever-lengthening list of diseases for which immunization was available, and many world health officials imagined a future free of infectious diseases. Yet, as we begin the twenty-first century, infectious diseases are still the leading cause of death in the world. Why? How do we begin to understand the emergence of AIDS, Ebola virus, Lyme disease or Hantavirus? How can we explain the worldwide reemergence of tuberculosis, a disease that had come close to being relegated to history books? In this online course we will seek answers as we study the nature of microbes and the complex, often interrelated factors that contribute to their ability to challenge us even as we pit our science and technologies against them. We will examine such factors as population growth, urbanization, ecological disruption, human migration and antibiotic misuse. In 1996 the Director-General of the World Health Organization announced, "We stand on the brink of a global crisis in infectious diseases." Clearly the book on infectious disease is still wide open, and we will read some of its pages.

Using MS Office tools suite (in particular Access), this course takes students through the entire process for building a database system that will be used to capture, store and present information. In addition to database concepts like designs, reports and SQL queries, the students will discuss and analyze relationships between technology and society.

This course will expose students to nature's dynamic synergy through a variety of integrative learning techniques using modern technology, videos, group projects and provocative readings. Students will develop a strong understanding of Gaia theory and its place in contemporary natural science. This theory, proposed by the English chemist, James E. Lovelock, conceptualizes the earth as a large nesting, interactive system of life, soil, atmosphere and ocean. Earth is assumed to be a breathing biosphere, a symbiotic world. This course presents radical and cutting-edge views of life on earth for learners' discussion, reflection and critique.
SW 331
BIRDS IN THE ENVIRONMENT: ORNITHOLOGY
Undergraduate
Does habitat and biodiversity loss pertain to cities like Chicago? Can species and habitats still exist in urban areas, which are so different from jungle and ocean? The answer to both questions is "yes" when we look at seasonal bird migration. Birds have migrated to and from nesting and breeding sites for thousands of years. They can travel from pole to pole, not only passing through our backyards, but even staying and nesting there. The goal of our class is to experience birds and habitat that are unique to this area and to study their relationship to humans. This relationship puts birds in peril by forcing them into concentrated, small patches of habitat, yet shows signs of hope in the form of protecting habitats such as our forest preserves and restoring habitats such as the Midewin prairie. Participants should expect to work in the field.

SW 332
VIRTUAL BIODIVERSITY: EXAMINING LIFE ON EARTH
Undergraduate
The exploration and measurement of the amount of genetic, species, and ecological variation on earth is emerging as one of science's and society's most important and urgent endeavors. Scientific efforts to study earth's biodiversity have intensified because of our growing appreciation of the role human population growth and urbanization play in accelerating the extinction of plant and animal species through the destruction of critical habitats. Since life on earth has been diversifying for at least 3.8 billion years, but most of the biodiversity that once existed (as much as 99%) has been lost to extinction processes, we will focus on exploring what are "normal" levels of extinction on earth. Central questions addressed in this course are: How is the security of humanity dependent on biological diversity? Is a mass extinction event currently in progress on earth? Do we have an obligation to future generations to keep life on the planet as diverse as possible? Students will be introduced to major biodiversity issues through discussions, readings, lectures, labs, and original inquiry. Students are required to participate in a self-directed fieldtrip to a biological reserve and to develop a detailed research paper on a biodiversity issue of their choice structured in a scientific format. This course will employ a great variety of online biodiversity resources available at institutional websites. Subjects of the course will include: different views of the biosphere; biodiversity trends in earth's fossil record; the value of and human dependence on biodiversity; biodiversity at risk; policies, economics, and technology to protect biodiversity.

SW 333
THE HUMAN GENOME PROJECT
Undergraduate
This course presents a basic understanding of genetic principles necessary to discuss the impact on society of the Human Genome Project. Classical genetics, from its inception as a discipline, held that every organism's genetic makeup was conditioned primarily by environmental factors. Darwin summarized this by claiming that environmental pressures produced organisms whose genetic makeup ensured survival in a particular environment (the survival of the fittest). Contemporary genetics, however, is entering a new era in which both the environment and genetic technologies share in the mission of modifying an organism's genetic makeup. The project of sequencing the human genome has enabled scientists for the first time to identify health-related genes and, based on this, to design new treatments for age-old diseases. At the same time, the Human Genome Project, and genetic research based on it, is raising ethical concerns for the way genetic knowledge will impact health care into the 21st century. Genomics, as the new discipline is being called, explores this complex but fascinating world of cutting-edge genetic research. It is this very world that we will explore in our class setting through a variety of methods including laboratory investigations, class discussions, and student presentations. You may register for up to three competencies.

SW 334
EVERYDAY CHEMISTRY
Undergraduate
Each day we are immersed in chemicals and are participants in and observers of many chemical reactions. This course is designed to teach chemistry and physical science through the observation and explanation of many events we observe in daily life. It has been specially planned for students who have little or no background in science. We will examine the chemistry of substances from table salt and food additives, to fuels for our cars and homes, to semiconductors, new plastics, and revolutionary materials that will improve our lives in the 21st century. This class will emphasize the interconnections in our world through science. We will address safety and the "positive" and "negative" impact of chemicals on our world. There is a chemistry kit required for this course, so that you can perform the experiments safely at home.

SW 335
USING THE INTERNET TO ENHANCE YOUR CAREER
Undergraduate
The Internet has radically expanded the options available to people looking for employment and the alternatives available to employers looking for people. These new options are available for the most part only to people who know how to use the PC, who understand the internet, and who can capitalize on the bewildering array of resources in this new medium. This course will focus on how to make effective use of electronic media to manage and enhance your career. Students will participate in both individual and group exercises designed to sharpen their web-based research, networking, personal marketing, and communication skills.
SW 336  
CONTEMPORARY COMPUTING  
Undergraduate  
The twentieth century not only brought us the dawn of the Information Age, but continued to bring us rapid changes in information technology. All computer systems and applications will change over time. As business requirement change and new techniques are implemented, computers and applications will need changes to keep pace. As we begin the 21st century, computer literacy will undoubtedly become prerequisite in whatever career a student chooses. In this course, we will enhance your knowledge of Microsoft Office software applications. The class consists of some lecture and mostly computer Lab activities. We will expand your knowledge and skills required for communicating and moving information electronically by introducing you to application shortcuts and seldom used features. We will also gain an appreciation for the effect of information technology on people. The framework of this course is based on the use of Microsoft Office.

SW 337  
THE HUMAN GENOME AND ITS IMPACT  
Undergraduate  
This course will address the principles of genetics with an emphasis on the genetic code of the human genome. In this course we will examine: how the genetic code is stored, how it is used, how it is evolving, how it is passed from one generation to the next, the consequences of genetic code errors, the medical, technological, legal and ethical issues associated with the human genome. We will discuss how we can, and how we should, use the information on the human genome.

SW 338  
ANCIENT WISDOM VERSUS MODERN SCIENCE  
Undergraduate  
In ancient times, science and philosophy were one and the same. Our contemporary views of nature and the scientific method are relatively late additions to the world's bank of knowledge. In this class, students will explore how thinkers in older societies make sense of nature. Systems to be examined include mythological approaches to explaining the natural world, and ancient laws derived from Anthropology, Archeology, Astronomy and the theories of Quantum Physics. Students may take this course for only one competence.

SW 339  
USING TECHNOLOGY AT THE WORKPLACE  
Undergraduate  
This course concerns the effective use of microcomputer technology for working professionals, business analysts, project administrators, and support specialists. The course utilizes a project-oriented approach to achieving computer software proficiency in a PC environment, using word processing, spreadsheets, databases, e-mail, and Internet applications. Students will analyze real-world situations, identify underlying issues and possible solutions, and apply best use of technology and available resources to accomplish tasks and goals. Students should have a basic familiarity with the use of microcomputers in a Windows environment.

SW 341  
ECOLOGY OF PERSONAL LIFE  
Undergraduate  
Today, global climate change is threatening human society. Sometimes incorrectly called “global warming,” these shifts in the earth's weather systems have been tied to the burning of fossil fuels in industrialized countries like the United States. But we have to drive to work, don't we? We need to heat our homes, don't we? Besides, what difference does one person make? This course considers the way that human life is connected to the world around us. It also provides an opportunity to see how you might make changes in response to growing concern over global climate change. The course does not propound one solution over another. Rather, it encourages you to become aware of ecological issues and to determine your own answers to the questions they raise. In this class, you will learn to assess the effect of personal choices on the earth and be introduced to other possible choices.

SW 342  
INTERNET SECURITY AT HOME AND AT WORK  
Undergraduate  
The objective of this course is to provide a basic understanding of Information Technology security. It will address technology approaches in detail for both home and work protection. This course will provide an overview of the objectives of security and a framework for understanding fundamentals which should be in place for an Information Technology setting to achieve an adequate security level.
What is human biology? What are cellular functions? Homeostasis? How, precisely, does the human being work? In this course, students will examine how biological systems work together to create a functional human. Each week, students look at a different human biological system, will examine the basic cellular makeup/anatomy of that system as well as the general functioning of that system, and then will apply that information to overall health issues.

In this course, students will be introduced to the world of the Internet. Students will develop some knowledge of internet technology and how it can be useful in personal and work life. Items to be discussed include Internet history, getting connected, and such functions as email, browsing and search engines.

As the workplace becomes increasingly sophisticated, more and more companies expect employees to create attractive PowerPoint presentations, use Publisher to create flyers, brochures and newsletters, and create attractive Word documents. In this course, students will learn design skills in creating work and classroom presentations using PowerPoint, Word and Publisher. Students are encouraged to use course materials from other classes and/or from the workplace and format these materials in PowerPoint, Word and Publisher. Students can then present these projects in other classes and at the workplace but are not required to do so. This course utilizes a project-oriented approach to achieving skills in presentation software. Students will analyze real-world situations, identify appropriate software solutions and apply the best software to accomplish tasks and goals.

What comes to mind when you think about science and technology? Do they seem mysterious, incomprehensible and yet powerful? Could science and the machines it creates both benefit some and harm others? In the best sense, science is about asking questions and continually questioning itself. It is considered a systematic, precise, objective way to study the natural world. Yet if science attempts to be neutral and unbiased in its approach, its results historically leave us with a bitter irony. One example is nuclear energy. It gives us terrible power to destroy and creates extremely harmful radioactive waste, yet through modern medicine using nuclear equipment it has also saved many lives and eliminated suffering. Our daily lives are governed by scientific and technological systems run by experts. Foresters know how to plant trees, but not how to establish conditions under which villagers in developing countries can manage natural forests for themselves. Engineers know how to develop technologies that benefit industries, but not how to dissuade factories from polluting. How much do we really know about the definition of science and its influence on our culture? Did pre-farming cultures use science as a way of understanding their role in the world or is science a phenomenon of modern cultures? In this course, students will examine through critical thinking the nature and history of science and its effects on the future. Students will also address issues in conflicting global views of the use and abuse of technology and developing methods of sharing, controlling, and monitoring our scientific output.

For thousands of years humans, from the time they were able to make the first tools to the production of nuclear technologies, have changed and in many cases radically altered their environment. Their perceptions (values and culture) with respect to the human relationship (and or responsibility) to the environmental spaces in which they lived and or the global commons (like space and the oceans) for the benefit of their current or future society has been critical in influencing the way in which the integrity of the environment and global commons has been impacted. This course will provide a survey of various environmental ethics that have emerged during human history among Western and non-Western cultures, and how these divergent environmental ethics have shaped and influenced not only planetary but space ecosystems. This course is an excellent elective for business, education, religion, sociology/anthropology and science/engineering focus area who seek to understand the foundations and ramifications of human ethics, values and culture on decisions and policies which impact the global environment (or ecosystems).
SW 348
NATURE WRITING
Undergraduate
Observation is the beginning of science. It is also the beginning of the process of writing. This class is designed to encourage you to observe the natural world and to write clearly about it. Thus you will be simultaneously strengthening your observational skills and your expressive skills. You will observe a single natural setting over the course of a quarter, writing short prose pieces that follow specific guidelines. Some of these pieces will be posted on the class website for those outside the class to read, thus providing you with an experience of online publication. Basic skills in grammar and punctuation are assumed; although it is not a prerequisite, you will find it helpful to have completed College Writing before you start this class.

SW 349
RELATIONSHIPS BETWEEN PLANT AND HUMAN LIFE
Undergraduate
The purpose of this course is to increase student's awareness and understanding of plant structure, function and diversity, and to help students discover past, current and potential future uses of plants. This course uses Ethnobotany to help students understand how the scientific process leads to new understandings about how our world works and how it can aid us in understanding ways we use science in our lives. Specific learning objectives of the course are to understand and appreciate: (1) plant structure and function and the relationship between the two, (2) plant adaptations and how these adaptations affect the distribution and abundance of plants in nature, (3) the diversity of plants and the ways in which botanists group plants, (4) the way that science contributes to our understandings of how the world works and informs our decisions of how we want our society to be.

SW 350
CAPSTONE SEMINAR: PHYSICAL WORLD
Undergraduate
Capstone Seminar is designed to permit students to explore a topic as a group integrating various methods of inquiry. Pre-99 students will address one set of capstone competencies of their choice. Specific assessment and evaluation criteria as well as learning activities will be articulated by the instructor for a particular section of the course. Successful completion of Research Seminar is required to register.

SW 352
TECHNOLOGY, TRAINING, AND HUMAN PERFORMANCE
Undergraduate
What Robinson and Robinson describe as "the shift from providing training to improving performance" has been cited as a top priority in our fast-paced, global economy. This course covers the principles of training and human performance through an analysis of real case studies in a number of work environments. The course will also present the necessary technology and instructional design tools so that students can design their own training program and develop a basic training and performance plan that reflects their own work environments. Students are expected to have basic computer skills, including the ability to use and save work with Microsoft Word.

SW 353
THE CREATIVE BRAIN
Undergraduate
While brain structure and function can seem daunting, exploring this organ from the perspective of creative output gives learners a non-threatening frame of reference to which all can relate. Learners will look into traditional and contemporary theories of both creativity and brain versus mind, as well as how creativity is perceived in society.

SW 354
INTEGRATING MS OFFICE APPLICATIONS FOR REPORT WRITING
Undergraduate
Students will use an array of Microsoft applications and the Internet to set up a marketing conference spanning several days. They will create documents and solve problems using multiple applications to complete these tasks more efficiently.

SW 355
COMPUTERS AND SOCIETY
Undergraduate
This course explores how computing technologies such as computer software, hardware, and networking have affected our society. We will examine the basics of how these technologies work and how they have affected areas of human endeavors, as well as how they have changed, improved, simplified and complicated society.
SW 356
DATABASE DESIGN AND IMPLEMENTATION FOR SMALL BUSINESS APPLICATIONS
Undergraduate
This course will teach non-computer literate persons to be able to translate a business problem into a conceptual database design, and further to convert the design into a database application using Microsoft Access. By the end of the course, the student should be able to apply knowledge to the following: (1) describing basic database concepts and using common database terminologies; (2) designing databases using appropriate designing notations; (3) translating a schema into a database application in Access; (4) conducting simple user-interface design; and (5) designing small business-based applications.

SW 357
URBAN GEOGRAPHY: THE STUDY OF CITIES
Undergraduate
Course topics include the following: early settlement patterns, their political and social development; transportation mechanisms and their impact on concentrated centers of population; consumerism and trade; locational factors for settlements; neighborhood development, from ghettos to gentrification; urban planning issues; ethnic diversity, poverty and social planning; the built environment of structures; modes of communication with respect to technology, its impact on the global population; comparisons/contrasts of contemporary development between global world cities and American cities.

SW 358
INTRODUCTION TO SPREADSHEETS
Undergraduate
This is an introductory course with Microsoft Excel. Topics include spreadsheet basics, formatting and printing, formulas and functions, charting, and data management. No prior knowledge of spreadsheet software is required; however, students are expected to have a working knowledge of Windows. Upon successful completion of this course, students will be able to do the following: create and test spreadsheets using Microsoft Excel; explain and use functions, create pie, bar, column, and line graphs; explain and use linking and embedding; use clip art to add visual interest to a spreadsheet; and explain and use data management capabilities such as data forms, query, filter, subtotals, sort, and pivot tables.

SW 359
EVERYDAY BIOMEDICAL ETHICS
Undergraduate
'Right, wrong; sometimes right, rarely wrong; wrong for children, right for women': Biomedical issues are in the news almost every day, and often it's hard to understand what to think, even less how to think, about their ethical implications. Some ethical issues have a long history and substantial background, while others are so new that even ethical experts struggle. How can a non-expert intelligently read and understand what's published?

SW 360
SOCIETY AND INFORMATION TECHNOLOGIES
Undergraduate
Humans have a long line of technological advances that includes tools, weapons, transportation, mechanical, industrial, and medical advances. On one hand, the computer is just another invention that is part of this long line of technological advances. On the other hand, the ability to program the computer makes it different with an incredible diversity of uses. Computer technology has made large impacts in diverse areas such as sports management, health care, employment, manufacturing, education, defense, and automobiles and many other areas. This course explores how computing technologies such as computer software and hardware, and networking has affected our society. Students will examine the basics of how these technologies work and how they have affected areas of human endeavors. We will examine how these technologies changed, improved, simplified and complicated society.

SW 361
INTRODUCTION TO COMPUTER PRODUCTIVITY
Undergraduate
Microsoft Office is the most ubiquitous application suite in personal computing. There is little Office cannot do, from document creation and editing, e-mail and scheduling, spreadsheet and database management, desktop publishing, image editing and even Web design. In this course, we will explore several component applications of Office, focusing on word processor Word, spreadsheet Excel and presentation software PowerPoint, with the goal of developing facility with each application individually and using an integrated approach.
SW 362
INSTRUCTIONAL DESIGN FOR TRAINING
Undergraduate
This course will look at instructional design in much more depth than the Technology, Training and Human Performance Course. In this course, the student will study what Instructional Design is, how it works, and why it is important in the design of all types of career and educational training. The course will present various models of instructional design, then have the students design actual instructional training modules.

SW 363
THE SCIENCE OF YOGA
Undergraduate
Yoga is an ancient system of spiritual development and transformation. In the process of spiritual development, the practitioner of Yoga acquires a wide array of physical and psychological benefits that improve health and well being. Yoga and meditation (meditation is a branch of Yoga) have been demonstrated to be effective in relieving stress, treating anxiety and depression, preventing and healing injuries and improving the functioning of children with special needs. The Science of Yoga will explore the positive physical and psychological benefits of Yoga from a scientific perspective. We will examine scientific studies that have been done on the effects of Yoga and meditation to gain an understanding of why this system of spirituality has become an increasingly integral part of modern health and fitness practice. The ancient origins and philosophical foundations of Yoga will be evaluated in the context of modern understanding of physiological and psychological processes. Students in this class will practice Yoga and meditation techniques and keep a journal of the effects that they experience. They will compare their experiences with the data from scientific studies. Students will also share and compare their experiences from practicing Yoga and meditation with their classmates.

SW 364
WOMEN OF SCIENCE
Undergraduate
Students will explore the contributions of women scientists through recorded history, the essence and importance of their work, the social world in which they worked and their contemporaries, and the challenges they faced at various times in history. Each student will select a scientist about whom he or she will develop a final project, to include: biographical data, a synopsis of the scientist's socioeconomic and political world, description of her work and how it affected contemporary understanding of the world. Also, students will work in teams to find and present initiatives undertaken since 1945 to encourage involvement of women in science, math and technology fields.

SW 365
ADDICTION STUDIES
Undergraduate
This is an introductory course in the field of addiction studies. In this course we will examine the relationship between drugs and behavior, the personal and social concerns of drug-taking behavior and how drugs work in the body and mind. Legal and legally restricted drugs as well as medical drugs will be discussed. We will also cover issues of prevention, treatment and education. By the end of this course students will understand (1) the differences between use, abuse and addiction to drugs; (2) the extent of substance abuse in the United States today; (3) the legal, social and cultural ramifications of substance abuse; (4) methods of treatment and prevention of substance abuse; (5) major classifications of addictive substances; and (6) how drugs work in mind and body. This course will be a mix of lecture, discussion, videos and other supplemental materials. In addition to their competence papers, students will work in small groups on projects related to addiction and will present their group's findings to the class.

SW 366
EXPRESSIVE ARTS THERAPY
Undergraduate
This course offers a multi-arts approach in which different art modalities are woven into the therapeutic process as appropriate to a client's situation. It is grounded not in any particular techniques or media but in the capacity of the arts to respond to human suffering. Various arts--poetry, movement, drawing, painting, journaling, improvisation, music, and sculpture--are used in a supportive setting to facilitate growth and healing. Expressive arts processes have been used successfully in almost all psychotherapeutic contexts, ranging from work with the severely ill to the facilitation of human growth and potential. There is a growing use of the arts in health education, hospice work, and in community art projects especially after catastrophic events. The class will be conducted in a workshop format in which theoretical content will be combined with experiential learning. Lecture, discussion, audio-visual presentation, experiential exercise, guest speakers, and field trips comprise the structure of the class.
SW 367
LEISURE, RECREATION, AND HEALTH
Undergraduate
This course will stimulate your thinking about the meaning of leisure in your life. Leisure today and historically has been central to the human experience. It is an elemental experience, essential to the total well-being of every person; it is a reflection and expression of the cultural values of a society; it is an important vehicle for treatment. Leisure and recreation services are also essential for healthy communities in terms of social climate, environmental quality, and economic stability. Leisure services comprise one of the largest and fastest growing industries in the world, whether measured in dollars spent, persons served, hours of time devoted, or resources used. The study of leisure and recreation is a broad discipline, combining diverse fields of study and professional practice. This course will (1) illustrate the importance of leisure to you and your loved ones, (2) contribute to your ability to become an informed consumer of leisure, (3) question the binary relationship of work and leisure and, (4) teach you how to use leisure to increase emotional and physical health, resulting in a higher quality of life. The course will be interactive and participatory.

SW 368
ADVANCED POWERPOINT AND WORD
Undergraduate
In this advanced course, students will master higher level skills in PowerPoint and Word and study beginning principles of design. Course skills include organizing content, formatting content, collaborating on documents, and formatting and moving documents. This course will begin with studying the Microsoft Certificate Exams for PowerPoint and Word.

SW 369
CHRONIC ILLNESS: WHEN SOMETHING IS ALWAYS WRONG
Undergraduate
Everyone has either a disorder or a relative with a disorder, but often we focus only on the clinical information that physicians give us, especially since they can't quantify suffering and impact. We will do a bit of applied anatomy, and look at the psychosocial aspects of chronic illness.

SW 370
SEXUAL HEALTH AND DEVELOPMENT
Undergraduate
This course will introduce students to a variety of topics related to human sexuality. The course will begin with a historical view of sexuality and lead to an analysis of current topics in sexuality related to health and physical development, culture and politics. The format of the course will consist of class meetings every other week and attentive participation to the online discussion board in between class sessions. Students will be required to read articles provided by the instructor and discuss them during class and on the course discussion board. The course will be divided into several modules related to sexual and physical health, relationships and gender issues, atypical sexual behavior and the roles of spirituality, culture, media, gender and aging. Students will participate in class presentations and present research on the web board related to the competencies taken in the class.

SW 371
DINOSAURS
Undergraduate
Dinosaurs are one of the most diverse and successful groups of vertebrates in earth's history. Originating over 220 million years ago, they dominated earth's land biomes for over 150 million years and diversified to include the largest land animals in earth's history, a wide range of aquatic groups, and even a diverse clade capable of flight (the birds). Consequently, mammals remained in the background as small nocturnal creatures during the dinosaurs' long reign. Only after a cataclysmic extinction event 65 million years ago involving most dinosaur groups did the mammals diversify into modern groups including our own primate lineage. This course will introduce students to the remarkable dinosaurs, tracking their origin, surveying their success, and evaluating their decline. Learning will emphasize investigation of the forms, function, and variation within the major dinosaur groups as well as the connections of dinosaur evolution to diverse factors such as climate change, ecology, biological competition, and mass extinction. The course learning activities will encompass discussions, readings, lectures, labs, internet resources, museum resources and original inquiry.

SW 372
MICROCOMPUTERS AND HOME NETWORKING
Undergraduate
In this course, students will be introduced to common computer applications in MS Office: Word, Excel, Power Point, Access and Outlook. Students will also learn how to use browsers as well as learn how to navigate the Web, mark favorite pages, save pages, set options and security levels. We will explore PCs and Mac operating system environments; reviewing their similarities and differences. Finally, we will develop basic technical skills in designing and managing home networks in terms of connections, security, and wireless systems.
SW 300
SUSTAINABILITY AND PROFESSIONAL PRACTICE
Undergraduate
Environmental sustainability problems are multidimensional and interconnected to both the earth and human relationships. In this course, students will analyze their workplace, organization or a desired professional setting using the principles of environmental sustainability and recognized best practices. On the basis of this analysis, they will make recommendations. Students will learn to use decision tools and data to conduct this analysis and make strategic environmentally sustainable decisions within their professions. Learners will explore how to make complex and current science content relevant, accessible, and personal. They will be able to explain the science behind sustainability and environmental management, as well as how sustainability connects with the human dimensions of organizational relationships. Additionally, this course will provide a hands-on approach to allow learners to acquire the analytic, communication, and work skills required to be problem-solving professionals and contributors to human sustainability within organizations.

T&L 400
CLINICAL EXPERIENCES WITH INFANTS AND TODDLERS
Graduate
Teacher candidates will observe and interact with infants and toddlers (25 clock hours). Appropriate lesson planning and assessment techniques and tools will be emphasized in the seminar.

T&L 401
CLINICAL EXPERIENCE IN EARLY LANGUAGE AND LITERACY DEVELOPMENT
Graduate
Teacher candidates will observe and interact with young children and their families in programs, related to language and literacy development. A weekly seminar is required.

T&L 402
CLINICAL EXPERIENCES WITH PRE-SCHOOLERS
Graduate
Candidates will observe and interact with preschool-age children (25 clock hours). Appropriate early childhood curricula, assessment and instructional methodologies will be emphasized. COREQUISITE(S): T&L 407.

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 403
CLINICAL EXPERIENCES IN PRIMARY GRADES
Graduate
Students will observe, interact with, and teach primary-age children (25 clock hours). Appropriate curricula, assessment and instructional methodologies for children in the primary grades (K-3) will be emphasized.

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 404
INTRODUCTION TO ELEMENTARY EDUCATION
Graduate
This is the first in a sequence of theory and practice courses that serves to familiarize teaching candidates with the world of elementary and middle schools. Through observation and participation in schools, self-reflection, independently created assignments, cooperative learning assignments and classroom discussion, candidates will acquire familiarity with schools and classrooms including: social/cultural context, classroom climate, classroom management, curricular coherence, standards-based instruction, and teacher professional beliefs and practices. Written critical reflections and papers serve as initial foundation for the development of teaching philosophies. COREQUISTES: For T&L EE majors, concurrent enrollment in SCG 403 and T&L 583 is required.

T&L 406
LANGUAGE DEVELOPMENT OF THE YOUNG CHILD
Graduate
This course will focus on the development of language in young children, including techniques and materials for use in assessing and enhancing speech and language development with appreciation for dialectic variations. Emphasis will be on issues relating to second language learners and young children with special needs.
T&L 407
PREPRIMARY PROGRAMS: CURRICULUM AND STRATEGY
Graduate

Students will plan, implement and evaluate activities that promote the physical, emotional, social, spiritual, creative, and cognitive development of preschool children from diverse cultural and socioeconomic backgrounds. Methods of facilitating children's play, individualization through building on children's experiences, learning styles and interests, using technology, and developing learning centers will be emphasized. Assessment practices are incorporated in this experience.

T&L 409
PROFESSIONAL PRACTICE IN ELEMENTARY SCHOOLS
Graduate

This course is an introduction to the professional roles required of elementary school teachers. Students will develop a knowledge-based framework for considering the many factors involved in decision-making in an elementary classroom. This framework will serve to guide students as they create a social studies curriculum unit, which integrates planning skills, teaching strategies, classroom management and evaluation techniques. Daytime clinical hours are required during this course. (Only for Special and Elementary Education (SEE) majors).

T&L 410
CHILDREN’S LITERATURE AND FAMILY LITERACY
Graduate

This course addresses literacy development in young children and the roles of families and early childhood programs in fostering that development. Strategies for enhancing literacy, such as word play, storytelling, conversations will be provided and all appropriate genres of children's literature will be explored. Finally, the course features appropriate poetry, early books for infants and toddlers, read-aloud materials, and all genres of children's literature for young children.

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 411
ASSESSMENT IN EARLY CHILDHOOD SPECIAL EDUCATION
Graduate

Candidates will study, use, and evaluate early childhood assessment methods and tools that are appropriate for young children with diverse learning, cultural, and socioeconomic experiences. Focus of the course is on the teacher candidate's acquisition of knowledge and skill regarding an array of formal and informal assessment instruments and techniques used to gather information needed for making decisions about typical and atypical children served in individual and group learning situations. Focus is directed toward the development of curricular goals and instructional approaches that evolve from the assessment information. Such information is used to create learning plans, including Individualized Family Service Plans (IFSP) and Individualized Education Plans (IEP), serving child and family responsively.

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 412
EMERGING READING AND LANGUAGE ARTS
Graduate

This course focuses on the curriculum content and sequence, instructional and assessment strategies as well as considerations integral to the creation of authentic, effective emergent literacy environments and engagements for pre-kindergarten through third grade. Theory and practice principles are woven into course assignments and required field experiences designed to observe, teach, and reflect upon instructional decisions made for individual as well as groups of children. Prevailing curricular and instructional models (e.g., code-based, meaning-oriented, balanced) and their histories are compared and contrasted. The influences of development, home language(s) and dialect(s) (especially those of U.S. metropolitan areas), and educational settings are studied and applied to candidate instructional planning and teaching. Case studies and lesson planning facilitate the application of course content. COREQUISTES: For T&L EE majors, concurrent enrollment in T&L 415 and T&L 583 is required.

(T&L 404 or T&L 408) and Advanced Teacher Candidate Standing are prerequisites for this class.
T&L 413
READING/LANGUAGE ARTS IN THE MIDDLE GRADES
Graduate
This course extends Emerging Reading and Language Arts to facilitate increased independence in students as strategic readers and competent writers. It focuses on the further development of reading comprehension and writing abilities in the intermediate grades and middle school. Emphasis is placed on the complex nature of literacy addressing issues such as content-area literacies, learning in and across languages, and critically consuming and producing a wide variety of texts (including online, multimedia and print based). Application of course material is facilitated through fieldwork focusing on the design, teaching, and reflection on literacy lesson(s) for intermediate learners. COREQUISITES: T&L 412 and concurrent enrollment in LSI 446 and T&L 583 in a public school is required. T&L 413 and Advanced Teacher Candidate Standing or admission in the SEE program are prerequisites for this class.

T&L 415
TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE
Graduate
This course is an introduction to materials, methods and strategies for helping students in grades K-8 become scientifically literate: ie., to understand the nature of science and its impact on technology. Particular attention will be given to theoretical views about how children learn science, the proper use of materials and equipment, the development of scientific thinking, e.g., skills in observing, classifying, collecting, and interpreting data, questioning strategies, and ways to assess student progress. Inquiry-based lesson plans and case studies invite application of course content. Daytime field required during this course. COREQUISITES: T&L 412 and Advanced Teacher Candidate Standing are a prerequisite for this class.

T&L 416
TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS
Graduate
This course is an introduction to materials, processes for developing, and strategies for mathematical literacy in grades K-8. Particular attention will be given to the theoretical views about how children learn mathematics, the proper use of manipulative materials, the development of mathematical thinking, e.g., skills in estimation, pattern recognition, or spatial perception; the use of technology, and ways to assess student progress. Lesson planning, teaching, and critical reflection are an integral component of this course. Clinical hours required. COREQUISITES: T&L 412 and Advanced Teacher Candidate Standing are a prerequisite for this class.

T&L 418
LEARNING THROUGH THE ARTS
Graduate
This course focuses on the arts (visual art, music, drama and dance) as an integral component of teaching and learning in the elementary school curriculum. Students will explore a variety of art forms and disciplines to develop a critical aesthetic and artistic vocabulary. Students learn to help children utilize artistic media in the exploration and expression of thoughts and feelings. Emphasis is placed on design, construction, and implementation, and assessment of authentic conceptual classroom arts activities that integrate the arts with other classroom curricula. Daytime clinical hours (10) are required during this course. Formerly CDG 418. COREQUISITES: T&L 412 and Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 419
CURRICULUM AND STRATEGIES: SOCIAL STUDIES
Graduate
This course is an introduction to an integrated view of social studies for engaged citizenship. Through the study of strategies (such as concept formation, historical inquiry, role-play, etc), materials (such as primary sources) teacher candidates will learn and apply principles of curricular integration to create curriculum/units that engage elementary learners in the exploration of issues, ideas, and perspectives that impact our world. COREQUISITES: T&L 412 and Advanced Teacher Candidate Standing is a prerequisite for this class.
T&L 420
MATH AND SCIENCE IN EARLY CHILDHOOD
Graduate
This course applies child development principles to the planning of science and mathematics experiences for both typically and atypically developing young children. Emphasis is placed on understanding how children develop problem-solving skills, and on recognizing how teachers can facilitate inquiry-discovery experiences for young children with diverse learning styles and needs. Course assignments include participation in experiments and field-based experiences in mathematics and sciences. Teacher candidates are required to develop and provide developmentally and culturally appropriate activities in science and mathematics activities for young children.
SCG 404, T&L 432, and Advanced Teacher Candidate Standing are prerequisites for this class.

T&L 421
CHILD AND FAMILY IN THE URBAN COMMUNITY
Graduate
This course focuses on understanding the diversity of children and families in approaches to development, learning, and disability. Strategies in developing positive and supportive relationships with families of young children with special needs, including family-centered practices, will be explored. Particular attention is given to the challenges faced by teachers and other professionals in early intervention in assessing children’s needs and providing services, which are reflective of the child’s development within his/her diverse cultural and community context. In addition, the course examines ways to develop and maintain productive and collaborative relationships among professionals and families, communities, and other professionals across the range of support systems in the IFSP and IEP planning processes.

T&L 422
CLASSROOM ASSESSMENT
Graduate
This course focuses on study, use, and evaluation of assessment practices in diverse, K-8 contexts. Assessment is addressed as part of instructional systems, attending to issues including: the appropriate use of standardized measures, formal and informal classroom assessment, portfolio development, as well as reporting to all stakeholders. This course also emphasizes ways of involving students and parents in assessment processes, how to observe and assess children individually and in classroom settings, and the use of numerous technologies as components of a classroom assessment system.
Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 423
FUNCTIONAL BEHAVIOR ASSESSMENT: POSITIVE BEHAVIORAL SUPPORT AND INTERVENTION METHODS
Graduate
This course is designed to prepare early childhood pre-service teachers to work with children who present a variety of challenging behaviors in the classroom. Grounded in principles of Applied Behavior Analysis, the philosophy of the course is based on the premise that understanding the underlying causes of children's externalizing and internalizing behavior enables the teacher to utilize appropriate techniques in conducting behavior intervention and classroom management. Using Positive Behavioral Support and Functional Behavior Analysis (a competency required for all teachers under the provisions of IDEA), students will learn how to design and develop a Behavior Intervention Plan. Diverse methods for addressing a variety of behaviors are explored and practiced through field-based assignments that include application of behavioral assessment and intervention tools, as well as techniques. Understanding the impacts of current legislation, policy and research on practice is fostered and developed.
SCG 404 and Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 424
INTRODUCTION TO SECONDARY EDUCATION
Graduate
This course is an introduction to the DePaul Secondary Education program as well as the professional world of secondary school teaching. In this course, candidates develop the knowledge and skills necessary for being a reflective practitioner. Candidates focus on understanding themselves (professional identity) and their behaviors in teaching situations with students in schools. These insights, combined with subject-matter knowledge, guide the development of various course assignments. Candidates will learn how to observe effectively in a school setting, to identify school governance issues, to understand school environment and the current social issues that shape it, and will experience a variety of teaching methods and resources for their future teaching. Candidates will acquire knowledge of important social concepts and theories that affect education, especially as they affect educational change in urban societies. As candidates become aware of differences in individual, ethnic, and cultural group attitudes, values and needs, they also will learn to recognize the complexities of teaching and learning in a pluralistic society. Candidates will be committed to teaching as responsible professionals who act ethically as well as in a collegial fashion. In addition to class attendance, candidates are required to complete 15 daytime fieldwork hours as part of the course. It is highly recommended that this course be taken concurrently with SCG 406.
T&L 425
CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
Graduate
This course will examine materials, methods, and techniques appropriate for teaching in secondary schools. Topics include writing instructional objectives, developing lesson plans, designing a curriculum unit, understanding classroom management and assessment related issues. Students will be encouraged to reflect upon their own emerging educational philosophies as well as draw from previous courses they have taken. Students will be given many opportunities for planning, using and evaluating a variety of instructional strategies while preparing and teaching a micro lesson in front of their peers. Students will be committed to teaching as a professional acting responsibly, ethically, and collegially in accordance to Vincentian Personalism. 30 hours Level 1 Field Experience required.

T&L 426
TEACHING WRITING
Graduate
Prepares teacher candidates for teaching writing and composition at the middle and secondary school levels. The course focuses upon methods of teaching composition, examination of literature and research about the composing process, the development of language and reading skills, and the assessment and evaluation of writing. The development of writing curriculums will also be explored. 30 hours Level 2 Field Experience required
T&L 425 and Advanced Standing are a prerequisite for this class.

T&L 427
YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS
Graduate
This course is a survey of the field of early childhood special education, including the Early Intervention System. Characteristics of infants, toddlers, and young children with special needs are examined in this course. Methods of working with different disabilities during children's early years will be explored. Strengths and needs of families of young children with disabilities and collaboration with family members will be emphasized. Understanding the impacts of current legislation, policy, and research on practice is fostered and developed. Completing 15 hours of field experience in an early childhood special education setting is a part of this course's requirements.
SCG 404 and Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 428
TEACHING LITERATURE
Graduate
Prepares teacher candidates for teaching literature at the middle and secondary school levels. Examines contemporary issues in the teaching of literature, explores methods of teaching major literary genres, addresses problems of literacy and focuses on the transactional nature of reading and writing. Emphasis on developing a repertoire of ways of teaching literature and a variety of literature curriculums. 30 hours Level 2 Field Experience required.
T&L 425 and Advanced Standing are a prerequisite for this class.

T&L 429
TEACHING YOUNG ADULT LITERATURE
Graduate
This course is devoted to the study of Young Adult Literature: an exciting, emerging field. Issues and ideas to be examined include the following: current debates regarding issues in curriculum and teaching; selecting, reading, evaluating, and teaching young adult literature; cultivation of life-long reading habits and literacy development. Students will become familiar with major writers of young adult literature, read diverse texts, explore major genres, review award winning novels, consider the role of the media, and develop creative projects.
T&L 425 and Advanced Standing are a prerequisite for this class.
T&L 430  
**TEACHING LITERACY K-12**  
Graduate  
This course provides an overview of the curriculum, instruction, and assessment strategies used in K-12 classrooms to foster and develop students' L1 and L2 literacies. Through guided examination of prevailing theories of language acquisition and development that currently influence classroom practices across the K-12 continuum, this course enables future teachers of world languages to grow in their understanding of the literacy-learning contexts that students will bring to their language classrooms. Issues that emerge in planning and conducting literacy instruction in schools are discussed and deliberated through university classroom experiences as well as required field experiences (15 hours, minimum; level 1). Course participants enjoy multiple opportunities to apply and analyze theories; to observe, critique, and practice instructional strategies; to make informed curricular and instructional decisions; and to use assessment to inform one's planning.

T&L 431  
**EARLY LANGUAGE AND LITERACY DEVELOPMENT**  
Graduate  
This course will focus on enhancing language development and promoting early literacy in young children. It addresses instruction and assessment of language and literacy skills. Students will learn how family/child and teacher/child interactions promote language and literacy development and learning. Implementation of language and literacy curricula and activities that lead to growth in the key areas of literacy development for preschool and primary aged children will be explored. (Combination of previous T&L 406 and T&L 412).

T&L 432  
**EARLY CHILDHOOD CURRICULUM STRATEGIES AND PHILOSOPHY (BIRTH-8)**  
Graduate  
Operating from a constructivist curricular perspective that considers individual child and the social learning context, candidates will plan, implement and evaluate activities that promote the physical, emotional, social, spiritual, aesthetic, creative, and cognitive development of young children from diverse cultural and socioeconomic backgrounds. Methods of facilitating children's play; individuation through building on children's experiences, learning styles and interests; using technology and, developing learning centers will be emphasized. A variety of teaching methods and classroom management strategies will be discussed and illustrated, including teacher led instruction and student-centered instruction. Students will be encouraged to reflect upon their own emerging educational philosophies and teaching styles as they take part in laboratory and field experiences. Many opportunities for planning, using and evaluating a variety of teaching methods will be offered. Each student will write at least one teaching unit on a primary social studies theme. (Combination of previous T&L 407 and T&L 408)

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 433  
**EARLY CHILDHOOD SPECIAL EDUCATION STRATEGIES**  
Graduate  
This course focuses on a range of curricular and instructional strategies that foster individual abilities and meet the individual learning needs within the contexts of group and individualized instruction in a variety of learning situations: classrooms, community and home environments. Teacher candidates acquire knowledge and skill to develop individual long-term and short-term educational service plans based on knowledge of children's needs and abilities; families' goals, priorities, and concerns for their children; communities; content areas; and early childhood curriculum goals. (Replaced HSC 408).

T&L 434  
**LITERACY, LITERATURE, & THE YOUNG CHILD**  
Graduate  
This course addresses the phenomenal process of literacy development in young children. Strategies for enhancing literacy through unlocking the phonemic code, acquiring vocabulary, and comprehending oral as well as print messages are emphasized within the context of choosing and using high-quality literature for children from birth through age 8. Curriculum content and sequence, instructional strategies, and assessment processes are interwoven across course assignments and field experiences. The influences of development, home languages and dialects (especially those of U.S. metropolitan areas), and educational settings are studied and applied to candidates' instructional planning and teaching.

SCG 404 and Advanced Standing are a prerequisite for this class.
T&L 436
TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS
Graduate
Prepares teacher candidates for teaching mathematics at the middle school and secondary school levels. Examines contemporary issues in teaching mathematics, methods of teaching secondary mathematics, and recent history in mathematics curriculum development of alternative teaching strategies and the implementation of the NCTM Standards. Lesson and unit development, evaluation and classroom management also will be discussed. 30 hours Level 2 Field Experience required.

T&L 439
METHODS OF SECONDARY SCIENCE EDUCATION
Graduate
This course is designed to update teachers in the methods of teaching science. This involves reviewing the processes of science, theories of learning, and instructional strategies appropriate to laboratory science. This course also provides an update on the current trends and issues in science education as well as an analysis of successful science curricula programs. 30 hours Level 2 Field Experience required.

T&L 440
EARLY CHILDHOOD EDUCATION CROSS-CULTURAL STUDIES
Graduate
The course will discuss the historical, philosophical and cultural foundations of the education of young children in a multicultural society, emphasizing the role of ethnicity in development of young children within the context of families, childcare centers, and educational systems. Topics include: history of immigration and predictions for the future; the effects of population shifts on the education of English Language Learners; the impact of laws, litigation and executive orders on bilingual/English-as-a-Second-Language education; understanding cultural and linguistic differences regarding locating and using educational resources.

T&L 441
EARLY CHILDHOOD METHODS AND MATERIALS FOR ENGLISH LANGUAGE LEARNERS
Graduate
This course focuses on best practices in teaching and learning in ESL and bilingual early childhood classroom contexts. Students will learn about different approaches and methodologies currently used to support the development of listening, speaking, reading and writing in social and academic contexts in learners of English as a second language. Curriculum based-assessment, cultural awareness and self-reflective practice will also be addressed.

T&L 442
EARLY LITERACY DEVELOPMENT AND SECOND LANGUAGE ACQUISITION
Graduate
This course will examine the process of learning and using a second language. Research in second language acquisition (SLA) is multi-disciplinary in nature, reflecting the complexity of language learning and use. Linguistic, psychological and social processes that underlie language(s) learning and use will be introduced and applied to the understanding of this learning in young children. In this course, language acquisition theory concerning relationships between early literacy and oral language development in first and subsequent languages will be addressed.

T&L 443
ASSESSING YOUNG BILINGUAL/ESL LEARNERS
Graduate
This course will focus on the discussion of basic principles and current approaches to assessment of language learning students in ESL Children’s language learning or language learning of children in EST and bilingual early childhood and early elementary educational settings. The different purposes of process and product assessment tools, authentic and curriculum-based forms of assessment, issues in the assessment of English Language Learners (ELLs), and assessment in academic areas for early elementary ELLs will be explored.
T&L 444
EARLY CHILDHOOD BILINGUAL/ ESL PRACTICUM
Graduate
This course will focus on application of the theories in effective teaching practices, and assessment procedures appropriate for young English Language learners. It will emphasize on application of knowledge gained from previous ESL/ELL courses, and demonstration of skills necessary to work collaboratively and effectively with families of young English Language learners. Professional behaviors that respect, value, and support all children's native language and culture will be reinforced.

T&L 440, T&L 441, T&L 442, T&L 443, T&L 444, BBE 408 and BBE 409 or permission of the ECE Program Director are prerequisites for this class.

T&L 449
STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12
Graduate
This course prepares candidates to teach world languages at the elementary, middle and secondary school levels consonant with an aligned approach to meeting national and state WLE standards and Common Core standards. It examines the theory and practice of traditional or standard methods of teaching world languages (e.g., communicative approach, natural approach, etc.) with an emphasis on developing alternative, post-method strategies and using diverse resources, as well as on reformulating world languages instruction to integrate subject matter content into the curriculum, including science, social studies, math, fine arts, etc. Engages candidates in understanding and applying the 7Five Cs? - Communication, Cultures, Connections, Comparisons, and Communities outlined in the national standards - toward this end. Lesson and unit development, evaluation/assessment, and classroom management also will be discussed. Issues that emerge in planning and instruction are discussed and deliberated through university classroom experiences as well as required fieldwork (20/15 hours; level 1 in language of certification).

T&L 453
TEACHING HISTORY AND SOCIAL SCIENCE IN SECONDARY SCHOOLS
Graduate
Teaching, History and Social Science in Secondary Schools. Prepares for teaching history and social sciences at the middle and secondary school levels. Examines the nature and purpose of history and social sciences curriculum within secondary schools, the current status of social studies materials and practices, and issues confronting today's secondary social studies teachers. Emphasis on alternative teaching strategies, resources for teaching and learning, teachers' responsibilities in curriculum development and decision-making, and methods and materials for addressing cultural diversity. Lesson and unit development, evaluation and classroom management also will be discussed. 30 hours Level 2 Field Experience required.

T&L 425 and Advanced Standing are a prerequisite for this class.

T&L 455
READINGS IN AMERICAN HISTORY
Graduate
Prepares students for teaching American history at the secondary level. Readings focus on the foundational texts of American history from the colonial era to the late 20th century, with an emphasis on gaining content knowledge and applying it to teaching in the secondary classroom. Class discussions focus on matters of interpretation, evidence, and historiography. Offered during Fall and Summer terms.

T&L 425 and Advanced Standing are a prerequisite for this class.

T&L 465
ART AND PEDAGOGY
Graduate
This course alongside T&L 466 is intended as a two-course sequence each complementing the other. As T&L 466 explores the source materials and major concepts of visual art's content, T&L 465 focuses on teaching visual art. Building from the content requirements from their program or experience, students will understand how the art studio (content) experiences where ideas are developed translate to the preparation of teaching. Students will do this through multiple curriculum based projects intended for use in their own classrooms, including a 6th - 12th grade general course reader to assist in introducing an art historical overview that influences and connects to general middle and high school studio practices. As students work on these projects, they will continue to reflect on the coursework they have done in the content area as well as watching and learning from classroom teachers and teaching artists in the field. They will contemplate such questions as: "What are the connections among the arts disciplines? How can they be taught together, creating interdisciplinary courses at the middle and high school levels? What are the differences among the arts disciplines and what does this mean for secondary pedagogy? How can teachers use inquiry with their students, making sure they have enough guidance to learn about artists, artistic periods and the nature of how artworks are produced. Site visits required. 30 hours Level 2 Field Experience required.

T&L 425 and Advanced Standing are a prerequisite for this class.
T&L 466
TEACHER AS ARTIST
Graduate
This course builds on the work in T&L 465, which alongside T&L 466 is intended as a two-course sequence each complementing the other. As T&L 465 focuses on the art of teaching the visual arts, T&L 466 explores the source materials and major concepts of visual art content. Historically, artistic movements have shaped and currently identify the theories we use to define our most immediate environment. The major concepts can be connected to the artist studio and to the descriptions some artists make about the studio as a teaching space. In the course students will be introduced to a wide range of artists and their work, artistic movements and the individual artists who use teaching as a medium. How does an emerging artist or pre-service teaching artist draw on the understanding of their own work as a platform to build core principles of pedagogy? What is the link that combines a dynamic studio practice with an inspired methodology for teaching visual art? We will address these questions through creating a visual art teaching curriculum portfolio and writing a reflective artist monograph, produce a final exhibition of art and work alongside teachers and artists in the field. Site visits are required. 30 hours Level 2 Field Experience required.

T&L 425 and Advanced Standing are a prerequisite for this class.

T&L 480
INTERNSHIP WITH INFANTS AND TODDLERS
Graduate
Candidates conduct 75 hours of intense supervised fieldwork in an infant/toddler center where they are observing and documenting behavior and interactions, planning activities, and assessing development in children ages birth to 3. Candidates will also participate in a twice a quarter, hour and a half, seminar to reflect and discuss aspects of infant/toddler development and care, making connections between theory and practice. Onsite meetings with groups of candidates will be held weekly for supervision and reflection on practice.

T&L 481
INTERNSHIP IN PRESCHOOL SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE)
Graduate
Candidates conduct 75 hours of intense supervised field work in preschool during the winter quarter. The internship is designed for advanced ECE candidates to be taken before student teaching. Candidates taking this internship have either taken ECE 310: Preprimary Programs: Curriculum and Strategy (at the undergraduate level), and T&L 432: ECE Curriculum Strategies and Philosophy (at the graduate level) in a previous quarter, or they are taking these courses as co-requisites with this internship.

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 482
INTERNSHIP IN PRIMARY SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE)
Graduate
Candidates conduct 75 hours of intense supervised field work in a primary grade (K-3) during the spring quarter. The internship is designed for advanced ECE candidates to be taken before student teaching. Candidates taking this internship have either taken ECE 311: Curriculum and Instruction in Primary Grades (at the undergraduate level), and T&L 432: ECE Curriculum Strategies and Philosophy (at the graduate level) in a previous quarter, or they are taking these courses as co-requisites with this internship.

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 525
READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
Graduate
This course analyzes the relationships among reading, writing, speaking and listening. It encourages middle level and high school teachers in all disciplines to take these interrelationships into account and to plan curricula that include current teaching strategies to enable students to become better readers, writers and thinkers in their various content-areas. This course will also concentrate on group process and its role in effective teaching within and across content-areas. Language use, learning and teaching are considered from a multicultural perspective. 30 hours Level 2 Field Experience required.

TCH 471 or TCH 472 or TCH 473 or TCH 474, and Advanced Teacher Candidate Standing are prerequisites for this class.
T&L 565
INDEPENDENT STUDIO TOPICS
Graduate
This course is a self-directed graduate course in the Visual Arts Education Program. Candidates who consider this course must develop a written proposal for their work and identify professional expectations of this quarter long immersion in advanced study. Candidates may select from a range of possible pursuits from preparing a new body of work or preparing an exhibition to working within a host of selected museums or galleries as an art education intern throughout the city and suburbs. All candidates are required to meet with a faculty member for an initial interview to discuss contact hours, needs and limitations, critique times and locations and the required documentation from the 11 week experience. All proposals must be approved by a faculty member in the program.

T&L 575
WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
Graduate
This course engages students in WLE curriculum development and language program advocacy, creation, and sustainability based on an examination of federal and state WLE history and policies and on a review of national and state standards. Reviews theory and application of curriculum development to world language instructional programs, such as design, scope and sequence, organizational patterns, materials and media, teacher training, parent and community involvement, and evaluation. Principal world language education program models are examined and analyzed in light of WLE history, policy, and standards (20/15 hours; level 1).
T&L 449, BBE 407, BBE 526, BBE 560 and BBE 570 are prerequisites for this class.

T&L 583
FIELD EXPERIENCE LAB
Graduate
This field-based course will facilitate pre-service teacher candidates' experiences working in elementary and middle school classrooms. This supervised field experience is an opportunity to apply content and pedagogical knowledge in authentic settings. 24 clock hours are scheduled at school sites and visible during registration though subject to modification based on changes in schools' schedules. Students will enroll in this course multiple times during their program across diverse sites and will engage in different activities aligned with concurrent courses.
COREQUISITES: For T&L EE majors, T&L 404 and SCG 403; or T&L 412 and T&L 416; or T&L 413 and LSI 446.

T&L 584
PRE-STUDENT TEACHING FIELD EXPERIENCE
Graduate
This field-based experience occurs in teacher candidates' student teaching sites. Scheduling is negotiated between teacher candidate and mentor teacher based on classroom social studies and science content area schedule. This supervised field experience is an opportunity to apply content and pedagogical knowledge as well as gain introductory contextual understandings of student teaching site. For T&L EE majors, completed application to student teaching. COREQUISITES: For T&L EE majors, T&L 419 and T&L 415.

T&L 585
ELEMENTARY STUDENT TEACHING
Graduate
Students will be placed for a minimum of 10 weeks in an elementary school. Seminar will meet once a week, in the participating schools and/or at DePaul. At first, they will focus on issues of immediate concern to student teachers. As the students gain experience the seminar will examine six or eight classroom issues, that is, topics which students have found to be significant on the basis of their experience. These would include such things as assessment, evaluation, classroom management, curriculum planning, and relationships with colleagues. After delineating what the issues are, students would be expected to analyze and discuss readings which relate to the issues. Open only to DePaul students.

T&L 586
ELEMENTARY STUDENT TEACHING SEMINAR
Graduate
This course is taken concurrently with T&L 585, Elementary Student Teaching. In this course, students will have opportunities to reflect on their student teaching experience and prepare materials to support their employment searches and careers as teachers. COREQUISITE(S): T&L 585

T&L 588
INDEPENDENT STUDY IN TEACHING AND LEARNING
Graduate
PREREQUISITE(S): Permission of instructor, department chair and Associate Dean.
T&L 589
THEESIS RESEARCH IN TEACHING AND LEARNING
Graduate
A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

SCG 451 and an approved thesis proposal is a prerequisite for this class.

T&L 590
SECONDARY STUDENT TEACHING
Graduate
Students will be placed for a minimum of 10 weeks in a secondary school. Seminar will meet once a week, in the participating schools and/or at DePaul. At first, they will focus on issues of immediate concern to student teachers. As the students gain experience, the seminar will examine six or eight classroom issues; that is, topics which students have found to be significant on the basis of their experience. These would include such topics as assessment, evaluation, classroom management, curriculum planning, and relationships with colleagues. After delineating what the issues are, students would be expected to analyze and discuss readings that relate to the issues. Open only to DePaul students.

T&L 591
SECONDARY STUDENT TEACHING SEMINAR
Graduate
This course is taken concurrently with T&L 590, Secondary Student Teaching. In this course, students will have opportunities to reflect on their student teaching experience and prepare materials to support their employment searches and careers as teachers. COREQUISITE(S): T&L 590

T&L 592
WORLD LANGUAGES STUDENT TEACHING
Graduate
Student teaching is the culminating experience of the World Languages certification program. It is a ten-week, 30-hour/week experience. Students must successfully complete student teaching with a grade of B- or better in a language classroom in which they are seeking certification to teach. The course is taken concurrently with T&L 593, World Languages Seminar. Open only to DePaul students.

T&L 593
WORLD LANGUAGES SEMINAR
Graduate
This course is taken concurrently with T&L 592, World Languages Student Teaching. In this course, students will have opportunities to reflect on their student teaching experience and prepare materials to support their employment searches and careers as teachers. COREQUISITE(S): T&L 592

T&L 595
EARLY CHILDHOOD STUDENT TEACHING
Graduate
This course requires students to participate in supervised teaching at a cooperating school, five full days per week, for an academic quarter. Part of the teaching will be in a preprimary setting and part will be in a primary setting. Feedback and discussion of issues encountered in student teaching as well as new materials and techniques of student teaching will be included. Open only to DePaul students.

T&L 596
EARLY CHILDHOOD STUDENT TEACHING SEMINAR
Graduate
In this seminar, candidates will reflect upon their teaching experiences with young children, and collaborate with colleagues and instructor to identify alternative strategies for problematic situations. Candidates will outline ways to maintain strategies for lifelong learning. In addition, candidates will share resume development and job-search strategies. COREQUISITE: T&L 595.
T&L 600
REGISTERED STUDENT IN GOOD STANDING
Graduate
Registration is this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required.
Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

T&L 611
INDUCTION INTO THE TEACHING PROFESSION: SECONDARY
Graduate
This course is designed to assist first-year secondary teachers to make the transition from student teaching to teacher. The course creates a bridge between first-year teachers' formal education and the realities of their classrooms. In particular, the course provides assistance with the following: 1) understanding their induction into the profession; 2) analyzing their new educational contexts; 3) actualizing their educational philosophies; 4) developing their pedagogical knowledge; and 5) identifying and making the most of professional support systems within their schools.
T&L 590 is a prerequisite for this class.

T&L 614
INDUCTION INTO THE TEACHING PROFESSION: EARLY CHILDHOOD
Graduate
This course is designed to assist first-year early childhood teachers in making the transition from student teaching to teacher. It creates a bridge between first-year teachers' formal education and the realities of their classrooms, providing assistance with: understanding their induction into the profession; analyzing their new educational contexts; actualizing their educational philosophies; developing their pedagogical knowledge; and identifying and making the most of professional support systems within their schools.
T&L 595 is a prerequisite for this course.

T&L 615
SPECIAL TOPICS IN TEACHING AND LEARNING
Graduate
Current issues and problems in education will be discussed. Focus will be current research and best practices.

T&L 625
CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING)
Graduate
Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required.
Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

TCH 320
EXPLORING TEACHING IN THE URBAN HIGH SCHOOL
Undergraduate
(JYEL CREDIT) This course is an invitation to secondary education as a profession, an opportunity for students considering education as a career to explore the reality of teaching and learning a disciplinary content area in a variety of Chicago-area schools. Students will become familiar with different narratives of teaching through teacher and student biographies, testimonials, literature, film, and classroom observations. They will explore the interrelationships between, for example, popular cultural beliefs about schooling; teacher and student identities; and classroom interaction. The instructor will coordinate observations in several classrooms as the basis for intensive, guided reflective work, aimed at supporting students' initial and subsequent efforts of developing identities as disciplinary content educators (25 hours of high school classroom observation required). Course is also an introduction to the TEACH Program. Offered during Fall, Winter, and Spring terms.
TCH 390
CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS
Undergraduate
This course is designed to help students conceptualize issues and opportunities in teaching their disciplinary content to diverse students and in different classroom contexts. Up to ten hours of community-based service/observation required. In this course, students will analyze and reflect on how teaching in their disciplines is informed by diverse cultures of schooling and youth, including the influences of economic, social, cultural, political, gender, and religious factors on schooling, educational policy and opportunity. Students will use disciplinary content to critically and creatively reflect on the teaching of that content in secondary schools. Students will be introduced to issues and ways of presenting essential disciplinary content in ways that engage diverse learners, including learners who have not been served well by formal education. Students will also develop a theory of teaching that emphasizes the intersection of disciplinary content with multicultural perspectives. Offered during Spring term only.

TCH 401
TEACHING AS A PROFESSION IN SECONDARY SCHOOL
Graduate
This course is an introduction to the TEACH Program, including the College of Education's conceptual framework and teacher dispositions, and to the professional world of secondary school teaching, including the policy bodies and stakeholders that impact teaching. Within this developing understanding of the larger context of secondary education, students will begin to articulate clearly professional identities and the behaviors inherent in those identities, including their impact on student learning. Drawing on previous coursework and their growing understanding of differences in individual, ethnic, and cultural group attitudes, values, and needs, students also will learn to recognize the complexities of teaching and learning in a pluralistic society. Ultimately, students will be committed to teaching as a responsible professional who acts in an ethical and collegial fashion. 25 Level 2 field experience required. Offered during Fall term only.

TCH 411
THE NATURE OF ENGLISH
Graduate
This course is designed to help students to see that the field of English Studies is bigger than the component they probably identify as English (it's Literature, Writing, and Linguistics/Grammar). Students will explore the formation of the discipline up to the current day, focusing on the shifting understanding of ways of reading, writing and thinking about language. They will strive to answer the questions: "What does it mean to be a student of language and literature?" and, "What are the ways of knowing characteristic of English and Writing, Rhetoric, & Discourse majors?" In doing so, students will relate the disciplinary content of their major to their daily lives and interests and to the larger framework of human endeavor and understanding, including identifying its importance to the personal lives of high school students. The course is a prerequisite for TCH 421. Offered during Winter term only.

TCH 412
THE NATURE OF HISTORY AND THE SOCIAL SCIENCES
Graduate
This course builds on the content course work students have done in the seven disciplines grouped under the heading "social sciences" (history, political science, geography, sociology, anthropology, economics, and psychology). In this class students will get further exposure to the basic concepts of the social science disciplines and consider the connections as well as differences between them. The course emphasizes how different disciplinary backgrounds lead students to bring different perspectives to their study of social phenomena and helps them see these phenomena from multiple vantage points. The course will employ a case study approach framed around social issues of interest to all seven disciplines (e.g. social control, threats, development, natural disasters). By the end of the course, students will have applied the knowledge and skills of multiple social science disciplines to evaluate social phenomena, considered the relationship and differences between those disciplines, and be prepared to enter TCH 422 where they will apply their content knowledge to inquiry and teaching in the field. Offered during Winter term only.

TCH 413
THE NATURE OF MATHEMATICS
Graduate
This course builds on students' mathematics understanding by emphasizing the universality of mathematics as a cultural endeavor. In it, students will explore the historical trends in mathematic and how those trends have been taught. Students will understand that, mathematics, at its core, is deductive; however, it also requires intuition. Thus, the course examines the interaction among intuition, experimentation, conjecture, abstraction, and deductive reasoning not only in the classroom but also in the everyday use of mathematics. It also examines the interplay between concrete problem-solving and generalization. Offered during Winter term only.
THE NATURE OF SCIENCE
Graduate

This course is about the nature of science and the interactions between science and society. It will build on the foundation of understandings that students already have about the processes and conventions of science developed through their years as science students to create opportunities for deeper understandings of the beliefs and assumptions inherent to the creation of scientific knowledge. These opportunities will be developed through direct interactions with professional scientists as well as through case studies and readings that illustrate the strengths, limits and pitfalls of the scientific endeavor as well as provide opportunities for students to relate science to their daily lives and interests and to a larger framework of human endeavor and understanding (e.g., relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values). Cases will be drawn from different scientific disciplines as well as from modern and historic times. In this way, science students will have a better understanding of what it means to be a scientist and how science interfaces with society. The course is a prerequisite for TCH 424. Offered during Winter term only.

TCH 421
INQUIRY & APPLICATION IN DEVELOPING SECONDARY ENGLISH PEDAGOGY
Graduate

This course builds on TCH 411 by preparing teacher candidates to distinguish between what needs to be taught (content) and how it is taught (pedagogy), with an emphasis on understanding the historical shifts in the teaching of content and how these shifts inform teaching and learning in today's English language arts classrooms. The course also introduces students to methods of inquiry and reflection on content pedagogical knowledge. Student will examine their own educational experience through the lens of the historical trends, focusing on how they learned and what they understood their teachers to be doing. This initial case study will serve as an introduction into case study methods. Students will also develop expertise in one of the three historical trend areas - reading, writing, and language - and examine how the trend has informed teaching and learning and shaped curriculum, pedagogy, and assessment. Students will develop a case study of a practicing teacher using the lens of the historical trend in which they are developing expertise. 25 Level 1 Field Experience hours required. Offered during Spring term.

TCH 411 is a prerequisite for this class.

TCH 422
INQUIRY & APPLICATION IN DEVELOPING SECONDARY HISTORY AND SOCIAL SCIENCES PEDAGOGY
Graduate

This course builds on the content knowledge students developed and reinforced in TCH 412. More, it asks them to make the shift from considering how a person prepared in the social sciences analyzes social phenomena to how such a person teaches the social sciences. Students will do this by developing two units of inquiry-based case studies that they could use in their own classrooms. The topics of these case studies will vary from section to section, depending on the needs of the students and expertise of the instructor. Possible topics include the Constitution, the Cold War, slavery, and the Iraq War. As students work on these projects, they will continue to reflect on the course work they have done in the content areas as well as the instruction they see teachers delivering in their field experiences. They will contemplate such questions as: “What are the connections between the social science disciplines? How can they be taught together, creating interdisciplinary courses at the high school level? What are the differences between the social science disciplines and what does this mean for secondary pedagogy? How can teachers use inquiry with their students, making sure they have enough guidance to learn about social events but also the freedom to pursue their interests and make sense of the world on their own terms?” By the end of this course, students through readings and their projects will have advanced their learning about the nature of inquiry, its implementation in the classroom, and the connections and differences between the social science disciplines. 25 Level 1 Field Experience hours required. Offered during Spring term.

TCH 412 is a prerequisite for this class.

TCH 423
INQUIRY & APPLICATION IN DEVELOPING SECONDARY MATHEMATICS PEDAGOGY
Graduate

This course builds on TCH 413 by introducing students to inquiry methods to understand the teaching and learning of mathematics. Students will explore how mathematics has been and is taught by examining major paradigm shifts in mathematics education and the impact those paradigms and shifts have on pedagogical content knowledge, or knowledge of how to teach disciplinary content. Students will use case study methods to look at instructional practices and begin to articulate their own mathematics teaching pedagogy. With the completion of this course, students will have a deeper understanding of mathematical literacy and the barriers to understanding and teaching mathematics, as well as being able to identify what makes an exceptional math teacher who is able to address the needs of all students. 25 Level 1 Field Experience hours required. Offered during Spring term.

TCH 413 is a prerequisite for this class.
TCH 424
RESEARCH METHODS & DISCIPLINARY INQUIRY: MATHEMATICS
Graduate
Following TCH 414, this course transitions from asking “what does a scientist do?” to a consideration of why science literacy in the general public has been so difficult to achieve. The focusing questions for TCH 424 are: “How do we teach science? What is science literacy? Why is an understanding of science important to the general public? and What are the major obstacles and strategies to achieving science literacy?” The course begins by participants self-reflecting on their own educational experiences that led to their paths in science education: what have been their successful learning strategies, how have teachers influenced their education and what have been successful (and less than successful) classroom instructional strategies? From this, students will begin science classroom observation, discussing their observations with their peers, and speaking with educators about their experiences teaching high school science and about the goals and short-comings of science education. Throughout this process, students will read seminal literature on science literacy and explore cases challenging their notions of the teacher-learner relationship and the relationship between science and society. As a result of this course, students will gain a deeper understanding of scientific literacy and the barriers to understanding and teaching science as well as identify what makes an exceptional science teacher able to prepare both future scientists and a knowledgeable public. 25 Level 1 Field Experience hours required. Offered during Spring term.

TCH 451
RESEARCH METHODS & DISCIPLINARY INQUIRY: ENGLISH
Graduate
This course introduces students to education research methods and discipline-specific research and inquiry. During the first five weeks, the course focuses on basic questions, issues, and theoretical frameworks central to the purpose, conceptualization, conducting, writing, reading and using education research as a means for informing education theory, practice and policy. Candidates will be exposed to the multiple frameworks that inform education research and various methodologies employed in collecting and analyzing data. During the last 6 weeks of the course, the course focuses on research related to the teaching of the English language arts in the middle school and high school and pedagogical content knowledge, including research on teaching and learning, curricula and instructional delivery, assessment, and the relationship of socio-cultural, economic, and language use to teaching and learning disciplinary-specific content. Students will develop and implement small discipline-specific research projects, identifying research questions, conducting a literature search, developing a theoretical framework, and collecting and analyzing data. NOTE: Offered concurrently with TCH 481.

TCH 452
RESEARCH METHODS & DISCIPLINARY INQUIRY: HISTORY AND THE SOCIAL SCIENCES
Graduate
This course introduces students to education research methods and discipline-specific research and inquiry. During the first five weeks, the course focuses on basic questions, issues, and theoretical frameworks central to the purpose, conceptualization, conducting, writing, reading and using education research as a means for informing education theory, practice and policy. Candidates will be exposed to the multiple frameworks that inform education research and various methodologies employed in collecting and analyzing data. During the last 6 weeks of the course, the course focuses on research related to the teaching of history and the social sciences in the middle school and high school and pedagogical content knowledge, including research on teaching and learning, curricula and instructional delivery, assessment, and the relationship of socio-cultural, economic, and language use to teaching and learning disciplinary-specific content. Students will develop and implement small discipline-specific research projects, identifying research questions, conducting a literature search, developing a theoretical framework, and collecting and analyzing data. NOTE: Offered concurrently with TCH 482.

TCH 453
RESEARCH METHODS & DISCIPLINARY INQUIRY: MATHEMATICS
Graduate
This course introduces students to education research methods and discipline-specific research and inquiry. During the first five weeks, the course focuses on basic questions, issues, and theoretical frameworks central to the purpose, conceptualization, conducting, writing, reading and using education research as a means for informing education theory, practice and policy. Candidates will be exposed to the multiple frameworks that inform education research and various methodologies employed in collecting and analyzing data. During the last 6 weeks of the course, the course focuses on research related to the teaching of mathematics in the middle school and high school and pedagogical content knowledge, including research on teaching and learning, curricula and instructional delivery, assessment, and the relationship of socio-cultural, economic, and language use to teaching and learning disciplinary-specific content. Students will develop and implement small discipline-specific research projects, identifying research questions, conducting a literature search, developing a theoretical framework, and collecting and analyzing data. NOTE: Offered concurrently with TCH 483.
This course introduces students to education research methods and discipline-specific research and inquiry. During the first five weeks, the course focuses on basic questions, issues, and theoretical frameworks central to the purpose, conceptualization, conducting, writing, reading and using education research as a means for informing education theory, practice and policy. Candidates will be exposed to the multiple frameworks that inform education research and various methodologies employed in collecting and analyzing data. During the last 6 weeks of the course, the course focuses on research related to the teaching of the sciences in the middle school and high school and pedagogical content knowledge, including research on teaching and learning, curricula and instructional delivery, assessment, and the relationship of socio-cultural, economic, and language use to teaching and learning disciplinary-specific content. Students will develop and implement small discipline-specific research projects, identifying research questions, conducting a literature search, developing a theoretical framework, and collecting and analyzing data. NOTE: Offered concurrently with TCH 481.

This course introduces students to the theoretical and practical issues of teaching the English language arts in secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of reading, writing, speaking, and listening skills and sensibilities. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required. COREQUISITE(S): Taken concurrently with TCH 451 or SCG 451. Offered during Fall term.

T&L 425 and Advanced Teacher Candidate Standing or status as a TEACH student are prerequisites for this class.

This course introduces students to the theoretical and practical issues of teaching history and the social sciences in secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of the basic concepts of the seven social science disciplines. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required. COREQUISITE(S): Taken concurrently with TCH 452 or SCG 451. Offered during Fall term.

T&L 425 and Advanced Teacher Candidate Standing or status as a TEACH student are prerequisites for this class.

This course introduces students to the theoretical and practical issues of teaching mathematics in secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of mathematics in all its representations. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required. COREQUISITE(S): Taken concurrently with TCH 453 or SCG 451. Offered during Fall term.

T&L 425 and Advanced Teacher Candidate Standing or status as a TEACH student are prerequisites for this class.
TCH 474
TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
Graduate
This course introduces students to the theoretical and practical issues of teaching the sciences in secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of the different sciences, including biology, chemistry, environmental science, and physics. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required. COREQUISITE(S): Taken concurrently with TCH 454 or SCG 451. Offered during Fall term.

T&L 425 and Advanced Teacher Candidate Standing or status as a TEACH student are prerequisites for this class.

TCH 481
TEACHING ENGLISH IN THE HIGH SCHOOL 2
Graduate
This course continues students' immersion into the pedagogical content knowledge development and practices that began in TCH 421 and TCH 471. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of reading, writing, speaking, and listening skills and sensibilities, with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in TCH 471, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required. COREQUISITE(S): Taken concurrently with TCH 451 or SCG 451. Offered during Winter term.

TCH 471 and Advanced Teacher Candidate Standing are prerequisites for this class.

TCH 482
TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 2
Graduate
This course continues students' immersion into the pedagogical content knowledge development and practices that began in TCH 422 and TCH 472. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of the basic concepts of the seven social science disciplines with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in TCH 472, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required. COREQUISITE(S): Taken concurrently with TCH 452 or SCG 451. Offered during Winter term.

TCH 472 and Advanced Teacher Candidate Standing are prerequisites for this class.

TCH 483
TEACHING MATHEMATICS IN THE HIGH SCHOOL 2
Graduate
This course continues students' immersion into the pedagogical content knowledge development and practices that began in TCH 423 and TCH 473. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of mathematics in all its representations with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in TCH 473, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required. COREQUISITE(S): Taken concurrently with TCH 453 or SCG 451. Offered during Winter term.

TCH 473 and Advanced Teacher Candidate Standing are prerequisites for this class.
TCH 484
TEACHING THE SCIENCES IN THE HIGH SCHOOL 2
Graduate
This course continues students' immersion into the pedagogical content knowledge development and practices that began in TCH 424 and TCH 474. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of the different sciences, including biology, chemistry, environmental science, and physics with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in TCH 474, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism. 30 Level 2 Field Experience hours required.
COREQUISITE(S): Taken concurrently with TCH 454 or SCG 451. Offered during Winter term.
TCH 474 and Advanced Teacher Candidate Standing are prerequisites for this class.

TCH 495
ASSESSMENT ISSUES IN SECONDARY EDUCATION
Graduate
This course introduces candidates to theoretical and philosophical issues related to educational assessment. It addresses the range of assessments teachers will encounter in school settings, including individual cognitive and social and emotional assessments; course material, curricula, and disciplinary program assessments; and large scale high-stakes testing. The course provides candidates opportunities to explore student, program, and curricular assessment issues, including assessment methods and tools; standardized, quantitative, and qualitative assessments; formal and informal assessments; formative and summative assessments; integrated, self-, and peer assessments; cultural, social, economic, and language influences on assessments; and issues of reliability and validity in assessment. Offered during Fall, Winter, and Spring terms. COREQUISITE(S): Taken in conjunction with TCH 471/TCH 472/TCH 473/ TCH 474 OR TCH 481/TCH 482/TCH 483/TCH 484.

T&L 425 and Advanced Teacher Candidate Standing are prerequisites for this class.

TCH 590
STUDENT TEACHING
Graduate
(6 credit hours) This course is the culminating experience for TEACH Program students and requires 11 weeks of onsite student teaching in a high school content area classroom. The course requires students to be in a high school full-time, participating in both in-class instruction and extra-curricular activities related to the school. Open only to TEACH Program Students; Student teaching application and approval required.

TCH 591
STUDENT TEACHING SEMINAR
Graduate
(2 credit hours) This course must be taken concurrently with TCH 590. The seminar format provides students an opportunity to reflect on their student teaching experiences and to reach back and consider what they have learned in the TCH Program and their next steps as practicing teachers. COREQUISITE(S): TCH 590.

TDC 261
BASIC COMMUNICATION SYSTEMS
Undergraduate
(Formerly TDC 361) Introduction to voice, data, and multi-media network communications fundamentals. Wired, Wireless, and Optical applications in Local, Metropolitan, Wide Area Networks are explored. The overview explains how technical, regulatory, competitive, standardization and cultural factors impact modern network applications. Approved for Scientific Inquiry credit. PREREQUISITE(S): NONE.

TDC 311
COMPUTERS IN TELECOMMUNICATIONS SYSTEMS
Undergraduate
This course is an introduction to computer architecture and operating systems with an emphasis on network systems. Topics covered include computer components and functions, logic circuits, process management, memory management, file management, interrupts and I/O peripheral devices, as well as computer networks, distributed systems, and network administration. Students will have several hands-on labs utilizing a Linux environment and will use Shell script for basic systems and network administration as well. PREREQUISITE(S): None.
TDC 362
PRINCIPLES OF DATA COMMUNICATIONS
Undergraduate
Theory and components of data communication systems, modes, codes, and error detection techniques for data transmission, network protocols and line control procedures, communication carrier facilities and system planning. PREREQUISITE(S): (TDC 311 or CSC 373) and (IT 263 or TDC 261)

TDC 363
INTRODUCTION TO LOCAL AREA NETWORKS
Undergraduate
This course covers the principles of local area network (LAN) technologies including protocols, hardware, LAN software and design concepts. The course will focus on the lower layers of the OSI model and explore Ethernet, bridging/switching, VLANs, securing the network and Spanning-tree and Rapid-Spanning-tree protocols. Basic inter-VLAN routing will also be investigated. The course will involve several extensive lab exercises and troubleshooting activities to help reinforce the concepts. PREREQUISITE(S): TDC 261 or IT 263

TDC 364
VOICE COMMUNICATIONS TECHNOLOGIES
Undergraduate
A detailed study of transmission, signaling and switching systems for facilities-based public and private voice networks. Voice digitization and transmission over circuit-switched and packet-switched infrastructures. Computer telephony integration techniques. Quality of service issues in integrated voice-over-data systems. Course may include laboratory work with PBX lab. PREREQUISITE(S): NONE.

TDC 365
NETWORK INTERCONNECTION TECHNOLOGIES
Undergraduate
A comprehensive study of network interconnection technologies including layer 2 bridges and switches, layer 3 routers and higher-layer gateways. The TCP and IP protocols will be studied in detail, including IP address management and router operations and management along with associated Internet protocols. RIP and OSPF protocols will be considered. Course includes laboratory work with protocol analyzers and router administration. PREREQUISITE(S): TDC 363

TDC 368
NETWORK PROGRAMMING
Undergraduate
Programming distributed client/server applications; the sockets interface and multitasking issues; client/server models; remote procedure call; examples of applications such as electronic mail and file transfer. PREREQUISITE(S): CSC 261 or CSC 309.

TDC 369
NETWORK PERFORMANCE ANALYSIS AND DESIGN
Undergraduate
Quantitative foundations of network performance analysis. Probability theory and queueing theory will be developed and applied to problems in LAN performance, traffic engineering, and the analysis of throughput and response time measures for data communications networks. Performance tradeoffs in network design. PREREQUISITE(S): IT 223 and MAT 151 and TDC 365.

TDC 371
WIRELESS COMMUNICATIONS NETWORKS
Undergraduate

TDC 372
DIGITAL ACCESS SERVICES
Undergraduate
A survey of access line technologies used to access Internet and other business network services. Topics will include traditional DS1, DS3 and SONET transport as well as Integrated Services Digital Network (ISDN), Digital Subscriber Line (DSL), Cable Modems, satellite services, Asynchronous Transfer Mode (ATM), and wireless data access methods. PREREQUISITE(S): TDC 362
TDC 375
NETWORK PROTOCOLS
Undergraduate

TDC 376
NETWORK PROJECT
Undergraduate
Case study in developing a large network project. Students will work in groups to analyze and design a major network system. PREREQUISITE(S): TDC 365.

TDC 377
FUNDAMENTALS OF NETWORK SECURITY
Undergraduate
Fundamentals of Network security design and implementation. Review of components used in an enterprise security infrastructure including routers, firewalls, security auditing and assessment tools, Virtual Private Networks (VPN) and Intrusion Detection Systems (IDS). The integration of the different components will be studied in detail, including IP addressing, Network Address Translation (NAT), design of firewall rule sets and performance considerations. Course includes laboratory work with routers, firewalls, Virtual Private Networks and security assessment tools. Pre-req: TDC 365.

TDC 378
INFORMATION STORAGE AND MANAGEMENT
Undergraduate
This course provides a comprehensive overview of network-based storage technology and information storage infrastructure. Major topics include the storage architectures, service features, and benefits of Intelligent Storage Systems. Networked storage technologies include fiber channel (FC), based Storage Area Network (SAN), Network Attached Storage (NAS), and IP-SAN. Advanced storage technologies on Content Addressed Storage (CAS), information security, and storage virtualization are also discussed. PREREQUISITE(S): none

TDC 379
TELECOMMUNICATION AND NETWORK SECURITY PRACTICUM
Undergraduate
Design and implementation of telecommunication and network security infrastructure. This laboratory-based class includes the setup of realistic network infrastructure environment using bridges, routers, layer 2/3 switches and servers. Advanced routing infrastructure implementation using OSPF, RIPv2, EIGRP, BGP, multi-homed BGP setups and IGP/EGP redistribution. Network infrastructure hardening using routers and switches. PREREQUISITE(S): TDC 365 or Instructor consent. Good knowledge of TCP/IP is required.

TDC 384
SCRIPTING FOR NETWORK MANAGEMENT
Undergraduate
This is a hands-on course on using script languages to develop practical applications for Network Management. Students will first learn the fundamentals of Linux system and script language(s) for task automation, and use scripts to develop dynamic web sites. After that, the course will cover Simple Network Management Protocol (SNMP), and use Application Programming Interface (API) to automate networks tasks of Fault Management, Configuration Management, Accounting Management, Performance Management, and Security Management (FCAPS). The final project of the course is to develop a dynamic web site with the above five functional areas to manage Linux servers, Ethernet switches and IP routers. Prerequisite: ( IT263 or TDC261) and (CSC211 or CSC261).

TDC 390
TOPICS IN NETWORK TECHNOLOGY
Undergraduate
May be repeated for credit. PREREQUISITE(S): Completion of TDC 363 and TDC 365 or consent of the instructor.

TDC 399
INDEPENDENT STUDY
Undergraduate
Independent study for variable credit. PREREQUISITE(S): Requires approval of faculty advisor and consent of the Dean.
TDC 405  
**VOICE AND DATA NETWORK FUNDAMENTALS**  
Graduate  
This course provides an introduction to voice and data networking technologies, including public and private voice services, Ethernet and Internet data technologies, network security, business applications and network management. The structure, regulation, and history of the telecom and data network industry will be discussed as well. **PREREQUISITE(S): None**

TDC 411  
**INTRODUCTION TO COMPUTER AND NETWORK SYSTEMS**  
Graduate  
This course is an introduction to computer architecture and operating systems with an emphasis on network systems. Topics covered include computer components and functions, logic circuits, process management, memory management, file management, interrupts and I/O peripheral devices, as well as computer networks, distributed systems, and network administration. Students will have several hands-on labs utilizing a Linux and Cisco IOS environment and will use Shell script for basic systems and network administration as well. **PREREQUISITE(S): None**

TDC 413  
**INTRODUCTION TO LAN AND WAN**  
Graduate  
This course covers the principles of local area network (LAN) and wide area network (WAN) technologies including structured cabling, protocols, network devices, and network operating systems. Students will learn the theories and practices of designing, provisioning, and deploying LAN and WAN in an enterprise environment. Assigned lab exercises involving LAN/WAN configuration and troubleshooting will help reinforce various concepts. **PREREQUISITE(S): None**

TDC 431  
**EMERGING WIRELESS AND MOBILITY NETWORKS**  
Graduate  
A study of evolving 2.5, 3rd & 4th Generation Wireless Networks, and disruptive technologies like WiFi(802.11), WiMax, Bluetooth, RFID, Ultra-Wideband and the security implications mobility networks. This course provides a balanced view of the Wireless Industry in transition, through evolving technology, regulation, competition and standards. Students will be better prepared to deal with the rapid changes and seize the opportunities as data mobility impacts traditional telecommunications and private networks. In addition students will have access to extensive Global Wireless Education Consortium materials to support their individual advanced interests. Formerly TDC 531. **PREREQUISITE(S): TDC 405**

TDC 460  
**FOUNDATIONS OF NETWORK TECHNOLOGIES**  
Graduate  
An introductory course on network technologies for local and wide area networks. The course examines in detail the core concepts for network architectures, Ethernet systems including wired, wireless, and Metro, virtual local area networks, storage area networks, optical networking, and the more traditional network services such as T-1, frame relay, Asynchronous Transfer Mode (ATM), and SONET. **PREREQUISITE(S): TDC 405 and TDC 413**

TDC 463  
**COMPUTER NETWORKS AND DATA SYSTEMS**  
Graduate  
A detailed discussion of the upper layers of network architectures. Network protocol organization will be discussed using TCP/IP as an example. IP addresses, subnetting, super netting, and CIDR. Routing algorithms. Transport layer protocols. Application layer protocols. Introduction to IPv6. **PREREQUISITE(S): TDC 405 and TDC 413**

TDC 464  
**CONVERGED MULTIMEDIA NETWORKS**  
Graduate  
Exploration of multimedia networks including voice, data, and video services offered by network carriers and Internet Service Providers (ISP) to both enterprise and residential customers. The course starts with an overview of current voice and data networks and presents the driving forces leading to a converged multimedia network. The focus is on Voice over IP (VoIP), including signaling, protocols, equipment, network architecture/design, traffic engineering, and service deployment strategy. **PREREQUISITE(S): TDC 405**
TDC 468
NETWORK PROGRAMMING
Graduate
The course covers the basic and advanced issues of TCP/IP networking programming such as multiple processes, I/O multiplexing, multi-threaded processes, multicasting and secure network programming USING C/C++. Application examples such as Internet browsing, instant messaging, proxy filtering and file transfer protocols are discussed. PREREQUISITE(S): (TDC 463 OR CSC 435) and CSC 404

TDC 477
NETWORK SECURITY
Graduate
Network infrastructure security issues, including perimeter security defense, firewalls, Virtual Private Networks, Intrusion Detection Systems, wireless security, network security auditing tools and ethical considerations. Strategies for the deployment of "Defense-In-Depth" mechanisms in an enterprise computing environment. PREREQUISITE(S): TDC 463 or CSC 435

TDC 478
INFORMATION STORAGE AND MANAGEMENT
Graduate
This course provides a comprehensive overview of network-based storage technology and information storage infrastructure. Major topics include the storage architectures, service features, and benefits of Intelligent Storage Systems. Networked storage technologies include fiber channel (FC), based Storage Area Network (SAN), Network Attached Storage (NAS), and IP-SAN. Advanced storage technologies on Content Addressed Storage (CAS), information security, and storage virtualization are also discussed. PREREQUISITE(S): none

TDC 484
SCRIPTING FOR NETWORK MANAGEMENT
Graduate
This is a hands-on course on using script languages to develop practical applications for Network Management. Students will first learn the fundamentals of Linux system and script language(s) for task automation, and use scripts to develop dynamic web sites. After that, the course will cover Simple Network Management Protocol (SNMP), and use Application Programming Interface (API) to automate networks tasks of Fault Management, Configuration Management, Accounting Management, Performance Management, and Security Management (FCAPS). The final project of the course is to develop a dynamic web site with the above five functional areas to manage Linux servers, Ethernet switches and IP routers. Prerequisite: TDC 405 and (IT 211 or CSC 401)

TDC 511
TELECOMMUNICATIONS PRACTICUM
Graduate
Introduction to the functionality and management of voice and data communications equipment in the Telecommunications and Local Area Networks laboratories. Emphasis will be on practical understanding and experience through laboratory exercises. PREREQUISITE(S): TDC 411 and TDC 460 and TDC 463

TDC 512
CELLULAR AND WIRELESS TELECOMMUNICATIONS
Graduate
A survey course which includes an overview of all the design and network elements that comprise the foundation of today’s cellular networks. Topics include the evolution of cellular technology; basic cellular design and operation principles; cell base station design and function; a review of digital wireless technologies; radio frequency (RF) and antenna propagation basics; an overview of towers; microwave radio systems; roaming and intercarrier networking; the business side of wireless and landline interconnection to the Public Switched Telephone Network (PSTN). PREREQUISITE(S): TDC 464

TDC 514
COMPUTER TELEPHONY
Graduate
A study of enabling technologies allowing the integration of voice communications services with personal computers, LANs and mainframes. Telephony programming interfaces, call management software, intelligent fax/data retrieval and interactive voice response systems will be considered. PREREQUISITE(S): TDC 463 and TDC 464.
TDC 532
WIRELESS SYSTEM ENGINEERING AND DEPLOYMENT
Graduate
The course covers technologies and theories that support the design, deployment and operation of modern-day digital wireless networks. The first half of the course will address concepts of RF theory, RF propagation, base station engineering, and antenna propagation. The second half of the course focuses on distributed antenna systems (DAS), and various digital wireless technologies used on modern networks and emerging technologies for the future. IP Multimedia Subsystem (IMS) technology and architectures, along with its interfaces to future wireless networks, will also be addressed. PREREQUISITE(S): TDC 512

TDC 542
PROTOCOLS FOR ADVANCED WIRELESS NETWORKS
Graduate
This course provides students with an in-depth study of the advanced wireless communication protocols and technologies. It starts with an overview of the wireless evolution from the first generation network to the modern and future wireless technologies. It will then go on to explore major aspects of each advanced wireless technology: air interface, smart antennas, network infrastructure, network elements and their functions, QoS, security, mobility, and performance. Wireless protocols, including both User-to-Network Interface (UNI) and Network-to-Network Interface (NNI), are also studied in detail. Students will also learn new service opportunities provided by these advanced wireless technologies. PREREQUISITE(S): TDC 512

TDC 560
ADVANCED NETWORK TECHNOLOGIES AND DESIGN
Graduate
This course introduces advanced network technologies and design, including Multi-Protocol Label Switching (MPLS), MPLS Virtual Private Networks, IP storage networks, content distribution, capacity planning and traffic engineering. PREREQUISITE(S): TDC 460, TDC 463

TDC 562
COMPUTER-COMMUNICATION NETWORK DESIGN & ANALYSIS
Graduate
This course provides an in-depth study of Internet protocols from the perspective of network planning, simulation and troubleshooting. The course includes in-depth study of Internet traffic, traffic measurement techniques, network planning and simulation using simulation tools, and packet management techniques. PREREQUISITE(S): TDC 463

TDC 563
PROTOCOLS AND TECHNIQUES FOR DATA NETWORKS
Graduate
Advanced topics in TCP/IP including IPv6, TCP traffic control, routing protocols, multicast routing protocols, and upper layer protocols supporting Quality of Service (QoS) in the new generation of the Internet; compression techniques; introduction to SNA and APPN, SNA and TCP/IP integration. PREREQUISITE(S): TDC 463

TDC 567
TELECOMMUNICATION SYSTEMS DESIGN AND MANAGEMENT
Graduate
The theory and practice of Telecommunication system design. Ongoing systems management. Telecommunication management including selection of vendors/systems, structuring an RFP systems proposal analysis, computer aided telecommunications management. Telecommunication management strategies from a business perspective. PREREQUISITE(S): TDC 463.

TDC 568
NETWORK MANAGEMENT
Graduate
The five major areas of network management--fault management, performance management, security, accounting and configuration management—are discussed. Advanced topics such as fault diagnosis and isolation, event correlation, MIB design, SNMP programming, performance monitoring, service level agreements and network security architectures are also discussed. PREREQUISITE(S): TDC 463.
TDC 577
NETWORK SECURITY II
Graduate
This course is an advanced class in network security. Topics include: Intrusion Detection and Prevention Systems; Security Engineering processes; Advanced firewall considerations; Honeypots; Incident response; Forensics; Enterprise security policy development and complex enterprise security infrastructure design and integration. PREREQUISITE(S) TDC 477 or TDC 572

TDC 593
TOPICS IN TELECOMMUNICATIONS
Graduate
This is an independent study course. PREREQUISITE(S): Consent of instructor. Independent study form required.

TDC 594
NETWORK CAPSTONE
Graduate
In this class students will synthesize knowledge from previous courses to design, build, test, and demonstrate a comprehensive network project as members of a project team. Topics introduced or reviewed, and used in completing the project, will include network requirement analysis, network architecture design, vendor evaluation, planning, experimental design, physical design, logical design, security design, testing strategy, documentation, change management, and network management strategy. Other topics include reasoning about uncertain user requirements, negotiation, online meeting techniques, and group dynamics. The capstone course will extensively use the DLPOD environment and the OPNET for network design and experiment. PREREQUISITE(S): TDC 511 and TDC 560 and TDC 563

TDC 597
TOPICS IN DATA COMMUNICATIONS
Graduate
This is an independent study course. (PREREQUISITE(S):Consent of instructor. Independent Study form required).

TDC 599
INDEPENDENT STUDY
Graduate
Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable Credit.

TDC 690
RESEARCH SEMINAR
Graduate
Readings and discussion on current research topics. Students may register for this course no more than twice. PREREQUISITE(S): Consent of the instructor.

TDC 696
MASTER’S PROJECT
Graduate
(4 credit hours) Students may register for this course only after their advisor has approved a written proposal for their project. PREREQUISITE(S): Consent of advisor. Independent study form required.

TDC 698
MASTER’S THESIS
Graduate
(2 credit hours) Students may register for this course only after their advisor has approved a written proposal for their thesis. Students must continue to register for this course every quarter after their first registration in it until they complete their project or thesis to the satisfaction of their advisor. They earn two hours of credit for each such registration but only four hours of credit will apply for degree credit. PREREQUISITE(S): Consent of advisor. Independent study form required.
TEC 104
INTRODUCTION TO THEATRE TECHNOLOGY
Undergraduate
(3 quarter hours) This course introduces students to technical systems and standard technical theatre practices. The course emphasizes proper industry-accepted nomenclature of systems, tools, materials, and integrated infrastructure and introduces the steps involved in larger processes. In addition, a specific focus of the course is the establishing of collaborative team work between peers.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 105
INTRODUCTION TO STAGE MANAGEMENT
Undergraduate
Intro to Stage Management is a required class which takes place during the fall quarter of the stage management students' first year. The class covers a combination of stage management methods used at The Theatre School and best professional practices for the beginning stage manager. Visits to The Theatre School shops and discussions with shop supervisors introduce the first year stage managers to the needs, requirements, and preferred professional methods as defined by the construction processes of the shops.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 107
THEATRE CREW
Undergraduate
Theatre Crew (2 quarter hours) All students in the first year of the program are assigned on a rotating basis throughout the year to various crews which build and run the shows in the Showcase, Playworks, New Directors, and Workshop Series.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 108
THEATRE CREW
Undergraduate
Theatre Crew (2 quarter hours) All students in the first year of the program are assigned on a rotating basis throughout the year to various crews which build and run the shows in the Showcase, Playworks, New Directors, and Workshop Series.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 109
THEATRE CREW
Undergraduate
Theatre Crew (2 quarter hours) All students in the first year of the program are assigned on a rotating basis throughout the year to various crews which build and run the shows in the Showcase, Playworks, New Directors, and Workshop Series.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 120
SOUND SOFTWARE
Undergraduate
This class is an overview of the computer programs Sound Design majors will need to create their work. This helps them get a jump-start on how to manipulate sound files on the computer within Peak and Logic, with an overview of the M7CL console they will be using when they start designing the following year.

TEC 151
TECHNICAL DRAWING I
Undergraduate
First course in a 3 course sequence. Mechanical drawing techniques and projection theories are practiced, including drawing-board geometry, scale and dimensioning, and orthographic principles.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
TEC 152
TECHNICAL DRAWING I
Undergraduate
Second course in a 3 course sequence. Mechanical drawing techniques and projection theories are practiced, including drawing-board geometry, scale and dimensioning, and orthographic principles.

TEC 151 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 153
TECHNICAL DRAWING I
Undergraduate
Third course in a 3 course sequence. Mechanical drawing techniques and projection theories are practiced, including drawing-board geometry, scale and dimensioning, and orthographic principles.

TEC 152 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 154
INTRODUCTION TO VECTOR WORKS
Undergraduate
Students will learn to use the Vector Works drafting program to create construction drawings and Light Plots. Classes will include an instructional lecture/demo and instructed work time. This course is a requirement for Lighting Design Majors.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 208
SOUND TECHNOLOGY I
Undergraduate
This class introduces students to the fundamentals of sound technology. Students will become familiar with a range of audio components and specifications, and learn how they function, how they connect to each other, and why they are used in a modern theatre. Students will be able to put together a sound system and understand how audio signals flow thru that sound system.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 209
SOUND TECHNOLOGY I
Undergraduate
This class teaches the history of the recording industry by learning about the most popular studios that shaped the sound of recorded music. You will also learn the practice and set-up of studio recording.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 210
SOUND TECHNOLOGY I
Undergraduate
Every day of this class presents you with a sound system that is not producing sound. And each day there is a lesson to learn about how to approach and troubleshoot problems that often arise when designing sound for theatre.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 251
TECHNICAL DRAWING II
Undergraduate
First course in a 3 course sequence. Advanced techniques and theory are practiced, building on the skills covered in Technical Drawing I.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
TEC 252  
TECHNICAL DRAWING II  
Undergraduate  
Second course in a 3 course sequence. Advanced techniques and theory are practiced, building on the skills covered in Technical Drawing I.  

TEC 253  
TECHNICAL DRAWING II  
Undergraduate  
Third course in a 3 course sequence. Advanced techniques and theory are practiced, building on the skills covered in Technical Drawing I.  

TEC 254  
COSTUME TECHNOLOGY I  
Undergraduate  
First course in a 3 course sequence. Students are introduced to draping and drafting of patterns for basic garments, various problems of layout and cutting, and specialized sewing techniques for costumes.  

TEC 255  
COSTUME TECHNOLOGY I  
Undergraduate  
Second course in a 3 course sequence. Students are introduced to draping and drafting of patterns for basic garments, various problems of layout and cutting, and specialized sewing techniques for costumes.  

TEC 256  
COSTUME TECHNOLOGY I  
Undergraduate  
Third course in a 3 course sequence. Students are introduced to draping and drafting of patterns for basic garments, various problems of layout and cutting, and specialized sewing techniques for costumes.  

TEC 257  
CONSTRUCTION AND RIGGING I  
Undergraduate  
First course in a 3 course sequence. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware.  

TEC 258  
CONSTRUCTION AND RIGGING I  
Undergraduate  
Second course in a 3 course sequence. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware.  

TEC 251 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.  

TEC 252 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.  

TEC 254 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.  

TEC 255 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.  

TEC 257 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
TEC 259  
CONSTRUCTION AND RIGGING I  
Undergraduate  
Third course in a 3 course sequence. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware.

TEC 258 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 267  
STAGE MANAGEMENT I  
Undergraduate  
First course in a 3 course sequence. This course will be divided into pre-production, rehearsal period, tech/running, and maintenance of production segments. The objective is to thoroughly introduce the student to the different venues of theatre from small storefront theatre to large regional theatres. Although the emphasis will be on management practices for theatre in all venues, there will be an element of the practical, day-to-day "nuts and bolts" in the stage management process.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 268  
STAGE MANAGEMENT I  
Undergraduate  
Second course in a 3 course sequence. This course will be divided into pre-production, rehearsal period, tech/running, and maintenance of production segments. The objective is to thoroughly introduce the student to the different venues of theatre from small storefront theatre to large regional theatres. Although the emphasis will be on management practices for theatre in all venues, there will be an element of the practical, day-to-day "nuts and bolts" in the stage management process.

TEC 267 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 269  
STAGE MANAGEMENT I  
Undergraduate  
Third course in a 3 course sequence. This course will be divided into pre-production, rehearsal period, tech/running, and maintenance of production segments. The objective is to thoroughly introduce the student to the different venues of theatre from small storefront theatre to large regional theatres. Although the emphasis will be on management practices for theatre in all venues, there will be an element of the practical, day-to-day "nuts and bolts" in the stage management process.

TEC 268 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 271  
TECHNICAL PRODUCTION PRACTICE I  
Undergraduate  
First course in a 3 course sequence. For all technical students, this course makes production assignments based on the student's ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 272  
TECHNICAL PRODUCTION PRACTICE I  
Undergraduate  
Second course in a 3 course sequence. For all technical students, this course makes production assignments based on the student's ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
TEC 273
TECHNICAL PRODUCTION PRACTICE I
Undergraduate
Third course in a 3 course sequence. For all technical students, this course makes production assignments based on the student's ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 310
COSTUME MANAGEMENT
Undergraduate
Within the theatre there are three costume areas that can be approached from a managerial point of view: shop management, costume storage management, and wardrobe management. Each area can be independent of each other or responsibilities can overlap in a given theatre. This course will cover the responsibilities and challenges of each area from a managerial perspective.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 320
TECHNICAL COLLABORATION
Undergraduate
This class is designed to teach students how to collaborate, and hone their tech cueing skills, within a small storefront theatrical setting that they will undoubtedly come across when they graduate and move into the Chicago theatre community. In this class, the students will learn how to create opening and closing cues; transitions that punctuate, build/decline, propel, and show passage of time. The cues will then be amended in the workshop, to help the students learn to work quickly in changing timings and mood. Making quick artistic decisions and implementing them efficiently is the goal.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 354
COSTUME TECHNOLOGY II
Undergraduate
First course in a 3 course sequence. The first quarter examines the various methods of generating period patterns using primary and secondary sources. The second quarter introduces corset-making and moves toward draping, drafting, cutting, sewing, fitting, altering, and finishing a dress based on a period pattern. The third quarter examines period garments from the 19th and early 20th Centuries, focusing on making detailed observations and drawings of the construction of these garments. Emphasis is placed on developing the students' knowledge concerning pattern shapes, inner structure of garments, sewing techniques, textiles used, and proportional relationships.

TEC 256 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 355
COSTUME TECHNOLOGY II
Undergraduate
Second course in a 3 course sequence. The first quarter examines the various methods of generating period patterns using primary and secondary sources. The second quarter introduces corset-making and moves toward draping, drafting, cutting, sewing, fitting, altering, and finishing a dress based on a period pattern. The third quarter examines period garments from the 19th and early 20th Centuries, focusing on making detailed observations and drawings of the construction of these garments. Emphasis is placed on developing the students' knowledge concerning pattern shapes, inner structure of garments, sewing techniques, textiles used, and proportional relationships.

TEC 354 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 356
COSTUME TECHNOLOGY II
Undergraduate
Third course in a 3 course sequence. The first quarter examines the various methods of generating period patterns using primary and secondary sources. The second quarter introduces corset-making and moves toward draping, drafting, cutting, sewing, fitting, altering, and finishing a dress based on a period pattern. The third quarter examines period garments from the 19th and early 20th Centuries, focusing on making detailed observations and drawings of the construction of these garments. Emphasis is placed on developing the students' knowledge concerning pattern shapes, inner structure of garments, sewing techniques, textiles used, and proportional relationships.

TEC 355 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
TEC 357
CONSTRUCTION AND RIGGING II
Undergraduate
First course in a 3 course sequence. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware.

TEC 259 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 358
CONSTRUCTION AND RIGGING II
Undergraduate
Second course in a 3 course sequence. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware.

TEC 357 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 359
CONSTRUCTION AND RIGGING II
Undergraduate
Third course in a 3 course sequence. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware.

TEC 358 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 367
STAGE MANAGEMENT II
Undergraduate
First course in a 3 course sequence. This course will simultaneously cover two main elements in the world of the stage manager. The first will explore the stage manager's place in the world of legitimate theatre. The second will explore options outside of that world. To this end, guest members of the professional community will provide insight regarding the role of the stage manager in these many different settings. Additionally, a portion of each class will be dedicated to discussion of practical problems encountered in the students' productions.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 368
STAGE MANAGEMENT II
Undergraduate
Second course in a 3 course sequence. This course will simultaneously cover two main elements in the world of the stage manager. The first will explore the stage manager's place in the world of legitimate theatre. The second will explore options outside of that world. To this end, guest members of the professional community will provide insight regarding the role of the stage manager in these many different settings. Additionally, a portion of each class will be dedicated to discussion of practical problems encountered in the students' productions.

TEC 367 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 369
STAGE MANAGEMENT II
Undergraduate
Third course in a 3 course sequence. This course will simultaneously cover two main elements in the world of the stage manager. The first will explore the stage manager's place in the world of legitimate theatre. The second will explore options outside of that world. To this end, guest members of the professional community will provide insight regarding the role of the stage manager in these many different settings. Additionally, a portion of each class will be dedicated to discussion of practical problems encountered in the students' productions.

TEC 368 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 371
TECHNICAL PRODUCTION PRACTICE II
Undergraduate
First course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
TEC 372  
TECHNICAL PRODUCTION PRACTICE II  
Undergraduate  
Second course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 373  
TECHNICAL PRODUCTION PRACTICE II  
Undergraduate  
Third course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 399  
INDEPENDENT STUDY: TECHNICAL  
Undergraduate  
Independent Study: Technical  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 454  
COSTUME TECHNOLOGY III  
Undergraduate  
First course in a 3 course sequence. Fall Quarter examines various craft skills and materials used in costume construction. Winter Quarter examines various techniques for tying, painting, and distressing textiles and costumes for the theatre. Spring Quarter focuses on various millinery techniques including the creation of patterns, construction of buckram, wire, and wool felt bases, fitting, finishing, and trimming.  
TEC 356 and status as an Undergraduate or Graduate Theatre student or permission of instructor is a prerequisite for this class.

TEC 455  
COSTUME TECHNOLOGY III  
Undergraduate  
Second course in a 3 course sequence. Fall Quarter examines various craft skills and materials used in costume construction. Winter Quarter examines various techniques for tying, painting, and distressing textiles and costumes for the theatre. Spring Quarter focuses on various millinery techniques including the creation of patterns, construction of buckram, wire, and wool felt bases, fitting, finishing, and trimming.  
TEC 454 and status as an Undergraduate or Graduate Theatre student or permission of instructor is a prerequisite for this class.

TEC 456  
COSTUME TECHNOLOGY III  
Undergraduate  
Third course in a 3 course sequence. Fall Quarter examines various craft skills and materials used in costume construction. Winter Quarter examines various techniques for tying, painting, and distressing textiles and costumes for the theatre. Spring Quarter focuses on various millinery techniques including the creation of patterns, construction of buckram, wire, and wool felt bases, fitting, finishing, and trimming.  
TEC 455 and status as an Undergraduate or Graduate Theatre student or permission of instructor is a prerequisite for this class.

TEC 457  
PRODUCTION MANAGEMENT SEMINAR  
Undergraduate  
Explores through lectures and projects the roles of the managerial staff in the modern theater. A basic knowledge of theater terminology and some knowledge of management practice is required.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
TEC 458
PRODUCTION MANAGEMENT SEMINAR
Undergraduate
Explores through lectures and projects the roles of the managerial staff in the modern theater. A basic knowledge of theater terminology and some knowledge of management practice is required.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 459
PRODUCTION MANAGEMENT SEMINAR
Undergraduate
Explores through lectures and projects the roles of the managerial staff in the modern theater. A basic knowledge of theater terminology and some knowledge of management practice is required.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 460
THEATRE MANAGEMENT
Undergraduate
Theatre Management

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 467
STAGE MANAGEMENT III
Undergraduate
A continuation of 369 - this course will simultaneously cover two main elements in the world of the stage manager. The first will explore the stage manager's place in the world of legitimate theatre. The second will explore options outside of that world. To this end, guest members of the professional community will provide insight regarding the role of the stage manager in these many different settings. Additionally, a portion of each class will be dedicated to discussion of practical problems encountered in the students' productions. With the addition of a lab session.

TEC 369 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 468
STAGE MANAGEMENT III
Undergraduate
A continuation of 467 with the addition of a lab session.

TEC 467 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 469
STAGE MANAGEMENT III
Undergraduate
A continuation of 467 with the addition of a lab session.

TEC 468 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 471
TECHNICAL PRODUCTION PRACTICE III
Undergraduate
First course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
TEC 472
TECHNICAL PRODUCTION PRACTICE III
Undergraduate
Second course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 473
TECHNICAL PRODUCTION PRACTICE III
Undergraduate
Third course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 490
INTERNSHIP
Undergraduate
The internship provides the student with an opportunity to learn by working with experienced professionals in an area related to his or her area of study at The Theatre School.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 100
WORLD OF THE THEATRE
Undergraduate
Through the aesthetic analysis of plays and dramatists that were foundational in the development of dramatic literature, the student is encouraged to develop basic critical standards for the understanding and appreciation of dramatic production. Can be taken by non-Theatre School students.

THE 105
HISTORY OF DRAMATIC LITERATURE
Undergraduate
Second course in a 3 course sequence.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 106
HISTORY OF DRAMATIC LITERATURE: CLASSICAL GREECE AND ROME
Undergraduate
Third course in a 3 course sequence.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 141
DESIGN WORKSHOP
Undergraduate
First course in a 3 course sequence. This course will introduce the student to the art of theatre design through the examination of the principles of design and composition, the elements of theatrical design, and the nature of collaboration and communication. It is intended for those who plan to work in the theatre in areas other than design. The focus is on the aesthetic, rather than the technical, aspects of design and on how design fits into the framework of the study of theatre in general. The class is intended to prepare those pursuing a career in theatre for communicating and working with designers. Assignments will emphasize the development of creative skills and a common vocabulary in order to establish a framework for informed choices, and for an appreciation of theatre design and its various areas of specialization. In this first course we will explore the fundamentals of visual design. Students will do several basic design projects during the quarter. The process of theatrical design will be introduced by working with a classic script for design analysis and preliminary design parameters.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
THE 142
DESIGN WORKSHOP
Undergraduate

Second course in a 3 course sequence. In the second quarter the class will focus on applying the fundamentals of the first course to the specific task of theatre design. The emphasis is on scenic design, but costumes, lighting, and sound will also be featured. The script analyzed in the first course will continue to be used to explore the integration of design parameters with the aesthetic and conceptual goals of production. We will also discuss the design process and some of the techniques utilized by designers. Later in the quarter another classic script will be used as the foundation for a final design project culminating in a scenic design for that script.

THE 141 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 143
DESIGN WORKSHOP
Undergraduate

Third course in a 3 course sequence. In the third quarter the emphasis is on group artitic work. In this ‘practicum’ quarter students will collaborate in small groups on a design for a mythological story. Following that, and for the bulk of the quarter, students will be assigned to design teams consisting of director and designers. These teams will follow the entire design process, using a Shakespeare script, culminating in the formal presentation of a fully designed production. It is important to understand that the focus of this course is on design process and communication. The technical aspects of theatre design are kept to a minimum. The course aims to help theatre artists in their collaboration with theatre designers.

THE 142 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 200
THEATRE & THE ART OF PRODUCTION: GENDER & SEXUALITY IN THE THEATRE
Undergraduate

Through lecture, discussion, projects and actual theatre attendance, students explore the human nature of the theatrical impulse and its evolution into theatrical form. Plays and readings deal with issues of gender identity, sexual orientation, and sexuality in performance. Students follow the process of specific drama productions from script to stage and examine the artistic process and the role that sexuality and gender play in performance and rehearsal.

THE 201
THEATRE MANAGEMENT I: INTRODUCTION TO MANAGEMENT CONCEPTS IN THE PERFORMING ARTS
Undergraduate

Through lecture, discussion, readings, videos, research and projects, the student learns about styles of arts leadership, contemporary issues and best practices in the field of non-profit arts management, the history of non-profit arts administration in the US including leaders in the field and opportunities for careers in the arts. Emphasis is placed on how non-profit organizations balance their commitment to the Art, the Artist and the Audience. Specific areas of non-profit arts management to be addressed include the role of the arts manager; the primacy of the mission; planning, change and adaptation; leadership and group dynamics; and human resources. (Cross Listed with PAM 301)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 202
THEATRE MANAGEMENT I: ORGANIZATIONAL STRUCTURE AND FINANCIAL MANAGEMENT
Undergraduate

Through lecture, discussion and projects, the student learns about non-profit arts organizational structures, short-and long-term planning, intersection of mission/vision/values and programming with growth and sustainability, producing vs. presenting organizations, financial management, management information systems and budgeting. (Cross-listed with PAM 302)

THE 201 and status as an Undergraduate or Graduate Theatre student or permission of instructor is a prerequisite for this class.

THE 203
THEATRE MANAGEMENT I: MARKETING FOR THE ARTS
Undergraduate

Through lecture, discussion and projects, the student learns about strategies and objectives in marketing and promoting the performing arts. Specific focus is given to integrated marketing and communication strategies; market research and evaluation techniques; organizational image and branding; patron support services; and audience development. Students will create marketing and public relations plans and materials, both independently and on teams, which incorporate targeting audiences; promotions, publicity, and advertising; and working with various forms of media, including social networking and technology-based platforms. (Cross-listed with PAM 303)

THE 202 and status as an Undergraduate or Graduate Theatre student or permission of instructor is a prerequisite for this class.
THE 204
HISTORY OF DRAMATIC LITERATURE
Undergraduate
First course in a 3 course sequence. A study of the development of playscripts, the physical theatre, and means of production from ancient Greek and Roman societies through contemporary theatre. The course emphasizes theatre's changing role in society.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 205
HISTORY OF DRAMATIC LITERATURE
Undergraduate
Second course in a 3 course sequence. A study of the development of playscripts, the physical theatre, and means of production from ancient Greek and Roman societies through contemporary theatre. The course emphasizes theatre's changing role in society.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 206
HISTORY OF DRAMATIC LITERATURE
Undergraduate
Third course in a 3 course sequence. A study of the development of playscripts, the physical theatre, and means of production from ancient Greek and Roman societies through contemporary theatre. The course emphasizes theatre's changing role in society.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 207
THEATRE MANAGEMENT I: INSTITUTIONAL ADVANCEMENT AND COMMUNITY ENGAGEMENT
Undergraduate
Through lecture, discussion and special projects, the student learns about institutional advancement and development as well as collaborations with internal and external constituencies. Topics include forming partnerships, community outreach, board development and engagement, fundraising and grant writing, donor cultivation, and the philanthropic community. This course is the final course in the four-course sequence on Performing Arts Management, and integrates the topics, vocabulary, themes, and subjects introduced in the previous three courses. (Cross-listed with PAM 304)

THE 203 and status as an Undergraduate or Graduate Theatre student or permission of instructor is a prerequisite for this class.

THE 208
UNDERAGE ONSTAGE
Undergraduate
This class examines theatrical literature from the Ancient Greeks through today to uncover how and why playwrights include children in their works and what effect this has on audiences. Contributing variables examined while studying these plays include the time period in which they were written, the social, political, and cultural context, the playwright's style, and the genre. The class will also explore the choice faced by a number of directors: whether to use children true to the age in the script, or adults who can still play young people. The vocabulary of Dramatic Text Analysis will be taught and used when providing written and oral examination of plays covered.

THE 209
SKETCH COMEDY
Undergraduate
Live performances of sketch comedy present theatre in one of its most elemental forms. With a focus on actors and text rather than technical elements, stagings of sketch revues explore the relationship between audience and artist in a dynamic and revealing way. This course will explore both the theoretical underpinnings of comedy and the practical techniques for the creation of this work. The class will examine as literature this work that is often overlooked by critics and theorists because of its perception as a "low" art form.

THE 210
SCRIPT ANALYSIS
Undergraduate
A study of classical text analysis. Using dramatic literature from naturalism to the avant garde, students will dissect how the plays work structurally.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
THE 212
INTRODUCTION TO THEATRE STUDIES
Undergraduate
This course is a general introduction to the aesthetics of the various forms and permutations of theatrical performance. It is a study of performance as an art, with particular emphasis upon its cultural and social influences in our society, and its relationship with the other arts and humanities. The course will emphasize the development of skills for articulate verbal and written response to performances.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 213
SCI-FI AND OTHER GENRE FICTION IN THEATRE
Undergraduate
Science Fiction, Horror, Fantasy, and Superhero as genres of fiction are prevalent in popular culture and successful (almost saturated) in Film, Television, Prose Literature, Graphic Novels, and other forms of storytelling media. Why, then, are they underrepresented in the world of the theatre? And why are the few more well-known examples of these genres in theatre so often unsuccessful, commercially and critically? How can these genres translate to the stage successfully? Which technical characteristics of the theatre and of the theatrical language of storytelling are advantages and disadvantages for bringing these genres to life, as opposed to the other media in which they are more prevalent and successful? This course will attempt to answer these questions by examining extant theatrical works of *genre* fiction and their financial successes and critical receptions. We will also examine critically-acclaimed pieces of *genre* fiction in other media to determine why those pieces were successful and how to translate that success to the stage.

THE 214
ETHICAL DECISION MAKING IN THE THEATRE
Undergraduate
Ethical decisions are a challenging part of every profession. Ethical Decision-Making in the Theatre assumes two basic questions: What is an ethical decision, and why is ethics of particular resonance for theatre professionals? Through readings, writing assignments, and class discussions, this course will work to define ethics by examining examples of both ethical and unethical behavior, will examine the ethical role that theatre plays in our society, and will debate the responsibilities that we carry into the profession as theatre artists and professionals. Through group work we will determine a framework for ethical thinking and will apply this framework to specific situations facing the theatre profession today, ultimately determining whether or not the result is an ethical decision.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 215
PLAYS ABOUT SPORTS
Undergraduate
There is a curious relationship between sports and theatre; that is to say, the inherent theatricality of sports and the inherent athleticism of theatre. A significant component in this relationship is the concept of performance and what that entails. We speak of high-performance cars and trucks, we applaud and then discuss, blog, and tweet (sometimes to an extraordinary degree) the performances of both athletes and actors, we talk about academic performance, we see performing seals, dolphins, and whales at Shedd Aquarium, a member of the clergy performs a wedding ceremony, and the list continues. A highly contested term, performance is bound to the team role as it relates to sports, theatre, and everyday life. What is your role on the team? What role were you cast in? What is your role in the company? The team role is aligned with function and also with the context in which the "role is played." More than anything perhaps, both sports and theatre deal with highly charged relationships. In the plays that we will examine in the course, it is the sport itself that serves as both the context of and trigger for the relationships that are created, strengthened, weakened, or in the worst-case scenarios, totally shattered.

THE 216
SCREEN TO STAGE
Undergraduate
There is a long and storied tradition of adapting plays to film. Glengarry Glen Ross, Chicago, A Few Good Men, Harvey, Romeo + Juliet - the list goes on and on. More recently, however, there has been a continuing trend in the opposite direction: major works of theatre, particularly Broadway musicals, are adaptations of films. This course will examine this trend from several angles. We will discuss some of the reasons for this trend, we will discuss the challenges inherent in translating work written for film to the techniques of the stage, and we will compare and contrast artistic, critical, and financial successes and failures of plays adapted from films.
THE 217
THE ART OF STORYTELLING
Undergraduate
Storytelling is one of our oldest art forms. By exploring stories in performance and writing, students acquire the tools necessary to sculpt and perform their own stories. Then, students discover how storytelling can be used in multiple applications - from marketing to change management to human resources to diversity training. Through discussion, projects, and viewing live and recorded performance, students understand the art and building blocks of good storytelling. Studying different forms will illuminate the connection between content and form. Stories have the power to change people and this class explores how and why.

THE 224
DRAMATIC THEORY: TRAGEDY
Undergraduate
An introduction to the major developments in dramatic theory from Aristotle to the present. Through reading essays on theory along with plays, the course will create a context for understanding how the ethical, aesthetic and social philosophies of dramatic theory inform theatrical production and literature. May be taken by non-Theatre majors.

THE 206 is a prerequisite for this class.

THE 225
DRAMATIC THEORY: COMEDY
Undergraduate
An introduction to the major developments in dramatic theory from Aristotle to the present. Through reading essays on theory along with plays, the course will create a context for understanding how the ethical, aesthetic and social philosophies of dramatic theory inform theatrical production and literature. May be taken by non-Theatre majors.

THE 206 is a prerequisite for this class.

THE 227
PLAYWRITING I
Undergraduate
First Course in a three course sequence. A practical course introducing students to the fundamentals of dramatic writing. Students engage in a variety of writing exercises exploring various elements of writing for the stage. Each quarter students will complete short works for the stage that include 10 minute plays, one acts or first acts of longer works.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 228
PLAYWRITING I
Undergraduate
Second in a three course sequence. A practical course introducing students to the fundamentals of dramatic writing. Students engage in a variety of writing exercises exploring various elements of writing for the stage. Each quarter students will complete short works for the stage that include 10 minute plays, one acts or first acts of longer works.

THE 227 and Status as an Undergraduate Theatre student is a prerequisite for this class.

THE 229
PLAYWRITING I
Undergraduate
Third in a three course sequence. A practical course introducing students to the fundamentals of dramatic writing. Students engage in a variety of writing exercises exploring various elements of writing for the stage. Each quarter students will complete short works for the stage that include 10 minute plays, one acts or first acts of longer works.

THE 228 and Status as an Undergraduate Theatre student is a prerequisite for this class.
THE 232  
PLAYWRIGHT’S SEMINAR I  
Undergraduate  
In this course students explore the underlying formal principles found in various works of architecture, music, visual art, literature, and theatre. Each week students apply these principles to the writing and presentation of short theatrical works. The goal of this course is to expose students to a wide array of approaches to dramatic form.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 234  
DRAMATURGY I: INTRODUCTION TO DRAMATURGY  
Undergraduate  
The first course in the three-term Dramaturgy I sequence. Through reading about the history of dramaturgy, the course develops the intellectual framework necessary to think about the art and science of the discipline and focuses on the study of dramaturgical issues of the past two decades. Students work on theoretical projects. Some attendance at theatre productions may be required.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 235  
DRAMATURGY I: INTRODUCTION TO PRODUCTION DRAMATURGY  
Undergraduate  
The second class in the three-term Dramaturgy I sequence, this course continues the work of THE 234 and emphasizes writing in a workshop context as well as the process of collaboration and hands-on collaboration itself. Much of the student work focuses on in-house theoretical theatre productions. Students who are dramaturgy-criticism majors prepare to work on their first dramaturgy project, the MFAI short plays.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 236  
DRAMATURGY I: TYA AND PLAYWORKS DRAMATURGY  
Undergraduate  
The third class in the three-term Dramaturgy I sequence, this course focuses on the dramaturgy for theatrical productions aimed at young audiences. A major emphasis in the class is the preparation of the actor packets and study guides for The Theatre School's Playworks series.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 241  
ARE WE STILL FABULOUS?: QUEER IDENTITY IN CONTEMPORARY DRAMA  
Undergraduate  
Born out of ACT UP and the AIDS militant movement of the late 1980s and early 1990s, Queer Nation concerned itself with the issue of gay and lesbian enfranchisement and power. They created the battle cry, "We're here, we're queer, we're fabulous, get used to it," thereby granting the gay community ownership of the word “fabulous.” Fabulousness not only became a new manifesto for queer politics and camp, but also became synonymous with irony, tragic history, defiance, gender-fuck, glitter, and drama. Currently, young playwrights have shifted the visor of gay drama from overtly political dramas to stories of identity and love. In replacing direct political messages with more personal appeals for social progress, is contemporary gay drama still fabulous? By interpreting and analyzing the most current queer plays, reading critical and reflective essays, and through discussion, students in the course will decide for themselves if “fabulous” is a thing of the past or stronger than ever in the present.

THE 242  
STAGE DIRECTION FOR NON-MAJORS  
Undergraduate  
This course is designed to introduce students to the director's craft. The focus is on the director's relationship to text through the analysis of playscripts and the use of that analysis to plan an interpretation of a play. Analysis will come from a variety of perspectives—personal, psychological, social, and historical. In addition to preparing and presenting their projects, students will attend performances and write papers in response. The class combines lecture, discussion, group exercises, and in-class activities.
THE 244
DRAMATIC WRITING FOR NON-MAJORS
Undergraduate
This course is designed as an introduction to the process of playwriting. The emphasis is on the exploration of a range of techniques and tools available to the playwright. Through the completion and discussion of a series of writing exercises, the class will examine the various elements of playwriting. Particular attention will be paid to the connections between form and meaning. Work for the course will include weekly exercises, written responses to plays in production, and the presentation of projects. Instructional methods will include lecture, discussion, group exercises, and in-class activities. The final project of the class will be the completion of a draft of a 10-minute play.

THE 246
STAGE DESIGN FOR NON-MAJORS
Undergraduate
The course introduces the essential principles of designing for the stage. The art of stage design is explored through the analysis and interpretation of dramatic literature. Students will engage in script analysis, creative research, critical writing, model building and rendering to present visual and written work that represents their personal reflection on the plays examined in the class.

THE 250
AMERICAN FUNNY: STAGE COMEDY FROM GROUCHO MARX TO TINA FEY
Undergraduate
We’re a funny people. We like to watch people be funny. AMERICAN FUNNY is a survey course that looks at American comedy in theatre from the early 20th century to the present day. We view performances of plays on video, read and write about American plays and playwrights, and discuss what is special about going to the theatre. We explore a historical progression of comedy, different types of comedy, the development of the American Comic Hero, and how comedy brings us together as theatregoers and as Americans.

THE 251
STAGE TO SCREEN: CINEMATIC TRANSLATIONS OF THE DRAMATIC CANON
Undergraduate
It is almost always the case that audiences are introduced to the dramatic canon with cinematic translations of the great plays, rather than actual productions. In this course we will examine what elements theatre and film share as well as what elements one or the other medium possesses exclusively if any. What is lost or, indeed gained in cinematic translation? What is the notion of theatricality? What cannot be translated to the film? What societal elements come into play when translating a play for the screen? Socio-political and historical milieu of the original plays will be examined as well as those of the screen plays.

THE 253
THEME PARK THEATRE
Undergraduate
Theme parks have become contemporary equivalents of the ancient Greek theatre festivals - places where the citizenry gather to revisit the myths and history of the community. While much has been written about theme parks from the perspective of cultural studies, urban planning, and commerce, little attention has been paid to their function as performance or theatre. In this class we will attempt to develop criteria for evaluating theme park attractions as works of art. How do theme parks fulfill or challenge traditional definitions of theatre? What is the relationship between audience and performer? Can/should theme parks aspire to do more than entertain? How are stories told physically and architecturally? How have theme parks influenced theatre and other art forms?

THE 254
POLITICAL THEATRE
Undergraduate
This course surveys political theatre from the ancient Greeks right up until today. Through an examination of the political contents of specific plays and of theoretical reading, such as manifestos, the course instructs students in critical thinking, the relationship between form and content, and between a society and one genre of art.

THE 255
ANGELS, PUNKS AND RAGING QUEENS: THE ECLECTIC QUILT OF AIDS DRAMA
Undergraduate
Acquired Immune Deficiency Syndrome (AIDS) has left an indelible mark on both the history and culture of the world. While fear and loss can paralyze, they can also mobilize. In addition to destroying generations of artists, AIDS has become what some call “the great unifier,” giving voice to a new generation of theatre artists. But what are these voices? Cries for social change? Political rants? Stories of remembrance? Lessons to educate? All of the above? What does AIDS mean when it appears onstage in a performance? By interpreting and analyzing plays from both national and global AIDS perspectives, reading critical and reflective essays, and through discussion, students in the course will discover how the ritual of theatre has been used to create the eclectic quilt of voices that is AIDS drama.
THE 256
THEATRE FOR YOUNG AUDIENCES DRAMATIC LITERATURE: PLAYS FOR THE ONCE AND FUTURE AMERICAN AUDIENCE
Undergraduate
Over the past one hundred years or so, artists and educators in the United States have specifically dedicated themselves to sharing and creating aesthetic, creative experiences for young people. But what have been the impulses behind these plays and creations? Why specifically devise a theatre for young audiences (TYA)? Are children just little adult theatre goers or has an approach and methodology developed through the years to speak directly to young people? The goal of this introductory course is find some answers to these questions by surveying the history of dramatic literature for children in the United States from the beginning of the last century to the present day. Through readings, lectures, workshops, and discussions students will gain insight into the TYA theories, philosophies, styles, and practices that have accumulated over the years. By excavating the past and examining the present, students will achieve further appreciation and understanding of the spectrum of theatrical experiences written and improvised for children.

THE 257
WRITING LOCALLY, THINKING GLOBALLY: INTERNATIONAL THEATRE FOR YOUNG AUDIENCES DRAMATIC LITERATURE
Undergraduate
While writing and performing for their local communities, various international artists have made a global impact on the field of theatre for young audiences. This course is an investigation of the principles, procedures, and practices of theatre for young audiences playwrights and artists worldwide. Through analysis of readings, lectures, workshops, and discussions students will explore the skills and aesthetic techniques that theatre creators from around the globe use to communicate with their audiences. By examining historical, theoretical, and artistic intercontinental connections, students will hopefully gain further appreciation and understanding of the contemporary, global theatre for young audiences (TYA) field.

THE 258
SHADOWS OF UNDERSTANDING: THE HOLOCAUST IN THEATRE AND PERFORMANCE
Undergraduate
The Holocaust of the 20th Century perpetrated and executed by Nazi Germany, has both seared itself into people's consciousness and become very much a part of world culture. Theatre and performance have been created to try to understand this event and search for meaning. Created through multiple perspectives and styles - historical and political, philosophical and religious, realistic and surrealistc, using dark humor and the power of memory, focusing on gender relations -- there is no one method of presenting the Holocaust artistically. Through a close investigation of key theatre and performances, students will discover many works that were unknown to them and that will help to shed some light on these representations more deeply, reflecting the complexity of the Holocaust in a search for understanding and ultimately seeking to answer this imperative, "Can and should art be made from representations of genocidal atrocity?"

THE 259
PERFORMING MOSAIC: JEWISH CULTURE'S INFLUENCE ON AMERICAN THEATRE AND PERFORMANCE
Undergraduate
Over the years the abundance of artistic contributions from Jewish creators--playwrights, performers, composers and lyricists, acting teachers and producers-- has helped to shape the American Theatre as we know it. Through a critical reading of the plays in their context and viewing performances on video this course will explore the unique synthesis and the long and colorful relationship between Jews and theatre in America. Critical questions to be asked are: How does the ethnic mosaic of America and American values and multi-culturalism act as an incubator? How did anti-Semitism and stereotypes play a role? Does the cultural memory of the Jew as the "outsider and survivor in history" provide a particular aesthetic?

THE 260
CHICKS, MEAN GIRLS AND FEMMES FATALES: WOMEN WRITING IN THE AMERICAN THEATRE
Undergraduate
This course examines ninety years of women's dramatic writing in America from the jazz age to today. We will look at plays written by women, and theoretical essays about the plays and playwrights; biographies, as well as historical materials illuminating plays; themes and forms. Identity has always been important to American dramaturgy and women have always occupied a unique place in the theatre: as actresses, as spectators, as icons, as demons, and finally as creators. Women have been playwrights but they have also been producers and theatre adventurers.

THE 261
OCULAR PROOF: SHAKESPEARE'S INFLUENCE IN CINEMA
Undergraduate
Shakespeare's plays explore the scope and depth of the human experience. Using the visual elements of cinema, these epic stories translate effectively for modern audiences. Students will read four plays by Shakespeare, and explore their thematic and dramatic interpretations on film: two adapted from Shakespeare's themes and two cinematic versions of the plays themselves which will elucidate the 'ocular proof' of Shakespeare's influence on cinema.
THE 268
INTRODUCTION TO THE PRODUCTION PROCESS
Undergraduate
This course introduces students to the specifics of the production process and focuses on similarities and differences between the curricular perspective of the production process at The Theatre School and that of the professional world. Through readings, lecture, and discussion, students will gain an orientation to the responsibilities and expectations of first-year crew assignments, basic skills involved in stage management, examples of the production process from both the Chicago and national theatre scenes, and the concept of collaboration as a fundamental component of all production work.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 269
STAGE MANAGEMENT WORKSHOP
Undergraduate
Second course in a 2 course sequence. A survey of the stage manager's role in pre-production, rehearsal, tech and performance. The course will explore the techniques and responsibilities of the stage manager in a variety of theatrical venues.

THE 268 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 271
THEATRE STUDIES PRODUCTION PRACTICE I
Undergraduate
First course in a 3 course sequence. For all Theatre Studies students, this course makes assignments related to the student's major, including Dramaturgical work, assistant directing, and stage managing.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 272
THEATRE STUDIES PRODUCTION PRACTICE I
Undergraduate
Second course in a 3 course sequence. For all Theatre Studies students, this course makes assignments related to the student's major, including Dramaturgical work, assistant directing, and stage managing.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 273
THEATRE STUDIES PRODUCTION PRACTICE I
Undergraduate
Third course in a 3 course sequence. For all Theatre Studies students, this course makes assignments related to the student's major, including Dramaturgical work, assistant directing, and stage managing.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 291
PERFORMANCE WORKSHOP I
Undergraduate
The first course in a 3-course sequence. Students work on basic performance skills through individual and group exercises in acting, voice and speech, and movement. The work culminates in in-class performances of selected scenes and/or monologues from a variety of contemporary American plays.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 292
PERFORMANCE WORKSHOP II
Undergraduate
The second course in a 3-course sequence. Students expand on basic performance skills emphasized in Performance Workshop 1. The emphasis in this second quarter focuses on the actor's approach to text, intentionality and motivation, objectives, obstacles, the tactics used in realizing physical actions in performance, and an introduction to the director-actor relationship in rehearsal.

THE 291 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
THE 293
PERFORMANCE WORKSHOP III
Undergraduate
The third course in a 3-course sequence. The focus of the final course is on the practical dynamics of the director-actor relationship. Students in Performance Workshop 3 serve as the acting company for those students in the third quarter of the BFA Directing sequence.

THE 292 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 301
THEATRE MANAGEMENT II: INTRODUCTION TO COMMERCIAL THEATRE
Undergraduate
Through lecture, discussion and projects, the student learns about the current environment in the world of commercial theatre. Focusing on the study of producing, students will learn about the nature of the work of the producer, general manager, and other key figures; securing rights to theatrical properties; raising capital for theatrical productions (filings, offerings, Securities and Exchange Commission); facilities and touring issues. Studies include researching commercial theatre entities and individuals.

THE 203 and status as an Undergraduate or Graduate Theatre student or permission of instructor is a prerequisite for this class.

THE 302
THEATRE MANAGEMENT II: HUMAN RESOURCES MANAGEMENT IN THE COMMERCIAL THEATRE
Undergraduate
Through lecture, discussion and projects, the student learns about human resource management and compliance with federal employment laws including review of employee handbooks, employee benefits, payroll and withholding, I-9, W-2 and W-4 forms, employee vs independent contractor status as well as hiring someone who is a corporation. The course reviews the history, membership, contracts and work rules of the theatrical unions in the United States, collective bargaining, labor arbitration and non-union human resource management in commercial theatre.

THE 301 and status as an Undergraduate or Graduate Theatre student or permission of instructor is a prerequisite for this class.

THE 303
THEATRE MANAGEMENT II: FINANCIAL MANAGEMENT IN THE COMMERCIAL THEATRE
Undergraduate
Through lecture, discussion and projects, the student learns about financial planning, budgeting and accounting, box office income, booking agreements and deals, paying labor and other expenses, income statements, and settlements. Attention is paid to distinguishing between facility licensing agreements and booking contracts.

THE 302 and status as an Undergraduate or Graduate Theatre student or permission of instructor is a prerequisite for this class.

THE 320
MOVEMENT WORKSHOP
Undergraduate
By exploring a beginning approach to one or more methodologies intended to increase an actor's movement and use of self, this course provides a starting point for the analysis of the processes an actor uses to broaden, deepen, and clarify physical work on a character and as a member of an artistic ensemble.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 324
DRAMATIC THEORY
Undergraduate
This course explores the art and craft of reviewing and writing about theater and the other performing arts in a variety of different media, from newspapers to alternative weeklies to magazines. The course also aims at developing for the student a systematic understanding of the concepts and issues that have historically informed theatrical criticism, as well as those that inform the contemporary period.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
THE 325
DRAMATIC CRITICISM
Undergraduate
Through reading, lecture, discussion, and writing practicum, the course introduces foundational concepts in descriptive and evaluative criticism. Through the process of writing critical responses to theatre performances, the course addresses topics from criteria for script evaluation to expected outcomes of the theatrical experience. Can be taken by non-Theatre School students with permission of instructor.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 326
DRAMATIC CRITICISM
Undergraduate
Through reading, lecture, discussion, and writing practicum, the course introduces foundational concepts in descriptive and evaluative criticism. Through the process of writing critical responses to theatre performances, the course addresses topics from criteria for script evaluation to expected outcomes of the theatrical experience. Can be taken by non-Theatre School students with permission of instructor.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 327
PLAYWRITING II
Undergraduate
First course in a 3 course sequence. Students in this year long course focus on the completion of a major, full length work for the stage. Through writing exercises, table work sessions, storyboarding, targeted rewriting, minimal staging, and other means, students will experience the various stages of the process of writing a major work - from conception to development to public presentation. Plays written in this course are presented in the annual Wrights of Spring Festival and considered for production in the Theatre School season.

THE 229 and Status as an Undergraduate Theatre student is a prerequisite for this class.

THE 328
PLAYWRITING II
Undergraduate
Second course in a 3 course sequence. Students in this year long course focus on the completion of a major, full length work for the stage. Through writing exercises, table work sessions, storyboarding, targeted rewriting, minimal staging, and other means, students will experience the various stages of the process of writing a major work - from conception to development to public presentation. Plays written in this course are presented in the annual Wrights of Spring Festival and considered for production in the Theatre School season.

THE 327 and Status as an Undergraduate Theatre student is a prerequisite for this class.

THE 329
PLAYWRITING II
Undergraduate
Third course in a 3 course sequence. Students in this year long course focus on the completion of a major, full length work for the stage. Through writing exercises, table work sessions, storyboarding, targeted rewriting, minimal staging, and other means, students will experience the various stages of the process of writing a major work - from conception to development to public presentation. Plays written in this course are presented in the annual Wrights of Spring Festival and considered for production in the Theatre School season.

THE 328 and Status as an Undergraduate Theatre student is a prerequisite for this class.

THE 330
MUSICAL THEATRE WORKSHOP
Undergraduate
This course provides an introduction to musical theatre through performance (including solo and group singing and scene preparation) and historical and theoretical studies (including vocal technique, musical theatre history and literature, and music theory).

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
THE 332
PLAYWRIGHT’S SEMINAR II
Undergraduate
Continues and deepens the exploration of form students begin in Playwrights Seminar I. In this course students explore the underlying formal principles found in various works of architecture, music, visual art, literature, and theatre. Each week students apply these principles to the writing and presentation of short theatrical works. The goal of this course is to expose students to a wide array of approaches to dramatic form.

THE 232 and Status as an Undergraduate Theatre student is a prerequisite for this class.

THE 334
DRAMATURGY II: CLASSICAL DRAMATURGY
Undergraduate
The first class in the three-term Dramaturgy II sequence, this course continues the work of Dramaturgy I and focuses on the preparation for work on a classical play.

THE 234, 235, 236 and status as an Undergraduate or Graduate Theatre student or permission of instructor is a prerequisite for this class.

THE 335
DRAMATURGY II: NEW PLAY DRAMATURGY
Undergraduate
This course is taught in conjunction with The Theatre School's playwriting program and focuses on the dramaturgical work involved in new play development.

THE 234, 235, 236 and status as an Undergraduate or Graduate Theatre student or permission of instructor is a prerequisite for this class.

THE 336
DRAMATURGY II: DRAMATURGY CAPSTONE
Undergraduate
The final class in the dramaturgy sequence, this course focuses on issues relevant to dramaturgical work. Students in the class will be required to write a thesis essay that emphasizes a dramaturgical issue relevant to their own production work.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 344
HAMLET IN PERFORMANCE: SCRIPT, STAGE, SCREEN
Undergraduate
It is through performance that the essence of Shakespeare materializes. In this course we will examine the relationship of Hamlet to theory, theatrical performance, and film. What makes a good production of Hamlet or a bad one? Was Hamlet rooted in economic necessity? What is lost or gained by filmic representation? To comprehend Shakespeare as a writer whose Hamlet continues to fascinate modern audiences, the course looks at not only the page-to-stage translations but also the critical cultural context in which he first achieved artistic success.

THE 345
POLITICAL THEATRE
Undergraduate
This course surveys political theatre from the ancient Greeks right up until today. Through an examination of the political contents of specific plays and of theoretical reading, such as manifestos, the course instructs students in critical thinking, the relationship between form and content, and between a society and one genre of art.

THE 371
THEATRE STUDIES PRODUCTION PRACTICE II
Undergraduate
First course in a 3 course sequence. This course makes assignments based on the student's ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
THE 372
THEATRE STUDIES PRODUCTION PRACTICE II
Undergraduate
Second course in a 3 course sequence. This course makes assignments based on the student's ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 373
THEATRE STUDIES PRODUCTION PRACTICE II
Undergraduate
Third course in a 3 course sequence. This course makes assignments based on the student's ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 381
SURVEY OF THE ARTS FOR THEATRE
Undergraduate
First course in a 3 course sequence. The styles and aesthetics of art, architecture, fashion and the decorative arts from ancient Egypt through the first half of the 20th century are examined. Emphasis is placed on periods and countries that are most important to American theatre. Can be taken by non-Theatre School students with permission of instructor.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 382
SURVEY OF THE ARTS FOR THEATRE
Undergraduate
Second course in a 3 course sequence. The styles and aesthetics of art, architecture, fashion and the decorative arts from ancient Egypt through the first half of the 20th century are examined. Emphasis is placed on periods and countries that are most important to American theatre. Can be taken by non-Theatre School students with permission of instructor.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 383
SURVEY OF THE ARTS FOR THEATRE
Undergraduate
Third course in a 3 course sequence. The styles and aesthetics of art, architecture, fashion and the decorative arts from ancient Egypt through the first half of the 20th century are examined. Emphasis is placed on periods and countries that are most important to American theatre. Can be taken by non-Theatre School students with permission of instructor.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 399
INDEPENDENT STUDY
Undergraduate
Independent Study

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 408
CAPSTONE: PREPARING FOR THE PROFESSION
Undergraduate
Preparing for the Profession is the first course in the 2-term Capstone sequence. This course serves as a cumulative and summative examination of both the academic and practical components of a 4-year BFA program in theatre studies. Through readings, writing, and discussion, the course will emphasize a number of theoretical issues such as the question of ethical decision-making in theatre practice and the interrelationship between liberal studies coursework (what we make theatre about) and theatre coursework (how we make theatre). From a more practical perspective, this course will also provide students with an introduction to portfolio preparation and cover letters and resumes for prospective jobs as students prepare to enter the professional market.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
Graduating students will explore the practical and philosophical issues of contemporary theatre. Topics will range from the preparation of resumes and portfolios for various positions to explorations of the role of the arts in society. Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

Portfolio Preparation expands and heightens the work begun in THE 408, Preparing for the Profession, and THE 410, Capstone. Students during the spring quarter course will work to develop a variety of cover letters for prospective jobs, refine and finesse their resumes, review interviewing techniques, and participate in a series of mock interviews for specific theatre companies - all in preparation for Theatre Studies participation in Graduate Showcase. Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

Seminars will offer intensive study of various areas of theatrical study including history, criticism, performance and production. The courses may be organized around specific topics, issues, artists or themes. Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

First course in a 3 course sequence. Advanced playwrights work on independent projects one on one with faculty. Students have the opportunity to refine existing work for workshop in Wrights of Spring or production in the Theatre School season. Students will also be exposed to the practical business of being a playwright entering the profession. Status as an Undergraduate Theatre student is a prerequisite for this class.

Second course in a 3 course sequence. Advanced playwrights work on independent projects one on one with faculty. Students have the opportunity to refine existing work for workshop in Wrights of Spring or production in the Theatre School season. Students will also be exposed to the practical business of being a playwright entering the profession. Status as an Undergraduate Theatre student is a prerequisite for this class.
THE 429
PLAYWRITING III
Undergraduate
Third course in a 3 course sequence. Advanced playwrights work on independent projects one on one with faculty. Students have the opportunity to refine existing work for workshop in Wrights of Spring or production in the Theatre School season. Students will also be exposed to the practical business of being a playwright entering the profession.

THE 428 and Status as an Undergraduate Theatre student is a prerequisite for this class.

THE 430
TOPICS IN PLAYWRITING I
Graduate
The first in a three sequence course. In these courses, advanced playwriting students are exposed to a wide array of approaches to playwriting. Topics might include improvisational based dramatic writing, the playwright-dramaturg relationship, adaptation, collaboratively written work and writing from a multicultural framework.

THE 332 and Status as an Undergraduate Theatre student is a prerequisite for this class.

THE 431
TOPICS IN PLAYWRITING II
Graduate
The second course in a three course sequence. In these courses, advanced playwriting students are exposed to a wide array of approaches to playwriting. Topics might include improvisational based dramatic writing, the playwright-dramaturg relationship, adaptation, collaboratively written work and writing from a multicultural framework.

THE 430 and Status as an Undergraduate Theatre student is a prerequisite for this class.

THE 432
TOPICS IN PLAYWRITING III
Graduate
The third course in a three course sequence. In these courses, advanced playwriting students are exposed to a wide array of approaches to playwriting. Topics might include improvisational based dramatic writing, the playwright-dramaturg relationship, adaptation, collaboratively written work and writing from a multicultural framework.

THE 431 and Status as an Undergraduate Theatre student is a prerequisite for this class.

THE 434
SEMINAR: TOPICS IN DRAMATIC LITERATURE
Undergraduate
Seminars will offer intensive study of various areas of literature created for the theatre. The courses may be organized around specific playwrights, historical periods, styles or themes.

THE 204, 205, 206 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 435
SEMINAR: TOPICS IN DRAMATIC LITERATURE
Undergraduate
Seminars will offer intensive study of various areas of literature created for the theatre. The courses may be organized around specific playwrights, historical periods, styles or themes.

THE 204, 205, 206 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 436
SEMINAR: TOPICS IN DRAMATIC LITERATURE
Undergraduate
Seminars will offer intensive study of various areas of literature created for the theatre. The courses may be organized around specific playwrights, historical periods, styles or themes.

THE 204, 205, 206 and status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
THE 471  
THEATRE STUDIES PRODUCTION PRACTICE III  
Undergraduate  
This course makes assignments based on the student's ability and experience.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 472  
THEATRE STUDIES PRODUCTION PRACTICE III  
Undergraduate  
This course makes assignments based on the student's ability and experience.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 473  
THEATRE STUDIES PRODUCTION PRACTICE III  
Undergraduate  
This course makes assignments based on the student's ability and experience.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 490  
THEATRE STUDIES INTERNSHIP  
Undergraduate  
The internship provides the student with an opportunity to learn by working with professionals in an area related to his/her area of study at The Theatre School.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 511  
GRADUATE MANAGEMENT PRACTICUM  
Graduate  
Work training course as full-time employment at Chicago Shakespeare Theater. Specialized training in company operations of tickets sales, gift processing, customer service, house management, producing, company management, budget development, special event planning, subscription campaign, marketing and development, facilities operations, and organizational structure.  
Status as Graduate Theatre student is a prerequisite for this class.

THE 512  
GRADUATE MANAGEMENT PRACTICUM  
Graduate  
Work training as full-time employment at Chicago Shakespeare Theater. Specialized training in company operations of ticket sales, gift processing, customer service, house management, producing, company management, budget development, special event planning, subscription campaign, marketing and development, facilities operations, and organizational structure.  
Status as Graduate Theatre student is a prerequisite for this class.

THE 513  
GRADUATE MANAGEMENT PRACTICUM  
Graduate  
Work training as full-time employment at Chicago Shakespeare Theater. Specialized training in company operations of ticket sales, gift processing, customer service, house management, producing, company management, budget development, special event planning, subscription campaign, marketing and development, facilities operations, and organizational structure.  
Status as Graduate Theatre student is a prerequisite for this class.
THE 521
ARTS LEADERSHIP SYNTHESIS SEMINAR
Graduate
All study revolves around this weekly seminar that includes aspects of the Chicago Shakespeare work experience and DePaul course integration in addition to readings, field trips, projects, and time for independent study. The Synthesis Seminar is fluid and reflective, allowing for both examination of coursework and on-the-job experience. Each seminar session synthesizes the students' weekly studies, experiences both at work and in the community, independent research, and natural curiosity in close connection with Theatre School faculty, program director, and the Chicago Shakespeare department heads.

Status as Graduate Theatre student is a prerequisite for this class.

THE 522
ARTS LEADERSHIP SYNTHESIS SEMINAR
Graduate
All study revolves around this weekly seminar that includes aspects of the Chicago Shakespeare work experience and DePaul course integration in addition to readings, field trips, projects, and time for independent study. The Synthesis Seminar is fluid and reflective, allowing for both examination of coursework and on-the-job experience. Each seminar session synthesizes the students' weekly studies, experiences both at work and in the community, independent research, and natural curiosity in close connection with Theatre School faculty, program director, and the Chicago Shakespeare department heads.

Status as Graduate Theatre student is a prerequisite for this class.

THE 523
ARTS LEADERSHIP SYNTHESIS SEMINAR
Graduate
All study revolves around this weekly seminar that includes aspects of the Chicago Shakespeare work experience and DePaul course integration in addition to readings, field trips, projects, and time for independent study. The Synthesis Seminar is fluid and reflective, allowing for both examination of coursework and on-the-job experience. Each seminar session synthesizes the students' weekly studies, experiences both at work and in the community, independent research, and natural curiosity in close connection with Theatre School faculty, program director, and the Chicago Shakespeare department heads.

Status as Graduate Theatre student is a prerequisite for this class.

THE 534
DRAMATURGY I
Graduate
This course develops the skills necessary to begin work as a production dramaturg through a consideration of practical, historical, and theoretical issues. The students work on both in-class and school productions as well as writing critical essays.

Status as Graduate Theatre student is a prerequisite for this class.

THE 535
DRAMATURGY I
Graduate
This course develops the skills necessary to begin work as a production dramaturg through a consideration of practical, historical, and theoretical issues. The students work on both in-class and school productions as well as writing critical essays.

Status as Graduate Theatre student is a prerequisite for this class.

THE 599
INDEPENDENT STUDY
Graduate
Independent Study

Status as Graduate Theatre student is a prerequisite for this class.
**THE 601**  
**GRADUATE SEMINAR**  
**Graduate**

The course familiarizes the student with the requisites of the thesis project and prepares the student to successfully complete this graduate requirement. Additionally, students review material in preparation for the comprehensive exam in the history of theatre and dramatic literature.

Status as Graduate Theatre student is a prerequisite for this class.

---

**THE 602**  
**GRADUATE SEMINAR**  
**Graduate**

The course familiarizes the student with the requisites of the thesis project and prepares the student to successfully complete this graduate requirement. Additionally, students review material in preparation for the comprehensive exam in the history of theatre and dramatic literature.

Status as Graduate Theatre student is a prerequisite for this class.

---

**THE 603**  
**GRADUATE SEMINAR**  
**Graduate**

The course familiarizes the student with the requisites of the thesis project and prepares the student to successfully complete this graduate requirement. Additionally, students review material in preparation for the comprehensive exam in the history of theatre and dramatic literature.

Status as Graduate Theatre student is a prerequisite for this class.

---

**THE 611**  
**GRADUATE MANAGEMENT PRACTICUM**  
**Graduate**

Work training as full-time employment at Chicago Shakespeare Theater. Specialized training in company operations of ticket sales, gift processing, customer service, house management, producing, company management, budget development, special event planning, subscription campaign, marketing and development, facilities operations, and organizational structure.

Status as Graduate Theatre student is a prerequisite for this class.

---

**THE 612**  
**GRADUATE MANAGEMENT PRACTICUM**  
**Graduate**

Work training as full-time employment at Chicago Shakespeare Theater. Specialized training in company operations of ticket sales, gift processing, customer service, house management, producing, company management, budget development, special event planning, subscription campaign, marketing and development, facilities operations, and organizational structure.

Status as Graduate Theatre student is a prerequisite for this class.

---

**THE 613**  
**GRADUATE MANAGEMENT PRACTICUM**  
**Graduate**

Work training as full-time employment at Chicago Shakespeare Theatre. Specialized training in company operations of ticket sales, gift processing, customer service, house management, producing, company management, budget development, special event planning, subscription campaign, marketing and development, facilities operations, and organizational structure.

Status as Graduate Theatre student is a prerequisite for this class.
THE 621
ARTS LEADERSHIP SYNTHESIS SEMINAR
Graduate
All study revolves around this weekly seminar that includes aspects of the Chicago Shakespeare work experience and DePaul course integration in addition to readings, field trips, projects, and time for independent study. The Synthesis Seminar is fluid and reflective, allowing for both examination of coursework and on-the-job experience. Each seminar session synthesizes the students’ weekly studies, experiences both at work and in the community, independent research, and natural curiosity in close connection with Theatre School faculty, program director, and the Chicago Shakespeare department heads.

Status as Graduate Theatre student is a prerequisite for this class.

THE 622
ARTS LEADERSHIP SYNTHESIS SEMINAR
Graduate
All study revolves around this weekly seminar that includes aspects of the Chicago Shakespeare work experience and DePaul course integration in addition to readings, field trips, projects, and time for independent study. The Synthesis Seminar is fluid and reflective, allowing for both examination of coursework and on-the-job experience. Each seminar session synthesizes the students’ weekly studies, experiences both at work and in the community, independent research, and natural curiosity in close connection with Theatre School faculty, program director, and the Chicago Shakespeare department heads.

Status as Graduate Theatre student is a prerequisite for this class.

THE 681
ARTS LEADERSHIP THESIS PROJECT
Graduate
As the final term of the Synthesis Seminar, this course focuses on the culmination of the program and successful completion of a final capstone project. These projects will be individually selected in conference with the Program Director during the second year of the program. Possible projects include analytical reports, a specific and substantial employment undertaking, and exploration and treatise with an innovative focus in the industry.

Status as Graduate Theatre student is a prerequisite for this class.

TV 110
FOUNDATIONS OF TELEVISION
Undergraduate
This course provides an introduction and framework of the history of television production. Evolving story forms will be examined from television’s beginnings to the present. Developments in story and production styles will be analyzed and discussed. Professionals from different sectors of the Chicago television industry will speak to the class in panels.

TV 271
INTRODUCTION TO TELEVISION PRODUCTION
Undergraduate
An introduction to the basic principles, procedures, and techniques of television production. The course heavily utilizes Digital Cinema's TV studio. Students are organized in teams and create various TV broadcasts. Students learn how to operate TV switchers, TV cameras, sound, and graphic equipment. The course covers the fundamentals of producing, scripting, directing, and editing for television.

TV 289
THE BUSINESS OF TELEVISION
Undergraduate
Course provides historical background of the television business, beginning with the initial launch of the industry in the 1940s. Students examine the establishment of the regulatory system, including the Federal Communications Commission (FCC), the operational structure of stations and networks, the development of cable and satellite broadcasting, and the programming policies and strategies of the present broadcasting industry. PREREQUISITE(S): DC 271
TV 301
THE WRITERS ROOM: DEVELOPING THE HOUR LONG DRAMA
Undergraduate
This is a creative and intense course that takes you from the germ of a story idea to a fully thought out one-hour drama. In this class, you will work with your colleagues and the instructor to enhance your skills in storytelling and in laying out a complete season of your show for cable, broadcast or digital distribution. Additionally you will develop a minimum of one outline for an episode in the season. PREREQUISITE(S): DC 272 and DC 307

TV 302
THE WRITERS ROOM: DEVELOPING THE HALF HOUR COMEDY
Undergraduate
This is a creative and intense course that takes you from the germ of a story idea to a fully thought out half-hour comedy series. In this class, you will work with your colleagues and the instructor to enhance your skills in storytelling and in laying out a complete season of your show for cable, broadcast or digital distribution. Additionally you will develop a minimum of one outline of an episode in the season. PREREQUISITE(S): DC 272 and DC 306

TV 310
TV PRODUCTION WORKSHOP
Undergraduate
In this workshop students will produce projects for internal and external clients. Students will learn professional practices and work with clients to create projects such as promos, documentaries, commercials, short series and live events from concept inception to finished product. Through this process, students will examine different professional roles involved in the TV production process. PREREQUISITE(S): None

TV 320
EDITING FOR TELEVISION
Undergraduate
Class emphasizes editing and post production producing under tight deadlines. Students edit commercials, trailers, and PSA projects. PREREQUISITE(S): DC 220, DC 271

TV 330
DIGITAL SERIES PRODUCTION
Undergraduate
Students will write, produce, edit, screen and webcast a series of five-minute webisodes over the course of the quarter, focusing on short form storytelling for online distribution. Students will have to think creatively, collaborate and act quickly to complete the webisodes on deadline. The class will focus on short serial storytelling discussing composition, structure and editing for the various forms the work will take (narrative, documentary, sitcom, reality, etc...). Production groups will be assigned and create a series. Each student will write at least one script of that series that will be produced. All will take part in the production process. PREREQUISITE(S): DC 210

TV 351
ADVANCED TELEVISION PILOT PRODUCTION
Undergraduate
Advanced production class focused on the pre-production, casting, production, and post of a pilot script. PREREQUISITE(S): DC 210, TV 271

TV 372
TOPICS IN TV PRODUCTION
Undergraduate
This course is a hands-on experience in television production of news and public affairs programs. Students learn through theory and practice the role TV Producers and their teams play in creating various TV programs. PREREQUISITE(S): None

TV 373
REALITY TELEVISION PRODUCTION
Undergraduate
Advanced production class develops a reality or factual show concept and treatment. Students will produce and cast a pilot based on their treatments. The class will focus on techniques and methods to build engagement and conflict within the reality or factual genre.
TV 381
LIVE EVENT/ TALK TV WORKSHOP
Undergraduate
In this workshop students will produce events with guest artists, presented in front of a live studio audience. Students will help prep each appearance and participate as crew members in the multi-camera production and telecasting of the events. They will learn the professional practices and positions that constitute talk-show format television production. Post-production and finishing for Web Streaming and VOD delivery will also be addressed. 2 credits. May be repeated for credit.

TV 385
PRODUCING TELEVISION
Undergraduate
This is a course discussing the different roles of the television producer and show runners. Particular emphasis will be put on exploring and discussing the difference between line, segment, coordinating, field, executive (show-runner), and supervising producers. Students wear many television producer hats through the quarter, and will explore those roles in relation to different scripted and non-scripted formats. Examining and performing various tasks like budgets, staffing, and scheduling will give students a comprehensive view of the needs and responsibilities of different producers. Additional consideration will be given to the on-set roles and responsibilities of the showrunner in the television production environment. The class will culminate in the creation of short promo segments of various styles of television shows.
PREREQUISITE(S): DC 210, TV 306 or TV 307

TV 398
TELEVISION CAPSTONE
Undergraduate
This course provides a television-specific capstone experience for the student. The capstone course will connect the student's television production course work with the University courses s/he has taken through three components: student-generated production packages, class/instructor discussions, and the actual production of the student's production proposal.

TV 430
DIGITAL SERIES PRODUCTION
Graduate
Advanced production class focused on the techniques and production methods of a television program. Students will learn three-camera and one-camera directing and on-set and on-location television shooting and lighting workflows. The class will culminate in the pre-production, casting, production, and post of a television pilot script in a collaborative environment.

TV 451
ADVANCED SCRIPTED TELEVISION PRODUCTION
Graduate
Advanced production class focused on the techniques and production methods of a television program. Students will research and create case studies comparing the methods of productions of different shows. Students will learn three-camera and on-camera directing and on-set and on-location television and lighting workflows and will create short scene studies using the different methods of production. Collaboratively, students will work to create a television pilot using an advanced production technique of their choosing.

TV 481
LIVE EVENT/ TALK TV WORKSHOP
Graduate
In this workshop students will produce events with guest artists, presented in front of a live studio audience. Students will help prep each appearance and participate as crew members in the multi-camera production and telecasting of the events. They will learn the professional practices and positions that constitute talk-show format television production. Post-production and finishing for Web Streaming and VOD delivery will also be addressed. 2 credits. May be repeated for credit.

UIP 240
CAREER PATHWAYS: EXPLORE CAREER OPTIONS
Undergraduate
This 2-credit course will help you analyze your values, skills, personality preferences and studies as a foundation for career possibilities. You will meet with a mentor from the Chicago community, who shares your career interests, and you will examine a variety of career paths, supported by research and personal reflection.
UIP 241
UNCOVERING YOUR SKILLS
Undergraduate
In this 2-credit course, you will learn how your academic studies, as well as your work and campus activities, will transfer to the workplace. By the end of the course, you will know how to articulate both your academic accomplishments and relevant skills in a way that will impress potential employers.

UIP 250
YOU, YOUR WORK AND THE WORLD
Undergraduate
UIP 250 integrates academic curriculum with supervised work experiences in both the private and public sectors. Internships are an essential part of a student's academic experience at DePaul. The course promotes the life-long education process of integrating work and learning; enables students to view their internship experiences within a broad world perspective; assists career decision-making; drives individual success through on-the-job experiences; and provides students with valuable networking and other career-development opportunities. The course includes 5 2-hour classroom meetings and ongoing D2L discussions. Some sections of UIP 250 are completely online. All of our 4-credit UIP courses fulfill the JYEL learning requirement. If you have completed the requirement already, the course will be counted as a general elective course.

UIP 251
VALUES-BASED LEADERSHIP
Undergraduate
In UIP 251 students will learn about the principles and practices of effective leadership through the study of leadership topics and by researching visionary leaders. Students will also strengthen key leadership skills, apply those skills at their internship sites and identify ways to be a leader in a potential career. This is a hybrid course that will meet five times per quarter. Students are required to work 100 hours. Attendance at an internship orientation is required. All of our 4-credit UIP courses fulfill the JYEL learning requirement. If you have completed the requirement already, the course will be counted as a general elective course.

UIP 252
CREATIVITY AS A CHANGE AGENT THE WORKPLACE
Undergraduate
Creativity as a Change Agent in the Workplace examines creative innovations related to invention, leadership, advertising and marketing, teaming concepts and collaboration, and the drive behind entrepreneurship. This is a hybrid course that will meet five times per quarter. Students are required to work at least 100 hours during the quarter. Attendance at an internship orientation meeting is required. All of our 4-credit UIP courses fulfill the JYEL learning requirement. If you have completed the requirement already, the course will be counted as a general elective course.

UIP 253
EXPLORE NONPROFIT, GOVERNMENT AND COMMUNITY CAREERS
Undergraduate
Public service careers involve working with organizations that produce a public good. Those organizations may be nonprofits (providing low-income housing, or supporting the arts, e.g.); community organizing groups; foundations, which typically provide funding; unions; and the local, state, and federal governments. Students will familiarize themselves with career options and gain valuable networking opportunities. This hybrid course will meet five times per quarter. Students are required to work 100 hours during the quarter. Attendance at an internship orientation is required. All of our 4-credit UIP courses fulfill the JYEL learning requirement. If you have completed the requirement already, the course will be counted as a general elective course.

UIP 254
CORPORATE SOCIAL RESPONSIBILITY
Undergraduate
Students will examine their own internship experiences, along with real world case studies, research, and commentary, to learn about the critical decision-making processes organizations address as they balance competitive advantages against the weight of social progress. This is an online course. Students are required to work at least 100 hours during the quarter in which they are enrolled in the class. Attendance at an internship orientation is required. All of our 4-credit UIP courses fulfill the JYEL learning requirement. If you have completed the requirement already, the course will be counted as a general elective course.
UIP 350  
NAVIGATING THE CHANGING WORKPLACE  
Undergraduate

UIP 350 is an online course, where students use their current work experience to examine and report on key issues impacting their organizations and personal work lives. Students will study internal and external factors affecting their work environment, traditional and virtual work arrangements, the increased influence of technology, as well as ethical questions and leadership styles. They will also develop interviewing and networking skills. Requirements for UIP 350 enrollment are more than three years of work experience or an already-completed department or UIP internship course. Students are required to work 100 hours during the quarter. All of our 4-credit UIP courses fulfill the JYEL learning requirement. If you have completed the requirement already, the course will be counted as a general elective course.

UIP 367  
GLOBAL PERSPECTIVES  
Undergraduate

Global Perspectives is designed to support students' developing viewpoints and experiential reflections during an intensive internship in Honduras. Students will explore case studies, commentary, research, and personal interviews in order to draw conclusions and apply what they've learned to their own future careers. Students are required to work 100 hours. Attendance at an internship orientation meeting is required. All of our 4-credit UIP courses fulfill the JYEL learning requirement. If you have completed the requirement already, the course will be counted as a general elective course.

VFX 200  
INTRODUCTION TO VISUAL EFFECTS  
Undergraduate

Students will explore contemporary concepts and approaches to production in the current state of film and video effects work. Digital and traditional methodologies will be covered, with a concentration on digital exercises illustrating modern techniques. PREREQUISITES: NONE

VFX 321  
DVD AUTHORING  
Undergraduate

This course is designed to guide the student in the creation of a fully interactive DVD with menus, chapters, multiple tracks, "Easter eggs," and special features. Students will utilize the current editing/motion graphics/compression/titling software in the creation of their professional quality DVD's. The class will also explore Blu-Ray and HDDVD formats. PREREQUISITES: DC 220

VFX 374  
DIGITAL COMPOSING I (Formerly VFX 278)  
Undergraduate

Compositing is the art of combining all the elements of a visual effect in one shot, making it look as if it were all shot at the same time, under the same lights, with the same camera. This class introduced the fundamental techniques of digital compositing, using Adobe After Effects.

VFX 378  
DIGITAL COMPOSING II  
Undergraduate

This course expands on topics covered in VFX 278. Emphasis is on developing the student's understanding of advanced compositing techniques and design. PREREQUISITES: VFX 278

VFX 391  
VIRTUAL CINEMA  
Undergraduate

Utilizing traditional, live-action, filmmaking techniques along with green screen compositing and CGI students will create high-definition narrative motion pictures. Working on a "digital backlot" students will employ HD cameras while actors work in front of a green screen to all for the artificial backgrounds as well as some major foreground elements to be added later during the post-production stage. Students will be expected to collaborate with animation students in the creation of their final projects. PREREQUISITES: VFX 378, DC 390
VFX 474
DIGITAL COMPOSITING I
Graduate
Compositing is the art of combining all the elements of a Visual Effect in one frame, making it look like it was all shot at the same time, under the same lights, with the same camera. This class introduces the fundamental techniques of digital compositing, using Adobe After Effects. It also introduces students to the design, planning and production workflows of a modern VFX project, through a VFX story written, planned and produced in class.

VFX 478
DIGITAL COMPOSITING II
Graduate
This course expands on topics covered in VFX 278. Emphasis is on developing the student's understanding of advanced compositing techniques and design. PREREQUISITE(S): VFX 278 or DC 460.

WGS 100
WOMEN’S LIVES: RACE/CLASS/GENDER
Undergraduate
This course will introduce students to Women's & Gender Studies by exploring a range of issues that contemporary women face through experiences stratified by race, class, gender, sexuality, and disability. Topics will include women's identities; body image and the media; women's sexuality; intimate relationships and families; women, violence and criminalization; women's work, wage discrimination, and welfare reform; women's health issues, such as reproductive rights, and medical research. Participants will have opportunities to examine ways that this stratification interacts in varied eras, cultures, and sub-cultures to shape women's lives. Students will engage in an activist focus as they are introduced to the layers of oppression that affect many women's lives, from the personal to the global. As they analyze social, cultural, and political issues through “gendered lenses”, participants may expand a view of their personal lives to include a framework that encourages resilient responses to such oppression.

WGS 200
WOMEN’S STUDIES IN TRANSNATIONAL CONTEXTS
Undergraduate
This course is a transnational approach to Women's & Gender Studies, examining how goods, money, and media images of women cross national in new ways. A further focus is on how this transformation of national boundaries depends not only upon political changes but also upon economic and cultural shifts. This transnational perspective pays attention to the inequalities and differences intersecting race, class, and gender that arise from new forms of globalization as well as from older histories of colonialism and racism. The course is designed to give the student an in-depth look at a world of connections that do not necessarily create similarities in how women variously experience that world. It introduces students to research by and about women that reflects transnationality in all of its possibilities and challenges.

WGS 212
GROWING UP FEMALE IN THE U.S.
Undergraduate
This course examines what it means to grow up female in the contemporary U.S. It explores the ways in which girls develop and are socialized through childhood and adolescence, focusing on how families, schools, peers, and the larger culture influence young women's lives and the ways in which race, ethnicity, class and sexual orientation affect their growth and learning and how their interaction might affect the behaviors and choices of young women as they mature.

WGS 215
GENDER AND EDUCATION
Undergraduate
This course examines gender as a social construct and its meanings within the context of educational institutions, its implications for teaching and learning, and organizational practices that may oppress and/or empower groups or individuals. Emphasis is given to social forces within the larger society that affect education and schooling; sex-stereotyping and gender bias; teacher behaviors; attitudes, practices, and expectations; student motivation and achievement; principles of non-sexist education; gender bias in settings outside of schools; current issues in the media and popular culture; and the ways in which gender bias and sexism interact with other forms of prejudice, inequality, and oppression.
WGS 225
CONSTRUCTING GENDER AND SEXUALITY
Undergraduate
This course will explore through interdisciplinary theory and research how gender and sexuality are socially constructed. It will examine how such constructions have evolved over time and how individuals of diverse identities and cultural backgrounds have been affected by the changes. Discussion will focus on the roles played by powerful societal institutions (e.g., religious, political, and medical) in effectively defining what is considered gender-appropriate behavior and legitimate sexual expression. Finally, the activism of recent social movements to psychological and politically empower individuals who are neither heterosexual nor traditionally masculine or feminine will be explored.

WGS 230
CONTESTED BODIES
Undergraduate
This course will consider the theories and practices of differential embodiments and the experiences of bodies that don't fit the norm: queer bodies, fat bodies, transgender bodies, bodies of color. In Western/Global North cultures, the mind is given more imporance than the body, and historically, oppressed groups have been associated more with bodies than minds. The course will aid in understanding and questioning the dominant norms that promote "normal" bodies and normative embodiment and offer alternative theories and practices of embodiment. Students interested in the performing arts, social and health sciences, fat studies and disability studies, as well as women's and gender studies students will find valuable frameworks in this class.

WGS 249
GENDER AND POLITICS IN IRELAND
Undergraduate
This course explores the relationship between gender and politics in Ireland, focusing on the political history of gender relations in Ireland, women's political involvement throughout the enormous changes of the 20th Century, and contemporary legal and public policy issues related to sex/gender. The attitudes and behaviors of women as voters, activists, officeholders and peace activists will be examined, as will Ireland's place in global gender issues. We will pay particular attention to the changes that have taken place since Ireland's entry into the EU, the "Celtic Tiger" transformations of the Irish economy, and the impact of the recent worldwide economic recession on gender and politics in Ireland, along with the efforts of women, North and South, to further the process of peace in the North, which has been wracked by violence for several decades. Cross-listed with IRE 249.

WGS 250
FEMINIST FRAMEWORKS
Undergraduate
This course introduces feminist theories and methodologies with an emphasis on how theoretical frameworks shape specific research, policies, and praxis. The course will provide an introductory exploration of feminist frameworks in relationship to specific issues and questions within women's studies, with some attention to the resulting research/analytic methods. The class will delineate, analyze and compare the underlying assumptions and frameworks of a variety of feminist theories (i.e. historical materialist, liberal, radical, standpoint and identity-based, critical race, postcolonial, and transnational theoretical frameworks) in relation to a set of issues and questions (e.g. violence against women, sex discrimination, reproductive rights). The class will explore the relationship between these frameworks and knowledge production, public policy, and social change efforts within national and transnational contexts. Thus, the students will be able to discern how theories frame research questions and methods, as well as how they frame policy issues and action proposals; and students will be able to analyze the theoretical frameworks comparatively.

WGS 255
DECONSTRUCTING THE DIVA
Undergraduate
This course studies the figure of the diva as a powerful cultural text, central to both understanding historical conceptions of socially normative femininity and to uncovering and examining our own present-day conceptions of what it means to be feminine, to be a woman. Through fiction, drama, biography, autobiography, film, audio recordings, and gender, the course explores representations of the diva in literature, art, and popular and high culture. The goal of this course is to investigate the ways that "diva" has actually been code for women (and sometimes men) behaving outside of societal norms. Students will do this both historically and thematically, uncovering a path in which "women behaving badly" are routinely censured, and silenced. Students will also investigate how women both resist and re-appropriate this label. This course also seeks to explore the lives of both extraordinary and ordinary women, contextualizing the historical moments that they both contested and were sometimes consumed by.

WGS 260
GENDER, SEXUALITY AND VIOLENCE
Undergraduate
This course explores the social, political, and cultural contexts of interpersonal violence with a focus on sexual violence and dating violence among and against adolescents and young adults. This course also will emphasize activist strategies and anti-violence movements.
WGS 270
WOMEN IN CARIBBEAN SOCIETIES
Undergraduate
This is a survey course which focuses on the diverse social, cultural and political realities of women in the Caribbean region across and within historical periods marked by colonialism, slavery and indentureship; anti-colonial, nationalist and labor movements; economic globalization and the emergence of the postcolony. Drawing on primary documents, images, feminist postcolonial writings, the course investigates how women of indigenous, African, Chinese, Indian and multiracial (or "mixed") descent have been positioned within various societies, and in relationship to each other. Topics covered include visual representations of women, gender and sexuality; forms of resistance and political engagement; motherhood, reproduction and the State; women in various religious traditions; work and economic status; social class, color and femininities; popular culture.

WGS 275
BLACK FEMINIST THEORIES IN A U.S. CONTEXT
Undergraduate
This course introduces students to the major figures, statements, and movements that shape Black feminist thinking, writing and activism in the United States. Issues examined may include social and economic equity, beauty and voice, activism and social change; and the exploration of identity and subjectivity through the lens of intersectionality, including race, gender, sexual orientation, class, citizenship, and immigrant status. Throughout we will consider Black feminist thought's situatedness in larger frameworks of Western feminist thought and its linkages with international feminist discourses.

WGS 290
SPECIAL TOPICS
Undergraduate
See course schedule for current offerings.

WGS 300
FEMINIST THEORIES
Undergraduate
Disagreements about what counts as feminist theory have raged as the borders of feminist discourse have shifted over the past two and a half decades. Yet most feminists continue to insist that sex/gender be considered basic categories of analysis and theory. Broadly conceived, feminist theory--historical or contemporary--represents an attempt to understand and interpret the roots and causes of women's place in the world. This course examines how different theoretical perspectives address gender, class, racial, and sexual inequalities and the method(s) proposed for social change. Students will be required to critically engage these theories in terms of how they address the commonalities and differences among women, especially insofar as these are grounded in race, class, and sexual identifications and dissonances. This course is a core requirement for the Women's & Gender Studies major.

WGS 250 is a prerequisite for this course.

WGS 303
GENDER, VIOLENCE AND RESISTANCE
Undergraduate
This course explores the social and cultural contexts of interpersonal violence in women's lives, with a focus on domestic violence, rape, harassment. The course seeks to understand how gender, race, class, sexuality, and national differences and inequalities shape the experiences of violence, the social and institutional responses to violence, and strategies for resistance and change.

WGS 306
GENDER AND FAMILIES
Undergraduate
Gender and Families is an upper-level undergraduate course that considers issues raised by the diverse roles that women, men, and children play in families. It focuses particular attention on the social construction of gender in families, and examines families in their social, economic, and political contexts. Topics covered include adult intimate relationships, the social construction of motherhood and fatherhood, and shifting gender relations of power in families, family stress and adaptation, and the impact of social policies on families' lives.

WGS 307
WOMEN IN THE MIDDLE EAST: BEYOND THE VEIL
Undergraduate
This course explores how Middle Eastern Women have been represented in the media outside of the Middle East, by Arab women scholars, and "Third World" feminists and challenges these representations by focusing on issues such as veiling, the everyday lives of Middle Eastern Women, political activism, literary works, economics and social class, and media representations.
WGS 310
FEMINIST ETHICS
Undergraduate
This course explores theoretical issues regarding women's moral experience and feminist approaches to liberation from various forms of socio-cultural and political oppression. It explores the moral status of women from their own experiences and perspectives, in contrast to traditional Western ethics' characterizations, as well as feminist ethical perspectives on oppressive social practices, such as racism and violence against women, and the ethical dimensions of difference among women.

WGS 314
ANTIRACIST FEMINISMS
Undergraduate
This course introduces students to the wide array of feminist thinking regarding ideologies of race, racism, white privilege, ethnocentrism, racial and ethnic identifications, and their relationship to gender, class, sexual and national identities and locations. The ways that racism has divided women's movements and feminist organizations will be examined along with the work of feminist scholars, writers, activists, and advocates who have articulated explicitly anti-racist theories, analyses, and programs within the U.S. as well as internationally.

WGS 316
REPRESENTATIONS OF THE BODY
Undergraduate
This course reflects the current explosion of intellectual interest in the body as a site of cultural meaning. The course addresses the questions of how the body is socially created and sustained. It explores those questions in terms of tensions between nature and culture, body and spirit, and how discourses of power converge in and on the body.

WGS 320
TRANSFORMATIVE JUSTICE: THEORY AND PRACTICE
Undergraduate
This course introduces students to transformative justice responses to violence that do not rely on state institutions. These include collective processes for support and healing, intervention, accountability, and prevention. The pedagogical praxis of learning will be through communal peacemaking circles and collective strategy sessions to create community responses to violence. Cross-listed as WGS 420.

WGS 322
FEMALE IDENTITIES: YOUNG ADULT LITERATURE
Undergraduate
This course is an introduction to Young Adult Literature as a genre and explores how this literature relates to adolescent girls' experiences in diverse cultural contexts. It addresses themes related to physical and emotional development, the development of personal values and beliefs; the construction of identity; beliefs and attitudes about the body; interpersonal relationships; gender and sexuality; and coping with change, death, belonging, alienation, and escape. Course materials are multicultural with a focus upon the experiences of female adolescents in terms of ethnicity, culture, gender, religion, disability, as well as other dimensions of difference within national and international contexts.

WGS 324
WOMEN IN THEATRE: A GLOBAL PERSPECTIVE
Undergraduate
This course examines the concepts of gender and theatrical performance with reference to history, culture, critical response, viewer interpretation, and identity in a global context. Students will study character as a dramatic construct with respect to gender, race, and class; it examines how dramatic images are as diverse as their cultural contexts; explores the concepts of reader and viewer response to theater; and interrogates the relationship between the American theatrical image and the larger global context within which images are created.

WGS 326
WOMEN AND LAW
Undergraduate
This course investigates the variety of ways in which women come into relation with the law, e.g., through laws and judicial decisions dealing with equal opportunity. Cross-listed as PSC 363.
WGS 330
Lesbian Lives
Undergraduate
This course explores constructions of lesbian lives, politics, and communities in the U.S. using the political cartoons of artist Alison Bechdel as a primary text, along with theoretical and historical readings. Students examine the constructions of identities and politics within lesbian culture, paying particular attention to how these have changed and evolved over time, and how community can be created and sustained. Cross-listed with WGS 430.

WGS 332
Creating Change: Contemporary GLBT Politics
Undergraduate
This course explores the historical roots and contemporary realities of gay, lesbian, bisexual and transgendered (GLBT) politics, nationally and internationally. GLBT groups and individuals are gaining political recognition, challenging institutions, and creating change by asserting claims to rights and protections under law. Such issues as hate crimes, marriage, AIDS, and ballot initiatives over non-discrimination law and policy have entered the political mainstream since the 1970’s. This course examines the GLBT movement, its political and social strategies, conflicts and issues, and the political roles played by its members as participants in political culture. Cross-listed as PSC 312 and LGQ 332.

WGS 334
Growing Up Female in a Global Context
Undergraduate
This course will address issues related to growing up female and coming of age in the 21st century within a global context. We will focus on the following questions, what does it mean to be female, a girl, a young woman in diverse cultural and cultural contexts, examining the ways in which community, family, peers, schools and relationships with others, popular culture and public policy influence their lived experiences, attitudes, beliefs, behaviors, choices and possibilities. The analytical framework will be rooted in understanding how the intersections of race, ethnicity, class, sexual orientation, religion, and belief systems influence notions of the self, the body, and the construction of female identities.

WGS 336
Women and Film
Undergraduate
This course explores one or more ways in which film as art, as cultural product, or as industry has dealt with women, as subjects, artists, consumers or critics of film.

WGS 338
Sexual Justice: Lesbians, Gays and the Law
Undergraduate
This course examines the historical and contemporary relationships between lesbians, gays, and the law in the U.S., focusing on the intersections of power, sexuality, and identity with issues of sexuality-based discrimination. It focuses on case law, along with social science and legal literature, seeking out a diversity of voices and experiences. Primary emphasis will be on cases that have come before the U.S. Supreme Court since the mid-1950’s, with particular attention paid to how groups and individuals have reached out to the court system for redress of injustice and how these groups and individuals have exercised or failed to exercise power within the legal process. Cross-listed with PSC 369, LGQ 338.

WGS 342
Queer Pioneers: Culture, Gender, and Political Activism
Undergraduate
This course examines some of the historical roots and contemporary realities of lesbian and gay politics in the United States through the biographies of pioneering individuals whose lives and work shaped an ongoing struggle for civil rights and social justice. The biographies of individuals who, as activists and artists, rose to challenge the conventions of culture, gender, and political exclusion will be studied in-depth to both illuminate the politics of social movement and suggest how these diverse individuals and experiences may influence past and future efforts for cultural and political change.

WGS 345
Women, War and Resistance
Undergraduate
This course aims to make feminist sense of contemporary wars and conflicts. It analyzes the intersections between gender, race, class, and ethnicity in national conflicts. The class traces the gendered processes of defining citizenship, national identity and security, and examines the role of institutions like the military in the construction of femininity and masculinity. The course focuses on the gendered impact of war and conflict through examining torture, mass rape, genocide, and refugee displacement.
WGS 352
GENDER, COMMUNITY, AND ACTIVISM: COMMUNITY-BASED LEARNING IN WGS
Undergraduate
Gender, Community, and Activism: Community-Based Learning in WGS is an interdisciplinary experiential/service learning seminar designed for undergraduate and graduate students in the field of Women's and Gender Studies. In an effort to provide students with an experience that integrates the feminist-informed theoretical work of the classroom with practical application in the community, the course will pair students with internship opportunities at community-based organizations that focus on a cause/issue related to their particular area of scholarly interest. The course is designed to encourage learning by doing and reflecting, where students will be asked to reflect on their internship experiences outside of the classroom through course readings, written assignments, and class discussion.

WGS 354
CONTEMPORARY KNITTING: GENDER, CRAFT, AND COMMUNITY SERVICE
Undergraduate
This course will explore the gendered history of knitting and its contemporary popularity as both a creative leisure-time activity and a means of providing community service. The social history and social construction of a gendered division of labor surrounding knitting, with its complexities, provide the theoretical foundation of the course. Students will learn the basic techniques of knitting and will be expected to practice their new skills in- and out-side of the classroom. They will reach a level of proficiency sufficient to producing a minimum of three contributions to service knitting projects.

WGS 355
WOMEN AND ART
Undergraduate
This class considers both the history of women artists and representations of women from other cultures around the world, from prehistory to the contemporary era. In addition, it will introduce feminist methodologies that can be applied to specific case studies. Cross-listed with HAA 366, WGS 455 and MLS 474.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

WGS 363
GLOBALLY QUEER: TRANSNATIONAL LGBTQ POLITICS
Undergraduate
This course explores how political issues affecting lesbian, gay, bisexual, transgender, and queer (LGBTQ) communities and individuals are linked to global and transnational politics of citizenship, power, security, and political economy. It focuses on how gender roles, relationships, and identities are constructed, deployed, challenged, and resisted around the world, paying particular attention to how these systems and structures are interconnected. Cross-listed as WGS 463 and LGQ 363.

WGS 375
FEMINIST SMS OF THE BLACK DIASPORA
Undergraduate
This course is designed to offer a critical examination of black women's experiences and thought within a global and transnational framework. The course examines works by and about black women in diverse social, political, and geographical contexts: the continent of Africa, Western Europe, Canada, Latin America, the Caribbean, and Australia. Topics to be explored will include issues of politics and ideology; power and inequality based on intersectionality of race and other dimension of identity; agency, activism, and social movements; the mass media, popular culture and social policies. Cross-listed with WGS 475.

WGS 378
UTOPIAN AND DYSTOPIAN LITERATURE AND FILM: GENDER, RACE AND BEYOND
Undergraduate
What does the future hold for humankind on this planet and elsewhere? What will life be like in the not too distant as well as far distant futures? How will societies be organized? What kinds of cultural milieus will shape life and living? How will identities be articulated and negotiated? Who will govern? Who will be in resistance? Who will be present and who will be absent? How will things come to be? These questions will form the core of our study of a genre devoted to social commentary, envisioning vastly different ideas about the future, emergent from 20th century works.
WGS 386
BLACK WOMEN'S EXPERIENCES: VARIABLE TOPICS
Undergraduate
Topics vary. This course is designed to address issues related to the particular experiences of women in the Black Diaspora. Topics will vary in terms of their particular focus in addressing issues that are important to understanding Black women's experiences in a US context and globally--making interconnections to the experiences of women of other ethnic, cultural, and national backgrounds. The course will provide occasions for students to study and examine issues such as Black women's cultural criticism, Black women in the arts, engagement in activism and social and political movements--literature and the media. Cross-listed with WGS 486 and ABD 386.

WGS 387
TEEN VIOLENCE PREVENTION
Undergraduate
This course is an interdisciplinary experiential/service learning seminar in which students will participate in, and critically reflect upon, a relationship violence prevention program in Chicago area high schools. This class will explore adolescent development, considering the ways in which economic, social, political and cultural contexts influence that development. In addition, we will focus on adolescent relationships, group work with teens, aggression and violence in intimate -- in particular teen -- relationships, and evaluation of programs to prevent teen violence. Each week students will address a set of theoretical and/or practical themes that in some way relate to teen violence and aggression, as well as prevention of such violence. Discussions of each theme will draw on course readings, lecture materials, and perhaps most importantly, students' experiences working with teens in schools.

WGS 388
QUEER THEORY: AN INTRODUCTION
Undergraduate
This course examines some of the central texts of queer theory in order to contextualize and historicize the notion of homosexuality as a primary category of identity. The issue of sexual normativity as it relates to gay and lesbian assimilation will also be discussed. Because of the significant relationship of gender and sexuality, we will also examine theories of embodiment and take up the debates around the politics of intersex and transgender identities. Formerly WMS 284.

WGS 390
WOMEN ACROSS CULTURES
Undergraduate
A critical analysis of the experiences of women around the world in diverse social contexts, examined through different disciplines, with a special emphasis on economics, politics and culture. Focus is on African, Asian and Latin American cultures and nondominant groups within western societies. (Cross-listed as WGS 490 and MLS 441)

WGS 391
METHODS AND SCHOLARSHIP IN WOMEN'S STUDIES
Undergraduate
An exploration of the transforming effects that feminist methodologies and scholarship have had in the social sciences and humanities. This course emphasizes interdisciplinary research approaches, feminist publishing, and the interplay of research and activism, as it prepares students to write a research proposal. Not recommended for non-majors. (Cross-listed as WGS 491)

WGS 392
INTERNSHIP
Undergraduate
By arrangement. Variable credit.

WGS 394
WOMEN, SELF, AND SOCIETY SEMINAR
Undergraduate
Women, Self and Society Seminar (cross-listed as Women's and Gender Studies 480 and Master's of Liberal Studies 468). Variable Topics. See course schedule for current offerings.
WGS 395
WOMEN’S STUDIES ADVANCED SEMINAR
Undergraduate
The Advanced Seminar emphasizes interdisciplinary methodology and students' independent research. Designed to be an integrating experience, the seminar will focus on discussion, response to research, and blending theory and application. The primary goal of the Advanced Seminar is the successful completion of a project or thesis reflecting your knowledge and passionate interests developed in your Women's and Gender Studies major, and it is designed to facilitate this process. Not recommended for non-majors.

WGS 391 or instructor permission is a prerequisite for this course.

WGS 398
TRAVEL/ STUDY
Undergraduate
(Cross-listed with WGS 498)

WGS 399
INDEPENDENT STUDY
Undergraduate
By arrangement. Variable credit.

WGS 400
FEMINIST THEORIES
Graduate
This course is designed to provide you with an introduction to the development of some contemporary feminist theories: local, global, transnational. The theories are interpretive frameworks to analyze, understand and act in the world. The theorists/writers offer concepts to critically analyze structures and practices of oppression, privilege, resilience, and resistance; they provide frameworks for conducting feminist research, advocacy, and activism for personal, social, intellectual, and/or political change and transformation. In this course, we will examine how these theoretical perspectives seek to understand and address various systems of inequality and power and the method(s) that we - theorists, scholars, researchers, advocates, activists, artists, writers - propose for change. We will discuss how these various feminisms continue to develop and evolve in relation to one another and to changing historical, political, social, economic contexts. Cross-listed with MLS 440.

WGS 406
GENDER AND FAMILIES
Graduate
This course considers issues raised by the diverse roles that women, men, and children play in families. It focuses particular attention on the social construction of gender in families, and examines families in their social, economic, and political contexts. Topics covered include adult intimate relationships, the social construction of motherhood and fatherhood, and shifting gender relations of power in families, family stress and adaptation, and the impact of social policies on families' lives.

WGS 407
WOMEN IN THE MIDDLE EAST: BEYOND THE VEIL
Graduate
This course explores how Middle Eastern Women have been represented in the media outside of the Middle East, by Arab women scholars, and "Third World" feminists and challenges these representations by focusing on issues such as veiling, the everyday lives of Middle Eastern Women, political activism, literary works, economics and social class, and media representations.

WGS 410
FEMINIST ETHICS
Graduate
This course explores theoretical issues regarding women's moral experience and feminist approaches to liberation from various forms of socio-cultural and political oppression. It explores the moral status of women from their own experiences and perspectives, in contrast to traditional Western ethics' characterizations, as well as feminist ethical perspectives on oppressive social practices, such as racism and violence against women, and the ethical dimensions of difference among women.
WGS 414
ANTI RACIST FEMINISMS
Graduate
This course introduces students to the wide array of feminist thinking regarding ideologies of race, racism, white privilege, ethnocentrism, racial and ethnic identifications, and their relationship to gender, class, sexual and national identities and locations. The ways that racism has divided women's movements and feminist organizations will be examined along with the work of feminist scholars, writers, activists, and advocates who have articulated explicitly anti-racist theories, analyses, and programs within the U.S. as well as internationally.

WGS 415
CONTENTIONS IN FEMINIST AND GENDER THEORIZING: NEW DIRECTIONS
Graduate
This course addresses different aspects of feminist and gender theorizing and their interrelationships, focusing on exploration and critical examination of controversies and debates in the field. The course content engages students in examining philosophical, ideological, social, political, and cultural fault lines that offer opportunities to deepen and extend our understandings about discourses on women's and gender studies constructions and negotiations, in the late 20th century as well as in the early 21st century. The lens through which particular issues and ideas are viewed draws upon multiple perspectives, taking into consideration issues of culture and context, grounded in examining specificities of the local in relationship to global or transnational dynamics.

WGS 416
REPRESENTATIONS OF THE BODY
Graduate
This course reflects the current explosion of intellectual interest in the body as a site of cultural meaning. The course addresses the questions of how the body is socially created and sustained. It explores those questions in terms of tensions between nature and culture, body and spirit, and how discourses of power converge in and on the body.

WGS 420
TRANSFORMATIVE JUSTICE: THEORY AND PRACTICE
Graduate
This course introduces students to transformative justice responses to violence that do not rely on state institutions. These include collective processes for support and healing, intervention, accountability, and prevention. The pedagogical praxis of learning will be through communal peacemaking circles and collective strategy sessions to create community responses to violence. Cross-listed with WGS 320.

WGS 422
FEMALE IDENTITIES: YOUNG ADULT LITERATURE
Graduate
This course is an introduction to Young Adult Literature as a genre and explores how this literature relates to adolescent girls' experiences in diverse cultural contexts. It addresses themes related to physical and emotional development, the development of personal values and beliefs; the construction of identity; beliefs and attitudes about the body; interpersonal relationships; gender and sexuality; and coping with change, death, belonging, alienation, and escape. Course materials are multicultural with a focus upon the experiences of female adolescents in terms of ethnicity, culture, gender, religion, disability, as well as other dimensions of difference within national and international contexts.

WGS 424
WOMEN IN THEATRE: A GLOBAL PERSPECTIVE
Graduate
This course examines the concepts of gender and theatrical performance with reference to history, culture, critical response, viewer interpretation, and identity in a global context. Students will study character as a dramatic construct with respect to gender, race, and class; it examines how dramatic images are as diverse as their cultural contexts; explores the concepts of reader and viewer response to theater; and interrogates the relationship between the American theatrical image and the larger global context within which images are created.

WGS 426
WOMEN AND LAW
Graduate
This course investigates the variety of ways in which women come into relation with the law, e.g., through laws and judicial decisions dealing with equal opportunity.
WGS 430
LESBIAN LIVES
Graduate
This course explores constructions of lesbian lives, politics, and communities in the U.S. using the political cartoons of artist Alison Bechdel as a primary text, along with theoretical and historical readings. Students examine the constructions of identities and politics within lesbian culture, paying particular attention to how these have changed and evolved over time, and how community can be created and sustained. Cross-listed with WGS 330.

WGS 440
GENDERED COMMUNICATION (CROSS-LISTED WITH CMN 523)
Graduate
Examines research into the ways the various aspects of communication are affected by and affect the social construction of gender. Topics covered include language and language usage differences, interaction patterns and perceptions of the sexes generated through language and communication. (Cross-listed as CMNS 523)

WGS 445
WOMEN, WAR AND RESISTANCE
Graduate
This course aims to make feminist sense of contemporary wars and conflicts. It analyzes the intersections between gender, race, class, and ethnicity in national conflicts. The class traces the gendered processes of defining citizenship, national identity and security, and examines the role of institutions like the military in the construction of femininity and masculinity. The course focuses on the gendered impact of war and conflict through examining torture, mass rape, genocide, and refugee displacement. Cross-listed as WGS 345.

WGS 452
GENDER, COMMUNITY, AND ACTIVISM: COMMUNITY-BASED LEARNING IN WGS
Graduate
Gender, Community, and Activism : Community-Based Learning in WGS is an interdisciplinary experiential/service learning seminar designed for undergraduate and graduate students in the field of Women's and Gender Studies. In an effort to provide students with an experience that integrates the feminist-informed theoretical work of the classroom with practical application in the community, the course will pair students with internship opportunities at community-based organizations that focus on a cause/issue related to their particular area of scholarly interest. The course is designed to encourage learning by doing and reflecting, where students will be asked to reflect on their internship experiences outside of the classroom through course readings, written assignments, and class discussion.

WGS 455
WOMEN AND ART
Graduate
Examines the work of the most significant women artists from the Renaissance to the present. It will also investigate how women have been represented in Western art by both male and female artists. (Cross-listed as MLS 474 and ART 356)

WGS 460
GENDER AND SOCIETY
Graduate
Attention to the growing literature and empirical research on changing patterns in economic, psychological, and social outcomes for women and men. Consideration of various theories of gender differentiation and equality. (Cross-listed as MLS 447 and SOC 470)

WGS 463
GLOBALLY QUEER: TRANSNATIONAL LGBTQ POLITICS
Graduate
This course explores how political issues affecting lesbian, gay, bisexual, transgender, and queer (LGBTQ) communities and individuals are linked to global and transnational politics of citizenship, power, security, and political economy. It focuses on how gender roles, relationships, and identities are constructed, deployed, challenged, and resisted around the world, paying particular attention to how these systems and structures are interconnected. Cross-listed as WGS 363 and LGQ 363.
WGS 465
GLOBALIZATION, TRANSNATIONALISM, AND GENDER
Graduate
This course examines how gender-based inequities are linked to global and transnational politics of power, security, political economy, militarism, and ecology. There will be a focus on how gender roles, relationships, and identities are constructed, deployed, challenged, and resisted around the globe, paying particular attention to how systems and structures of gender, race, class, sexuality, age, ability, culture, religion, nation etc. are interconnected. It will explore how resistance to structural inequities is constructed within and across national boundaries, paying particular attention to the role of non-governmental organizations (NGOs) worldwide and how the responses of NGOs to crises (e.g., nuclearism, uneven economic development, environmental degradation) highlight the shortcomings of state-centered decision making.

WGS 470
ADVANCED PSYCHOLOGY OF WOMEN AND GENDER
Graduate
A review of research and theory on women's and gender, including sexist biases and methodology, feminist therapy, violence against women, and gender differences in the development of power and sexuality. Cross-listed as MLS 478 and PSY 561.

WGS 475
FEMINISMS OF THE BLACK DIASPORA
Graduate
This course is designed to offer a critical examination of black women's experiences and thought within a global and transnational framework. The course examines works by and about black women in diverse social, political, and geographical contexts: the continent of Africa, Western Europe, Canada, Latin America, the Caribbean, and Australia. Topics to be explored will include issues of politics and ideology, power and inequality based on intersectionality of race and other dimensions of identity; agency, activism, and social movements; the mass media, popular culture and social policies. Cross-listed with WGS 375.

WGS 478
UTOPIAN & DYSTOPIAN LITERATURE AND FILM: GENDER, RACE AND BEYOND
Graduate
What does the future hold for humankind on this planet and elsewhere? What will life be like in the not too distant as well as far distant futures? How will societies be organized? What kinds of cultural milieus will shape life and living? How will identities be articulated and negotiated? Who will govern? Who will be in resistance? Who will be present and who will be absent? How will things come to be? These questions will form the core of our study of a genre devoted to social commentary, envisioning vastly different ideas about the future, emergent from 20th century works.

WGS 480
SELECTED TOPICS: WOMEN, SELF AND SOCIETY
Graduate
Topics vary. See schedule for current offerings. [Cross-listed as MLS 468 and WGS 394]

WGS 485
WOMEN, GENDER, AGENCY, AND SOCIAL CHANGE
Graduate
This course will examine women's individual and collective involvement in social, economic, and political resistance and change. The course will focus on women's participation with attention to the ways that gender shapes the history and development of social movements organized at local, national, regional and global levels, within and across differences of race, class, ethnicity, nationality, religion, geographic location and sexuality. Concrete examples of women's and gender movements within particular historical and geographical contexts, including within Africa, Latin America, Europe, the Middle East, Asia, the United States, among others, will be highlighted.

WGS 486
BLACK WOMEN'S EXPERIENCES: VARIABLE TOPICS
Graduate
Topics vary. This course is designed to address issues related to the particular experiences of women in the Black Diaspora. Topics will vary in terms of their particular focus in addressing issues that are important to understanding Black women's experiences in a US context and globally: making interconnections to the experiences of women of other ethnic, cultural, and national backgrounds. The course will provide occasions for students to study and examine issues such as Black women's cultural criticism, Black women in the arts, engagement in activism and social and political movements --literature and the media.
WGS 488
QUEER THEORY: AN INTRODUCTION
Graduate
This course examines some of the central texts of queer theory in order to contextualize and historicize the notion of homosexuality as a primary category of identity. The issue of sexual normativity as it relates to gay and lesbian assimilation will also be discussed. Because of the significant relationship of gender and sexuality, we will also examine theories of embodiment and take up the debates around the politics of intersex and transgender identities.

WGS 490
WOMEN ACROSS CULTURES
Graduate
A critical analysis of the roles of women in societies around the world, with special emphasis on economics, politics and culture. Focus is on African, Asian and Latin American cultures and nondominant groups within Western societies. Topics vary each quarter. (Cross-listed as MLS 441 and WGS 390)

WGS 491
METHODS AND SCHOLARSHIP IN WOMEN’S & GENDER STUDIES
Graduate
An exploration of the transforming effects that feminist methodologies and scholarship have had in the social sciences and humanities. This course emphasizes interdisciplinary research approaches, feminist publishing, and the interplay of research and activism, as it prepares students to write a research proposal.

WGS 400 is a prerequisite for this course.

WGS 493
FINAL PROJECT INDEPENDENT RESEARCH
Graduate
This course involves individual investigation and research (toward completion of the Master's thesis, project, or portfolio) under the supervision of a faculty member. A minimum of 4 credit hours required. Course can be repeated for a total of 8 credit hours.

WGS 495
SPECIAL TOPICS IN WOMEN’S STUDIES
Graduate
Topics vary. See schedule for current offerings.

WGS 496
CANDIDACY CONTINUATION
Graduate
Students who must take extra time to complete the requirements for the Master's thesis, project, or portfolio must enroll in candidacy continuation each quarter of the academic year until this Master's requirement has been completed. Non-credit.

WGS 497
CANDIDACY MAINTENANCE
Graduate
Masters candidates who are not actively working on their thesis, project, or portfolio during a given quarter but who want to maintain active university status can register for this course by permission of the graduate director. This course does not maintain student status for purposes of student loans. Non-credit.

WGS 498
FOREIGN STUDY
Graduate
Foreign Study

WGS 499
INDEPENDENT STUDY
Graduate
WLE 326
THEORETICAL FOUNDATIONS OF ESL AND WLE
Undergraduate
Presents an introduction to the field of second and world language, with attention to basic concepts of second language acquisition in various language learning contexts. Discusses interdisciplinary perspectives of second and world language acquisition and their application to classroom practices. Topics include interlanguage, communicative competence, D/discourses, investment/motivation, sociocultural approaches to language learning, universal grammar, etc. The different factors influencing the acquisition of ESL and WLE are examined as well as current research in applied linguistics and different approaches to language teaching.

WLE 349
STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12
Undergraduate
This course prepares candidates to teach world languages at the elementary, middle and secondary school levels consonant with an aligned approach to meeting national and state WLE standards and Common Core standards. It examines the theory and practice of traditional or standard methods of teaching world languages (e.g., communicative approach, natural approach, etc.) with an emphasis on developing alternative, post-method strategies and using diverse resources, as well as on reformulating world languages instruction to integrate subject matter content into the curriculum, including science, social studies, math, fine arts, etc. Engages candidates in understanding and applying the ?Five Cs??Communication, Cultures, Connections, Comparisons, and Communities outlined in the national standards?toward this end. Lesson and unit development, evaluation/assessment, and classroom management also will be discussed. Issues that emerge in planning and instruction are discussed and deliberated through university classroom experiences as well as required fieldwork (20/15 hours; level 1 in language of certification).

WLE 360
SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION K-12
Undergraduate
This course is an introduction to the theoretical study of second, world and heritage language acquisition (SLA) from a generative and psycholinguistic perspective at the K-12 levels. The content of the class is founded on the major concepts and issues of language acquisition, including UG-access, L1-transfer, age effects, and the acquisition of form vs. meaning. The course pays particular attention to empirical second and world language studies at the syntax/semantics interface. Course readings and discussion examine the complexities of the processes involved in acquiring a world language that includes the relation between first and SLA; contrastive and error analysis; interlanguage; the social and cultural influences on SLA; learner variability; learning strategies; and classroom interaction analysis. Issues surrounding second and world language acquisition are discussed and deliberated through university classroom experiences as well as required field experiences (20/15 hours; level 2).

WLE 370
SECOND & WORLD LANGUAGE LITERACIES AND CULTURES
Undergraduate
This course examines the interdisciplinary study of first, second and world languages and multiple L1 and L2 literacies in their cultural, social, and political contexts, with emphasis on issues of ethnicity, identity, social class, gender, power, and other related topics relative to ideologies of reading and writing the world through reading and writing the word. Especial focus is placed on these topics as they pertain to the extant research on language, literacy, and culture represented in the WLE certification language communities, as well as in the literature, art, music, and popular culture of those communities as means of advocating students? sense of identity as global citizens (20/15 hours; level 1).

WLE 375
WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
Undergraduate
This course engages students in WLE curriculum development and language program advocacy, creation, and sustainability based on an examination of federal and state WLE history and policies and on a review of national and state standards. Reviews theory and application of curriculum development to world language instructional programs, such as design, scope and sequence, organizational patterns, materials and media, teacher training, parent and community involvement, and evaluation. Principal world language education program models are examined and analyzed in light of WLE history, policy, and standards (20/15 hours; level 1).

WLE 326, WLE 349, WLE 360, WLE 370 and BBE 307 are prerequisites for this class.

WLE 384
CAPSTONE IN WORLD LANGUAGE EDUCATION
Undergraduate
This course is taken concurrently with WLE 385, Student Teaching in World Languages. In this course, students will have opportunities to reflect on their student teaching experience and prepare materials to support their employment searches and career as teachers. COREQUISITE(S): WLE 385.
WLE 385
STUDENT TEACHING IN WORLD LANGUAGES
Undergraduate
(12 credits) Student teaching is the culminating experience of the World Languages certification program. It is a ten-week, 30-hour/week experience. Students must successfully complete student teaching with a grade of B- or better in a language classroom in which they are seeking certification to teach. The course is taken concurrently with WLE 384, World Languages Capstone. Application and approval required. Open only to DePaul students.

WRD 98
PREPARATION FOR COLLEGE READING
Undergraduate
For students who need extra preparation in the development of college reading skills. Emphasizes development of reading strategies suitable for understanding a range of texts.

WRD 102
BASIC WRITING II
Undergraduate
WRD 102 prepares students for college-level writing by examining composing processes and the way writers function in a community of other writers and readers. The course helps students increase the effectiveness of their writing practices and develop a sense of confidence in themselves as writers. The course is ideal for students with less writing experience or those who want more exposure before taking WRD 103.

WRD 103
COMPOSITION AND RHETORIC I
Undergraduate
An introduction to the forms, expectations, and conventions of writing at the college level. Emphasis on audience analysis, rhetorical stance, and the nature of the composing process.

WRD 103X
COMPOSITION AND RHETORIC I (FOR NON-NATIVE SPEAKERS)
Undergraduate
An introduction to the forms, expectations, and conventions of writing at the college level. Emphasis on audience analysis, rhetorical stance, and the nature of the composing process. These sections are specifically designed for students whose first or dominant language is not English. Students will have the opportunity to focus on writing challenges that are unique to writing in a second or additional language, including increased attention to language skills and to the cultural expectations of U.S. academic audiences. The lower enrollment capacity of this section will allow for greater attention to students' individual writing needs. These sections address the same course objectives all WRD 103 sections.

WRD 104
COMPOSITION AND RHETORIC II
Undergraduate
Developing a convincing argument with information and evidence drawn from a variety of sources. Emphasis on effective research strategies and professional use of sources.

WRD 104X
COMPOSITION & RHETORIC II (FOR NON-NATIVE SPEAKERS)
Undergraduate
Designed for specifically for non-native English speakers, this course focuses on developing a convincing argument with information and evidence drawn from a variety of sources. Emphasis on effective research strategies and professional use of sources.

WRD 103X or equivalent is a prerequisite for this class.
WRD 108
COLLEGE READING
Undergraduate
Devoted to the acquisition and development of analytical, critical, and interactive reading skills essential to continued success in college, regardless of intended major. Emphasizes effective reading techniques, vocabulary development, and comprehension improvement applicable to all academic disciplines.

WRD 111
TRANSITION DEPAUL
Undergraduate
This course prepares new international transfer students for academic success at DePaul. It serves as an introduction to academic support services and opportunities available at DePaul, and the conventions of US academic culture, and the City of Chicago as an academic and culture resource. Topics include differences in approaches to teaching and learning; creating and sustaining productive student-faculty relationships; successful study patterns; and the relationship between liberal and professional education in American culture. Students will do assigned reading on course topics, keep a reflective journal, and engage with each other through discussion and presentation.

WRD 200
WRITING IN THE DISCIPLINES
Undergraduate
Preparation for writing in academic disciplines. Special attention to forms, conventions, and expectations in university writing at the intermediate level.

WRD 201
DIGITAL WRITING
Undergraduate
An introduction to the study and practice of writing in the digital age. Students will consider a range of digital text types, such as web pages, social media, blogs, online videos, and interactive media, to better understand the technologies, rhetorical conventions, and practices that contribute to and emerge from digital texts. Students will also produce digital texts of their own. No prior digital production experience is necessary.

WRD 203 or HON 100 is a prerequisite for this course.

WRD 202
PROFESSIONAL WRITING FOR BUSINESS
Undergraduate
Effective organization and design of documents common in business life - letters, memos, reports, and resumes. Attention to audience, purpose, and style. Two quarter hours credit.

WRD 104 or HON 100 is a prerequisite for this course.

WRD 203
STYLE FOR WRITERS
Undergraduate
This course provides students with opportunities to explore stylistic choices in written prose. Students will examine both published work and their own writing to explore how to manipulate language in specific contexts to achieve specific ends. Writing workshops will help students provide and receive constructive comments aimed at revision of drafts.

WRD 204
TECHNICAL WRITING
Undergraduate
In this course, students learn to communicate and interpret specialized information for readers’ practical use. The course highlights the action-orientated goals of technical writing and the importance of accurately communicating information to users. The course provides an overview of key issues related to technical writing such as usability, audience analysis, designing pages and screens, effective collaboration with peers, interpreting and presenting data, and writing clearly and persuasively. Students learn to write, revise and present common technical writing genres such as instructions, tutorials, manuals, reports, product/process descriptions, proposals, and oral presentations.
HISTORY OF LITERACIES AND WRITING
Undergraduate
Literacy is traditionally defined as the ability to read and write. This course will expand that definition to also explore the technological, cultural, and political aspects of literacy from the earliest archeological record of writing to modern information technology and digital literacy. Students will examine practices and narratives surrounding literacy, learn how both physical media and social power constrain what information gets recorded and how, and question the implications of these constraints on the ways we define and engage literacy and writing.

PROFESSIONAL WRITING
Undergraduate
In this introductory course, students learn fundamentals of professional writing, with a special focus on distinguishing academic writing from workplace writing. The course provides a solid foundation that students can build on as they develop specializations in their professional fields. Through a series of short assignments, students explore the structure and format of typical professional writing documents, examine a variety of workplace writing situations, and begin developing a clear and concise style appropriate for professional settings. Students analyze and write a number of workplace genres, such as memos, emails, letters, resumes, short reports, web documents, and professional presentations.

INTRODUCTION TO WRITING AND RHETORIC
Undergraduate
An introduction to key concepts in the history of rhetoric, the development and current state of rhetoric and writing, and the impact of rhetoric on contemporary life. The course aims at understanding rhetoric as a theoretical approach, a set of practices, and a discipline.

INTRODUCTION TO REASONED DISCOURSE
Undergraduate
Study of the problems of reasoned discourse, emphasizing invention and construction of arguments for varied audiences.

WRD 104 or HON 100 is a prerequisite for this course.

GENRE AND DISCOURSE
Undergraduate
In this class, students examine how discourse and genres are used to frame issues and instantiate values and beliefs. Students will explore theories of genre and discourse, learn to analyze how genre and discourse operate, understand the relationship of formal features to beliefs and practices, and produce texts in a variety of genres.

ARGUMENTATIVE WRITING
Undergraduate
Students in this course will learn techniques for constructing argumentative writing, working with rhetorical methods of inventing and arranging written arguments. Students will examine different genres of argument, but the focus in the course will be on student production and revision. This course builds on and extends skills in argumentative writing that students gain in the first-year writing program.

WRD 104 or HON 100 is a prerequisite for this course.

RHETORICAL ANALYSIS
Undergraduate
This course will introduce students to methods for analyzing symbolic acts and artifacts in order to understand the perspectives and motivations which shaped them. Students will analyze a variety of rhetorical artifacts from several perspectives including classical rhetoric, argumentation, metaphor, feminism, dramatism, and ethics. Through analysis, students will learn how messages are constructed in order to produce certain effects as well as how to question and respond critically to communication.
DePaul University

Digital Information Technologies Proliferate in Our Culture, Significantly Impacting the Rhetorical Contexts in Which We Work and Play. This Course Will Explore a Variety of Topics Related to the Expansion of Digital Culture and Rhetoric Such as the Development of the Internet; Gaming; the Construction of Personal and Group Identity; Media Convergence; the Distribution of Work; Community, Group, and Subculture Formation Online; Political and Policy Issues; Cyberterrorism; Privacy, and the Representation of Technology in Popular Media.

The Rhetoric of Everyday Texts
From Transit Signs to Nutritional Information, to Tagging, to Social Media Posts, We Encounter "Everyday Texts" Continually in Our Day-to-Day Lives. This Course Examines the Social, Rhetorical, and Technological Contexts That Form and Are Formed by Such Texts, While Examining How and Why Such Texts Can and Do Become Notable or Even Extraordinary. The Course Considers Print, Digital, and Hybrid Platforms for Both Readers and Writers. No Prior Experience with Production Technologies Is Necessary.

Academic Reading for International/Multilingual Students
This Course Prepares International/Multilingual Students to Become More Efficient, Effective, and Critical Readers. By Developing a Range of Focused Reading Strategies, and a Deeper Awareness of How Academic Texts Function Rhetorically Within Scholarly Conversations, Students Will Strengthen Their Abilities to Understand, Analyze, and Respond to Academic Readings. Students Will Practice Applying Critical Reading Skills to Selected Texts from Their Specific Majors. WRD 103 Is Recommended.

Writing Censorship
An Introduction to Censorship as Both a Mechanism of Social Control and a Fundamental Element of All Rhetorical Situations. Explores the History of Censorship in the West and Engages Theoretical Questions About the Power of Language and Its Suppression as a Force for Violence. Affords Students Opportunities to Experiment with Effective Strategies of Resistance by Writing Under Varied Conditions of Censorship.

Ethics of Public and Professional Writing
This Course Introduces a Critical Moral Philosophical Framework for the Study of Public and Professional Writing. Students Will Learn to Critique Historic and Contemporary Texts from an Ethical Perspective. Students Will Also Explore Contemporary Ethical Issues for Writing in Digital Environments and Varied Professional Contexts.

Environmental Writing
In This Class, Students Will Develop Knowledge, Critical Thinking Skills, and Multi-Modal Literacies That Define Writing Practices in the Environmental Community. In Order to Become More Proficient Writers, Students Will Analyze and Practice a Range of Genres Relevant to Environmental Issues in the Workplace and the Larger Public Sphere, from Professional Documents Such as Proposals and Reports to Research Articles Aimed at the General Public and Published in Traditional or Electronic Media. Students Will Also Analyze Various New-Media Genres as Indicators of Public Interests and as Tools for Reaching and Engaging Diverse Audiences. WRD 104 Is Recommended.

Sports Writing in America: Myths, Memories, Heroes and Villains
This Course Explores the Role of Writing Within and Across Multiple Sports, Viewed Through Historic, Cultural, Social, and Economic Lenses. Students Will Read, Analyze, and Discuss Multiple Genres, Including Reporting, Memoir/Nonfiction, and Argument, and Draft and Revise Their Own Writing in These Genres on the Sports of Their Choice. WRD 104 Is Recommended.
WRD 290
WRITER'S TOOLS WORKSHOP
Undergraduate
Introduction to and practical engagement with specific digital technologies and/or multimodal environments. Two Credit Hours. Tools/topics vary. Can be repeated for credit as topics vary.

WRD 300
COMPOSITION AND STYLE
Undergraduate
Advanced instruction in invention, arrangement, and style, toward developing clear and effective prose styles.
WRD 104 or HON 100 is a prerequisite for this course.

WRD 301
WRITING IN WORKPLACE CONTEXTS
Undergraduate
Students examine the roles of writing (transactional, informative, and persuasive) in professional contexts and learn common features of workplace writing situations (internal vs. external documents, collaboration, distribution of expertise and authority, content management, globalization) and strategies for responding to them. They will also learn about stylistic conventions common to workplace genres (building an effective professional persona through writing - tone, document design) and their typical formats. Theory and analysis will ground discussions of production and production-based projects.

WRD 306
RHETORICAL TRADITIONS
Undergraduate
In this historical survey course, students examine a variety of traditions in rhetorical thought. Students will become familiar with key concepts in the Western rhetorical traditional, while also interrogating the centrality of that tradition by examining marginalized or resistant currents in rhetorical thought.

WRD 309
TOPICS IN WRITING, RHETORIC AND DISCOURSE
Undergraduate
May be repeated for credit as topics vary. See schedule for current offerings.
WRD 103 or HON 100 is a prerequisite for this course.

WRD 320
TOPICS IN PROFESSIONAL WRITING
Undergraduate
May be repeated for credit as topics vary. This course provides students opportunities to explore concepts in depth and apply specialized practices related to a rotating selection of dedicated topics in technical and professional writing.

WRD 321
WRITING IN THE LEGAL PROFESSION
Undergraduate
This course explores the role of writing, thinking, and problem-solving in legal contexts. Students will gain an understanding of the principles involved in writing effective narrative and persuasive prose for a variety of legal purposes, and be able to apply these principles to their own writing.
WRD 104 or HON 100 is a prerequisite for this course.
WRD 322  
WRITING AND METADATA  
Undergraduate  
Writing in digital environments often involves layers of information beyond the written text itself, ranging from the markup languages that identify and structure the text, to hashtags and similar grouping data. Students in this class explore the way those additional layers shape meaning and rhetorical strategies in for both human and machine readers in digital environments; the semantic elements of markup languages; and cultural understandings of metadata, machine reading, and privacy.

WRD 104 or HON 100 is a prerequisite for this course.

WRD 323  
EDITING  
Undergraduate  
Students will explore a range of practices associated with the revision of prose for publication. Students will learn to edit for style and consistency at the document, paragraph, and sentence levels. They will also compare and learn to apply differing style guides, learn technologies central to modern editorial practice, and examine related topics such as the Plain Language Movement and preparing documents for translation.

WRD 324  
WRITING FOR PUBLIC HEALTH AND HEALTH CARE  
Undergraduate  
This course will explore writing in public health and health care. You will analyze contemporary writing produced by government and NGOs, research organizations, public and professional forums and related sites of action. You will apply what you learn to a health writing project on a topic of your own choice.

WRD 330  
LANGUAGE AND LINGUISTICS  
Undergraduate  
This course introduces students to major concepts in and approaches to studying language, covering topics such as language structure, language acquisition, dialect variation, language and identity, language policy, and literacy. The course presumes no prior knowledge of linguistics and will be relevant to students studying in a wide variety of majors.

WRD 104 or HON 100 is a prerequisite for this course.

WRD 340  
WRITING AND REVISIONG  
Undergraduate  
This course operates on the assumption that the secret to strong writing is revision. Students will learn about theories of revision, studying how successful writers revise, and will then put those techniques into practice. The goal of the course is to develop strategies and understanding of the rhetorical situations of writing in different contexts. Students will work on developing voice, taking ownership of work, and creating strong, well supported arguments.

WRD 345  
GHOSTWRITING  
Undergraduate  
This course explores the phenomenon of ghostwriting and affords students opportunities to develop ghostwritten projects. Considers the appearance of ghostwriting across historical and contemporary genres, in print and online, in academic, professional, and imaginative contexts. An introduction to interview as research method and attention to related ethical questions will inform students' own ghostwriting.

WRD 103 or HON 100 is a prerequisite for this course.

WRD 360  
TOPICS IN RHETORIC  
Undergraduate  
May be repeated for credit as topics vary. This course provides students opportunities to explore concepts in depth and apply specialized practices related to a rotating selection of dedicated topics in the theory and history of rhetoric.
WRD 361
TOPICS IN ALTERNATIVE RHETORICS
Undergraduate
Women, ethnic minorities, gay/lesbian/and transgender writers, and individuals with disabilities are forced to navigate the dominant culture through strategies that draw upon and transform dominant cultural practices. Courses in this topics category will consider questions raised by alternative rhetorics and examine the way rhetorical acts construct such categories and shape the ways in which people are included or excluded from social groups and movements through language use. Students will examine and assess these mediation strategies while also developing theoretical frameworks to analyze and understand them. May be repeated for credit as topics vary.

WRD 362
SEMIOTICS
Undergraduate
Nonverbal codes and their implications for understanding rhetoric and culture.

WRD 363
VISUAL RHETORIC
Undergraduate
As both consumers and producers, we engage daily with a variety of textual and graphical elements. Participation in this course encourages critical consideration of such encounters. Students will examine the assumptions and practices that inform the authorship and interpretation of both print-based and electronic texts. The course will explore cultural and rhetorical frameworks for understanding, evaluating, and composing visual elements in various media.

WRD 368
GLOBAL ENGLISHES
Undergraduate
At the start of the 21st century, English is a global language used in commerce, technology, research, education, and even popular culture around the world. This course explores the role and nature of the English language in a global context. Course readings and discussions will examine the historical context and cultural legacy of the spread of English, global varieties of English, uses and contexts of English, issues of ownership and identity, and the future of English.

WRD 376
FIELDWORK IN ARTS WRITING
Undergraduate
The study and production of writing about art as social engagement, this course explores various genres of arts writing and their functions from the perspective of critic and artist. Combines fieldwork in the Chicago arts scene "collaborating and conversing with artists and professional writers" with classroom-based discussion. Students produce a portfolio of writing about art in a variety of genres including the critical, informative, and reflective.

WRD 377
WRITING AND SOCIAL ENGAGEMENT
Undergraduate
Using writing within community service. See schedule for current offerings.

WRD 104 or HON 100 is a prerequisite for this course.

WRD 378
TEACHING ENGLISH AS A SECOND LANGUAGE IN CHICAGO
Undergraduate
Students explore the theory and practice of learning and teaching English as a Second Language (ESL) through readings and classroom discussion while teaching or tutoring adult ESL learners at a Chicago-area community center. Classroom and service experiences together help students develop an understanding of second language learning, teaching strategies and approaches, and issues of immigration and language policy in both U.S. and global contexts. (Can count for both JYEL credit and minor credit.)
WRD 390
RHETORIC AND PUBLIC WRITING
Undergraduate
This course encourages a reflective stance on the development of the individual writer through the educational process, particularly as that relates to the interplay of the Liberal Studies experience and the WRD major. Students will be asked to look back for the purpose of looking forward, to consider how this broad preparation to excel at rhetorical action across communities of discourse prepares one for public life as a writer. Students will develop a reflective portfolio of prior work and prepare new writing for contexts beyond undergraduate life.

WRD 395
WRITING CENTER THEORY & PEDAGOGY
Undergraduate
Introduction to current theories and practices in writing instruction; prepares students to develop and administer writing centers and to work as writing consultants. (Writing Center practicum required).

WRD 395 is a prerequisite for this course.

WRD 396
WRITING FELLOWS THEORY AND PRACTICE
Undergraduate
A seminar on tutoring writing across the curriculum. Students will read articles and do writing assignments designed to familiarize Fellows with theories of writing and tutoring and to stimulate thinking about the issues these theories raise. This course will also help develop tutoring skills, including practice writing comments on sample papers, participating in mock conferences, and sharing specifics from students' experiences as Fellows.

WRD 398
INTERNSHIP
Undergraduate
An approved internship obtained in consultation with the department's Internship Coordinator. In addition to internship duties, students will produce weekly journal entries that reflect on internship activities and related coursework; and compile a portfolio of written work product developed during the internship. May be repeated for credit.

WRD 399
INDEPENDENT STUDY
Undergraduate
Independent study guided by a faculty member. Written permission of supervising faculty member and by department chair required before registration. May be repeated for credit.

WRD 500
PROSEMIRAN
Graduate
An introduction to the intellectual/scholarly traditions of writing studies, rhetorical theory, and discourse. Students learn different theoretical perspectives as well as the field's lexical-conceptual vocabulary, providing a gateway to the field and the program's concentration areas.

Status as a Graduate Writing, Rhetoric and Discourse student is a prerequisite for this class.

WRD 503
ANCIENT RHETORICS
Graduate
A survey of rhetorical theory from ancient Greece and Rome and as well as various Eastern traditions. The course examines important definitions and discussions of rhetoric from Plato to Augustine, with attention to their implications for an understanding of the roles of rhetoric and writing in modern society.
WRD 505  
CONTEMPORARY RHETORICS  
Graduate  
A survey of theories and practices in 19th- and 20th-century rhetoric. Examines psychological, social and philosophical roots of contemporary rhetorics and the influence of scientific and literary studies on theories of discourse.

WRD 506  
MULTICULTURAL RHETORICS  
Graduate  
An introduction to written rhetoric and culture. Explores competing conceptions of culture and meanings of literacy, particularly as they relate to American literacy education.

WRD 507  
GLOBAL ENGLISHES  
Graduate  
Explores the role and nature of the English language in a global context, focusing on the historical context and cultural legacy of the spread of English, global varieties of English, uses and contexts of English, issues of ownership and identity, and writing and language instruction. Course content draws upon theoretical models of World Englishes, scholarly debates, descriptions of spoken and written English around the world, and artifacts of global Englishes.

WRD 508  
DISCOURSE AND STYLE  
Graduate  
Explores discourse theory and practice in examining features of style, including linguistic and rhetorical perspectives.

WRD 509  
GENRE THEORY AND PRACTICE  
Graduate  
An overview of the study of non-literary genres, focusing on contemporary theories and practices of genre and genre learning. Students become familiar with various disciplinary perspectives on genre theory, methods for analyzing non-literary genres, and pedagogical approaches to teaching genre in the writing classroom. Explores genres from textual, social, and critical perspectives, considering how genres within social and institutional contexts such as the academy, the workplace, and the public sphere.

WRD 510  
TOPICS IN RHETORICAL HISTORY  
Graduate  
Explores topics in rhetorical history. May be repeated for credit as topics vary.

WRD 511  
TOPICS IN COMMUNITY, CULTURE AND IDENTITY  
Graduate  
Explores topics related to community, culture, and identity from the perspectives of rhetoric and discourse. May be repeated for credit as topics vary.

WRD 512  
TOPICS IN LANGUAGE  
Graduate  
Explores topics related to language and its intersections with rhetoric and discourse. May be repeated for credit as topics vary.

WRD 513  
SEMIOTICS  
Graduate  
An introduction to semiotics, or the study of 'the sign'; a theory of meaning that is concerned with anything intended to or interpreted to stand for something else, including objects, pictures, sounds, gestures, and body language. The course examines the construction of meaning in manifold contexts, extending the notion of 'text' beyond the written page to any artifact that functions as a 'message' embodied in a genre and a medium.
WRD 514
SOCIOLINGUISTICS
Graduate
An introduction to the study of language in social contexts. Explores the principles of language variation and change within social contexts.

WRD 515
THE ESSAY
Graduate
Explores the history of the essay as genre from the Renaissance to the present, compares and contrasts literary essays with those written in most school settings, and offers students the opportunity to write their own extended essays on personal and professional topics.

WRD 520
COMPUTERS AND WRITING
Graduate
Explores the cultural, institutional, professional, and pedagogical implications of digital writing technology, drawing upon theories of technology as well discussions from the field of computers and composition.

WRD 521
TECHNICAL WRITING
Graduate
An introduction to various aspects of technical writing, including readability, document design, editing and usability.

WRD 522
WRITING IN THE PROFESSIONS
Graduate
Improves writing skills useful in semitechnical and nontechnical professions; emphasis on style, tone, awareness of purpose and audience; effective memo, proposal and report design.

WRD 523
EDITING
Graduate
An introduction to editing principles and practices in professional and technical fields.

WRD 524
DOCUMENT DESIGN
Graduate
Theories, concepts, and components of effective document design, including the interrelation of visual displays and written texts across a range of electronic and print genres.

WRD 525
WRITING FOR THE WEB
Graduate
An introduction to various genres of web-based communication and the roles played by writers, readers, and users of web sites. Includes analysis, design, and revision of web-based writing as well as practice producing written documents which accompany the development of web information.

WRD 526
GRANT AND REPORT WRITING
Graduate
An introduction to the purpose and structure of these common workplace genres through analysis of successful documents and guided practice in producing their own.
WRD 530
TOPICS IN PROFESSIONAL AND TECHNICAL WRITING
Graduate
Explores topics in professional and technical writing. May be repeated for credit as topics vary.

WRD 540
TEACHING WRITING
Graduate
Introduction to teaching composition at the secondary and college undergraduate levels. The course helps students develop methods of teaching composition based on modern theories of rhetoric, reading and language acquisition. Formerly ENG 480.

WRD 541
COMPOSITION THEORY
Graduate
Explores the development of contemporary theories of written composition; focuses on contexts for writing, the writing process, and reader-writer relationships.

WRD 542
URBAN LITERACIES
Graduate
Explores the multiple definitions of literacy with a special emphasis on adult literacy in an urban environment. Students examine the relationship between theory and practice, reading about theories of literacy from psychology, cognitive science, education, composition & rhetoric and linguistics while engaging in literacy tutoring at Chicago-area literacy sites.

WRD 543
TEACHING ESL WRITING
Graduate
Provides an overview of the theory and practice of writing in a second language. Examines distinctions between first and second language writing and major issues and dilemmas within the field, including composing processes, error correction and feedback, contrastive rhetoric, culture, course design, plagiarism, and U.S. composition classrooms.

WRD 544
TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE
Graduate
A survey course in the teaching and learning of English as a Second Language (ESL). Familiarizes students with theoretical foundations and basic principles of second language learning and teaching, the components of the major language skills (listening, speaking, reading, writing), and the social and political dimensions of teaching and learning ESL.

WRD 545
TEACHING WRITING ONLINE
Graduate
Explores the teaching of writing in online-supported distance-learning. Introduces students to challenges and best practices and techniques for specific technologies.

WRD 546
PEDAGOGICAL GRAMMAR
Graduate
An introduction to grammar instruction for language and writing classrooms. Introduces students to current research in grammar instruction and applies that research to develop strategies for the instruction of a range of aspects of English grammar, with an emphasis on rhetoric and context.
WRD 547
AP INSTITUTE IN ENGLISH LANGUAGE AND COMPOSITION
Graduate
A workshop designed to help Advanced Placement teachers prepare their students for the AP exam in English Language and Composition and for the demands of college writing. The institute is a week-long, full-day intensive workshop that covers teaching, reading, writing, style, assessment, and argumentation in accelerated high school classes. This course is offered in the summer only.

WRD 550
TOPICS IN TEACHING WRITING AND LANGUAGE
Graduate
Explores topics related to teaching writing and language. May be repeated for credit as topics vary.

WRD 551
TEACHING APPRENTICESHIP PRACTICUM
Graduate
Ongoing support in instructional practice to include grading and responding to student work; facilitating in-class activities such as discussion and peer workshopping; student-teacher conferencing; classroom management; and related topics. Available only to MA in WRD students admitted to the Teaching Apprenticeship Program.

WRD 540 is a prerequisite for this course.

WRD 582
WRITING CENTER THEORY AND PEDAGOGY
Graduate
Introduction to current theories and practices in writing instruction; prepares students to develop and administer writing centers and to work as writing consultants. (Writing Center practicum required.)

WRD 586
WRITING FOR PUBLIC POLICY
Graduate
Specifically for those admitted to the M.S. in Economics and Public Policy Analysis and M.B.A. in Economic Policy Analysis, this course provides instruction in writing and presentation skills that allow students to communicate research findings to economists, non-economists, business executives, interest groups, and public officials.

Status as an MS in Economics and Public Policy Analysis or MBA in Economic Policy Analysis student is a prerequisite for this class.

WRD 587
AMERICAN ACADEMIC CULTURE FOR INTERNATIONAL GRADUATE STUDENTS
Graduate
This course is intended for international graduate students from across the university who want to participate successfully in American academic culture. Through advanced readings and discussions, students will learn how to navigate the writing conventions, classroom practices, and research expectations that shape American academic life both broadly and within their chosen fields. Class projects will allow students to investigate genres in their specific areas of study and practice the kinds of writing that define their disciplines.

WRD 590
INTERNSHIP IN PROFESSIONAL/TECHNICAL WRITING
Graduate
Internship in professional and/or technical writing. May be repeated for credit.

WRD 591
INTERNSHIP IN TEACHING WRITING AND LANGUAGE
Graduate
Internship in teaching writing and/or language. May be repeated for credit.
WRD 595
INDEPENDENT STUDY
Graduate
Independent study guided by a faculty member. May be repeated for credit.

WRD 597
CANDIDACY MAINTENANCE
Graduate
Masters candidates who are not enrolled in a course during a given quarter but who want to maintain active university status should register for this course by permission of the graduate director. This course does not maintain student status for purposes of student loans. Non-credit.

WRD 598
THESIS RESEARCH
Graduate
Independent thesis research guided by a WRD faculty member. Written permission of supervising faculty member and of graduate director required before registration. This course may be taken up to two times for credit.

WRD 599
PORTFOLIO
Graduate
A capstone seminar course in which students select, revise, and write supplementary documentation for a collection of their work appropriate to a job search in their area of concentration or for doctoral program application.

About This Handbook

The Handbook provides University policies that support both academic and behavior expectations.

The University reserves the right to change programs, courses and requirements; and to modify, amend or revoke any rules, regulations, policies, procedures or financial schedules at any time during a student's enrollment period provided.

In addition to the policies and information included in this Handbook, your college or school may have specific guidelines, policies, and procedures for which you are responsible. Please consult your college section.

The Handbook also includes sections on General Information and University Resources.

About DePaul

DePaul University was founded in 1898, by the Congregation of the Mission (or Vincentian) religious community, which follows the teachings of 17th century French priest St. Vincent de Paul. The university's mission emphasizes academic excellence, service to the community, access to education and respect for the individual.
## Academic Calendar 2015-2016

Academic calendars for additional years are available on the Academic Affairs website.

Please note any student enrolled in an online learning class offered by the College of Computing and Digital Media (CDM): Online learning classes offered by CDM have different registration dates than the institutional registration dates. Please consult the Academic Affairs calendar for these dates.

### AUTUMN QUARTER 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31</td>
<td>Begin Immersion Week of Discover Chicago Program</td>
</tr>
<tr>
<td>September 4</td>
<td>TUITION DUE: AUTUMN QUARTER</td>
</tr>
<tr>
<td>September 7</td>
<td>Labor Day - University officially closed</td>
</tr>
<tr>
<td>September 9</td>
<td>BEGIN AUTUMN QUARTER 2015 ALL CLASSES</td>
</tr>
<tr>
<td>September 15</td>
<td>Last day to add (or swap) classes to AQ2015 schedule</td>
</tr>
<tr>
<td>September 22</td>
<td>Last day to drop classes with no penalty (100% tuition refund if applicable and no grade on transcript)</td>
</tr>
<tr>
<td>September 22</td>
<td>Last day to select pass/fail option</td>
</tr>
<tr>
<td>September 23</td>
<td>Grades of “W” assigned for AQ2015 classes dropped on or after this day</td>
</tr>
<tr>
<td>September 29</td>
<td>Last day to select auditor status</td>
</tr>
<tr>
<td>October 19</td>
<td>Begin December Quarter/Graduate Intercession Registration</td>
</tr>
<tr>
<td>October 1</td>
<td>DEADLINE: Application for November 2015 degree conferral</td>
</tr>
<tr>
<td>October 27</td>
<td>Last day to withdraw from AQ 2015 classes</td>
</tr>
<tr>
<td>November 17</td>
<td>End AQ2015 Day &amp; Evening classes</td>
</tr>
<tr>
<td>November 18</td>
<td>Begin AQ2015 Day &amp; Evening Final Exams</td>
</tr>
<tr>
<td>November 22</td>
<td>TUITION DUE: December Quarter/Graduate Intercession 2015</td>
</tr>
<tr>
<td>November 24</td>
<td>End AQ2014 Day &amp; Evening Final Exams</td>
</tr>
<tr>
<td>November 26</td>
<td>Thanksgiving Holiday - University officially closed</td>
</tr>
<tr>
<td>November 27</td>
<td>Thanksgiving Holiday - University officially closed</td>
</tr>
<tr>
<td>November 28</td>
<td>Thanksgiving Holiday - University officially closed</td>
</tr>
<tr>
<td>November 29</td>
<td>Thanksgiving Holiday - University officially closed</td>
</tr>
<tr>
<td>December 3</td>
<td>AUTUMN 2015 GRADES DUE</td>
</tr>
<tr>
<td>December 4</td>
<td>IN Grades issued Winter 2015 lapse to F</td>
</tr>
<tr>
<td>December 8</td>
<td>R Grades issued Autumn 2014 lapse to F</td>
</tr>
</tbody>
</table>

### DECEMBER 2015 QUARTER/GRADUATE INTERSESSON

### Deadline dates for enrollment transactions based on 2-week quarter/intersession

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 30</td>
<td>Begin December Quarter/Graduate Intercession</td>
</tr>
<tr>
<td>December 1</td>
<td>Last day to add (or swap) classes for December Quarter/Graduate Intercession</td>
</tr>
<tr>
<td>December 2</td>
<td>Last day to drop classes w/o penalty (100% tuition refund if applicable and no grade on transcript)</td>
</tr>
<tr>
<td>December 3</td>
<td>Grades of W assigned on or after this day for all classes dropped</td>
</tr>
<tr>
<td>December 4</td>
<td>TUITION DUE: WINTER QUARTER 2016</td>
</tr>
<tr>
<td>December 8</td>
<td>Last day to withdraw from December Intercession December Quarter/Graduate Intercession classes</td>
</tr>
<tr>
<td>December 18</td>
<td>End December Quarter/Graduate Intercession (some classes may end earlier)</td>
</tr>
<tr>
<td>December 23</td>
<td>St. Vincent de Paul Day - University officially closed</td>
</tr>
<tr>
<td>December 24 - January 1</td>
<td>Holiday Break University officially closed</td>
</tr>
</tbody>
</table>
### WINTER QUARTER 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, January 4</td>
<td>BEGIN WQ2016 DAY AND EVENING CLASSES</td>
</tr>
<tr>
<td>Wednesday, January 6</td>
<td>December Quarter/Graduate Intercession 2015 GRADES DUE</td>
</tr>
<tr>
<td>Sunday, January 10</td>
<td>Last day to add (or swap) classes to WQ2016 schedule</td>
</tr>
<tr>
<td>January 15</td>
<td>DEADLINE: Application for March 2015 degree conferral</td>
</tr>
<tr>
<td>Friday, January 15</td>
<td>Last day to select pass/fail option</td>
</tr>
<tr>
<td>Sunday, January 17</td>
<td>Last day to drop classes with no penalty (100% tuition refund if applicable and no grade on transcript)</td>
</tr>
<tr>
<td>Monday, January 18</td>
<td>Martin Luther King Day - University officially closed</td>
</tr>
<tr>
<td>Friday, January 22</td>
<td>Last day to select auditor status</td>
</tr>
<tr>
<td>Monday, February 1</td>
<td>DEADLINE: Application for June 2015 Degree Conferral</td>
</tr>
<tr>
<td>Monday, February 8</td>
<td>Begin SQ2016 and Summer 2016 Registration</td>
</tr>
<tr>
<td>Sunday, February 21</td>
<td>Last day to withdraw from WQ2016 classes</td>
</tr>
<tr>
<td>Friday, March 11</td>
<td>TUITION DUE: SPRING QUARTER 2016</td>
</tr>
<tr>
<td>Saturday, March 12</td>
<td>End WQ 2016 Day &amp; Evening Classes</td>
</tr>
<tr>
<td>Monday, March 14</td>
<td>Begin WQ 2016 Day &amp; Evening Final Exams</td>
</tr>
<tr>
<td>Saturday, March 19</td>
<td>WQ 2016 Grading Available for Faculty</td>
</tr>
<tr>
<td>Friday, March 25</td>
<td>T U I T I O N DUE: WINTER 2016</td>
</tr>
<tr>
<td>Saturday, March 26</td>
<td>E N D WINTER QUARTER 2016</td>
</tr>
<tr>
<td>Sunday, March 27</td>
<td>Begin Spring Break</td>
</tr>
<tr>
<td>Friday, March 28</td>
<td>End Spring Break</td>
</tr>
<tr>
<td>Friday, March 28</td>
<td>Good Friday - University officially closed</td>
</tr>
<tr>
<td>Saturday, March 29</td>
<td>Easter Holiday - University officially closed</td>
</tr>
<tr>
<td>Sunday, March 30</td>
<td>Easter Holiday - University officially closed</td>
</tr>
<tr>
<td>Monday, April 3</td>
<td>GRADES DUE: WINTER 2016</td>
</tr>
<tr>
<td>Friday, April 8</td>
<td>IN Grades issued Spring and Summer 2015 lapse to F</td>
</tr>
<tr>
<td>Sunday, April 10</td>
<td>R Grades issued Winter 2015 lapse to F</td>
</tr>
</tbody>
</table>

### SPRING QUARTER 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, March 28</td>
<td>BEGIN SQ2016 DAY &amp; EVENING CLASSES</td>
</tr>
<tr>
<td>Sunday, April 3</td>
<td>Last day to add (or swap) classes to SQ2016 schedule</td>
</tr>
<tr>
<td>Friday, April 8</td>
<td>Last day to select pass/fail option</td>
</tr>
<tr>
<td>Sunday, April 10</td>
<td>Last day to drop classes with no penalty (100% tuition refund if applicable and no grade on transcript)</td>
</tr>
<tr>
<td>Monday, April 11</td>
<td>Grades of &quot;W&quot; assigned for classes dropped on or after this day</td>
</tr>
<tr>
<td>Friday, April 15</td>
<td>Last day to select auditor status</td>
</tr>
<tr>
<td>Monday, May 2</td>
<td>Begin AQ2016 Registration</td>
</tr>
<tr>
<td>Sunday, May 15</td>
<td>Last day to withdraw from SQ2016 classes</td>
</tr>
<tr>
<td>Monday, May 30</td>
<td>Memorial Day - University officially closed</td>
</tr>
</tbody>
</table>
Friday June 3  End SQ2016 Day & Evening Classes
Saturday June 4  Begin SQ2016 Day & Evening Final Exams
               SQ2016 Grading Available for Faculty
Friday June 10  End SQ2016 Day & Evening Final Exams
               END SPRING QUARTER 2016
               Baccalaureate Mass
               Graduation Weekend Kick Off
               TUTION DUE: SUMMER
Saturday June 11  COMMENCEMENT
Sunday June 12  COMMENCEMENT
Friday June 17  GRADES DUE: SPRING 2016
               IN Grades issued Autumn 2015 lapse to F
               R Grades issued Spring 2015 lapse to F

SUMMER TERM 2016
Monday June 13  BEGIN SUMMER 2016 TERM
Monday July 4  Independence Day - University officially closed
Friday July 15  DEADLINE: Application for August 2016 degree conferral
Friday August 19  End Summer 2016 Term
Friday August 26  GRADES DUE: SUMMER 2016 TERM
               R Grades issued Summer 2015 lapse to F

Special Notes Regarding Summer 2016
Enrollment Policies: Deadlines are based on the percentage of the course instruction received:

- Add: Students can add a course up until the course has met for 10% of the course duration.
- Drop: Students can drop a course with no penalty up until the course has met for 20% of the course duration.
- Pass/Fail: Undergraduate students can apply to put a course on pass/fail up until the course has met for 20% of the course duration.
- Audit: Students can apply to audit a course up until the course has met for 30% of the course duration.
- Withdraw: Students can withdraw with penalty between the 20% and 70% of the course duration. After 70% instruction, students cannot withdraw.

Admission

Admission to graduate programs is determined by each individual graduate program. Please consult the catalog of the respective college for additional information. For general information or to apply to a graduate program consult the Office of Admission website.
DePaul Campuses

Students of any school or college may register for classes on any campus, arranging hours and courses in a manner designed to afford maximum educational advantage.

The Lincoln Park Campus is situated about three miles north of the Chicago Loop in the vicinity of Webster (2200 N), Halsted (800 W) and Racine (1200 W). The offices for the College of Liberal Arts and Social Sciences, the College of Science and Health, the School of Music, the College of Education, and The Theatre School are located on this campus.

The Loop Campus is located at 1 East Jackson Boulevard, between State, Jackson and Wabash. The offices for the Driehaus College of Business, the College of Computing and Digital Media, the College of Communication, the College of Law and the School for New Learning are located on this campus.

Suburban Sites

The Kellstadt Graduate School of Business, the College of Science and Health, the College of Education, the College of Communication and the School for New Learning offer some courses at a number of the following suburban sites:

The Naperville Campus is located at 150 W. Warrenville Road, Naperville, Illinois (at I-88 and Naperville Road).

The O'Hare Campus is located in the Triangle Plaza, 8770 W. BrynMawr Ave Suite 100, Chicago, Illinois (at I-90 and Cumberland).

Rosalind Franklin University of Medicine and Science is located 3333 Green Bay Road in North Chicago, Illinois. DePaul students have the option of taking the Master's Entry in Nursing Practice (MENP) on the RFU campus.

Schools and Colleges

Driehaus College of Business

Established in 1912, the Driehaus College of Business is the nation's tenth oldest business school and serves individuals and organizations seeking access to the highest quality business education as a means for achieving intellectual and professional goals. The College also encompasses our highly respected graduate programs in business.

The Kellstadt Graduate School of Business prepares students to be leaders by frequently updating its programs to keep pace with the dynamics of global business.

College of Communication

The College of Communication provides students with a combination of timeless principles and up-to-the-minute tools, whether they're pursuing journalism; public relations and advertising; media studies; radio, television and film; relational, group and organizational communication; or intercultural communication.

College of Computing and Digital Media

The College of Computing and Digital Media (CDM) offers students a collaborative education where technology, artistry and business intersect. CDM is organized into three schools:

The School of Cinematic Arts is home to our animation and cinema programs, which merge creativity, technology, imagination, technique, vision and execution.

The School of Computing houses programs across the technology spectrum, and combines theoretical
fundamentals with hands-on practice.

The School of Design – CDM’s newest school – is home to programs in graphic design, interactive and social media, game development, human computer interaction, and digital communication and media arts.

**College of Education**

The College of Education offers degree programs in bilingual/bicultural education; counseling; curriculum studies; early childhood education; educational leadership; elementary education; middle school mathematics education; reading specialist education; secondary education; social and cultural foundations of education; special education; sport, fitness and recreation leadership; and world language education.

**College of Law**

The DePaul College of Law was one of the first law schools in the country to introduce educational innovations like the study of negotiation techniques, courses in international criminal law and pre-trial courses in skills techniques. Today, our health law and intellectual property programs are among the best in the country, according to U.S. News & World Report.

**College of Liberal Arts and Social Sciences**

The oldest college at DePaul, the College of Liberal Arts and Social Sciences (LAS) offers more than 28 undergraduate and 30 graduate degree programs. Courses meet during the day, evenings and on weekends, primarily on the Lincoln Park Campus.

**College of Science and Health**

The College of Science and Health (CSH) was established in 2011 to help its students meet the demands of the growing fields of science and health. CSH offers multiple undergraduate majors and graduate programs in the areas of biology, chemistry, environmental science, mathematics, nursing, physics and psychology.

**School of Music**

DePaul’s School of Music was founded in 1912 and is dedicated to excellence in both music teaching and performance. When they’re not working with DePaul students, many of the school’s faculty serve as members of the Chicago Symphony Orchestra, Lyric Opera of Chicago, or the Grant Park Symphony Orchestra, or as some of the city’s most prominent freelance, chamber and jazz musicians.

**School for New Learning**

Created in 1972 to serve the learning needs of adult students, the School for New Learning (SNL) is one of the first university-wide efforts in the United States catering to older students through a separate college. SNL’s innovative approach to teaching the adult student, which gives students credit toward degrees for life experience, has earned it international acclaim.

**The Theatre School**

Founded in 1925 as the Goodman School of Drama, The Theatre School at DePaul is the Midwest’s oldest theatre training conservatory. Known for its highly structured program and set in a world-renowned theater city, the school has earned a reputation as a standard of excellence in American professional theatre training.
DePaul University Mission

This mission statement embodies the principal purposes of DePaul University. As such it is the nexus between past, present and future; the criterion against which plans are formulated and major decisions made; the bond which unites faculty, students, staff, alumni, and trustees as an academic community. As a university, DePaul pursues the preservation, enrichment, and transmission of knowledge and culture across a broad scope of academic disciplines. It treasures its deep roots in the wisdom nourished in Catholic universities from medieval times. The principal distinguishing marks of the university are its Catholic, Vincentian, and urban character.

Central Purposes

DePaul, in common with all universities, is dedicated to teaching, research, and public service. However, in pursuing its own distinctive purposes, among these three fundamental responsibilities this university places highest priority on programs of instruction and learning. All curricula emphasize skills and attitudes that educate students to be lifelong, independent learners. DePaul provides sufficient diversity in curricular offerings, personal advisement, student services, and extracurricular activities to serve students who vary in age, ability, experience, and career interests. Full-time and part-time students are accorded equivalent service and are held to the same academic standards.

As a comprehensive university, DePaul offers degree programs at the undergraduate and graduate levels and a range of professional programs. The liberal arts and sciences are recognized not only for their intrinsic value in undergraduate and graduate degree programs, but also because they are foundational for all specialized undergraduate programs and supportive of all advanced professional programs. The university maintains that depth of scholarship to offer the doctorate in selected academic disciplines. Libraries, computer resources, and other academic support services match the levels and diversity of degree programs.

Research is supported both for its intrinsic merit and for the practical benefits it offers to faculty, students, and society. Broadly conceived, research at the university entails not only the discovery and dissemination of new knowledge but also the creation and interpretation of artistic works, application of expertise to enduring societal issues, and development of methodologies that improve inquiry, teaching and professional practice. In meeting its public service responsibility, the university encourages faculty, staff and students to apply specialized expertise in ways that contribute to the societal, economic, cultural and ethical quality of life in the metropolitan area and beyond. When appropriate, DePaul develops service partnerships with other institutions and agencies.

Students and Faculty

DePaul invites to its programs of study students from across the nation. Originally founded for students from the greater Chicago area, and still serving them predominantly, DePaul continues its commitment to the education of first generation college students, especially those from the diverse cultural and ethnic groups in the metropolitan area. Admission standards for all degree programs are selective or highly selective. In admitting students the university places greatest weight on intellectual potential and academic achievement. It seeks diversity in students’ special talents, qualities, interests, and socio-economic background.

DePaul University seeks to manage its resources effectively so as to control the costs it charges students for programs and services. Moreover, it makes available as much financial aid as possible to assure access to a broad range of talented students. The university identifies and offers special assistance to students of high potential who have been handicapped by educational, personal or societal obstacles beyond their control. From its first charter DePaul has supported a philosophy which now is expressed as being an equal opportunity educator and employer. DePaul continues to provide equal opportunities to students and employees without regard to age, national origin, race, sex, handicap, creed or color. Moreover, it strives to recruit faculty and staff who reflect the diverse mix of the student body.

The faculty, learned yet learning, gives substance to the mission of the university. These men and women personify the intrinsic value of scholarly inquiry and the force of creative and intellectual efforts. Through their dedication to learning, their contributions to a personalistic environment, and their faith in the potential of their students, the faculty and staff serve as role models for students.

Distinguishing Marks

By reason of its Catholic character, DePaul strives to bring the light of Catholic faith and the treasures of knowledge into a mutually challenging and supportive relationship. It accepts as its corporate responsibility to remain faithful to the Catholic message drawn from authentic religious sources both traditional and contemporary. In particular, it encourages theological learning and scholarship; in all academic disciplines it endorses critical moral thinking and scholarship founded on moral principles which embody religious values and
the highest ideals of our society.

On the personal level, DePaul respects the religiously pluralistic composition of its members and endorses the interplay of diverse value systems beneficial to intellectual inquiry. Academic freedom is guaranteed both as an integral part of the university’s scholarly and religious heritage, and as an essential condition of effective inquiry and instruction.

The university derives its title and fundamental mission from St. Vincent de Paul, the founder of the Congregation of the Mission, a religious community whose members, Vincentians, established and continue to sponsor DePaul. Motivated by the example of St. Vincent, who instilled a love of God by leading his contemporaries in serving urgent human needs, the DePaul community is above all characterized by ennobling the God-given dignity of each person. This religious personalism is manifested by the members of the DePaul community in a sensitivity to and care for the needs of each other and of those served, with a special concern for the deprived members of society. DePaul University emphasizes the development of a full range of human capabilities and appreciation of higher education as a means to engage cultural, social, religious, and ethical values in service to others.

As an urban university, DePaul is deeply involved in the life of a community which is rapidly becoming global, and is interconnected with it. DePaul both draws from the cultural and professional riches of this community and responds to its needs through educational and public service programs, by providing leadership in various professions, the performing arts, and civic endeavors and in assisting the community in finding solutions to its problems.

Adopted
by the Board of Trustees
November, 1991

Vincentian Identity

The university derives its title and fundamental mission from St. Vincent de Paul, the founder of the Congregation of the Mission, a religious community whose members, Vincentians, established and continue to sponsor DePaul. Motivated by the example of St. Vincent, who instilled a love of God by leading his contemporaries in serving urgent human needs, the DePaul community is above all characterized by ennobling the God-given dignity of each person. This religious personalism is manifested by the members of the DePaul community in a sensitivity to and care for the needs of each other and of those served, with a special concern for the deprived members of society. DePaul University emphasizes the development of a full range of human capabilities and appreciation of higher education as a means to engage cultural, social, religious, and ethical values in service to others.

University Officers

Rev. Dennis H. Holtschneider, C.M., Ed.D.
President

Rev. John T. Richardson, C.M., S.T.D.
Chancellor

Marten denBoer, Ph.D.
Provost

Robert L. Kozoman, C.P.A.
Executive Vice President

Rev. Edward R. Udovic, C.M., Ph.D.
Secretary of the University
Institutional Accreditation

DePaul University is accredited by:
The Higher Learning Commission of the North Central Association of Colleges and Schools
230 South LaSalle Street, Suite 7-500 Chicago, IL 60604-1413
Phone: (800) 621-7440 / (312) 263-0456
Fax: (312) 263-7462
Email: complaints@hlcommission.org
Web: http://ncahlc.org/Information-for-the-Public/complaints.html

Programmatic/ Specialized Accreditation

The Association to Advance Collegiate Schools of Business International
777 South Harbour Island Boulevard, Suite 750 Tampa, Florida 33602
Phone: (813) 769-6500
Fax: (813) 769-6559
For Initial Accreditation Email: iac@aacsb.edu
For Maintenance of Accreditation Email: mac@aacsb.edu
For Accounting Accreditation Email: aac@aacsb.edu
Web: http://www.aacsb.edu/~/media/AACSB/Docs/Accreditation/Policies/Complaint%20Procedure.ashx

The American Bar Association
Office of the Consultant on Legal Education, American Bar Association
321 N. Clark Street, 21st Floor Chicago, IL 60654
Phone: (312) 988-6738
Fax: (312) 988-5681
Email: legaled@americanbar.org
Web: http://www.americanbar.org/groups/legal_education/resources/accreditation/complaint_procedures.html

The American Chemical Society
Office of Professional Training
1155 16th Street, NW Washington, DC 20036
Phone: 202-872-4589
Fax: 202-872-6066
Email: cpt@acs.org
Web: http://www.acs.org

The American Psychological Association
Office of Program Consultation and Accreditation - Education Directorate
750 First Street NE Washington, DC 20002
Phone: (202) 336-5979
Fax: (202) 336-5978

The National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21 Reston, VA 20190-5248
Phone: (703) 437-0700
Fax: (703) 437-6312
Email: info@arts-accredit.org
Web: http://nasm.arts-accredit.org/index.jsp?page=Avenues%20for%20Expressing%20Concern

The National Association of Schools of Public Affairs and Administration
The master's in nursing program at DePaul University is accredited by the Commission on Collegiate Nursing Education. Applying for accreditation does not guarantee that accreditation will be granted.

The RN to MS program at DePaul University is pursuing initial accreditation by the Commission on Collegiate Nursing Education. Applying for accreditation does not guarantee that accreditation will be granted.

The Doctor of Nursing Practice at DePaul University is accredited by the Commission on Collegiate Nursing Education.

Students may provide feedback or register complaints with DePaul's accreditors at the contact information listed above.

Member Status

DePaul University Is A Member of

- The American Association of Colleges of Nursing
- The American Council On Education
- The Association of American Colleges and Universities
- The Association of American Law Schools
- The Association of Catholic Colleges and Universities
- The Association of Governing Boards of Universities and Colleges
- The Council for Adult and Experiential Learning
- The Council of Graduate Schools
- The Federation of Independent Illinois Colleges and Universities
- The Illinois Arts Alliance
- The Illinois Department of Registration and Education
- The International Association of Theatre for Children and Young People
- The League of Chicago Theatres
- The National Association of Independent Colleges and Universities
- The Council for Opportunity in Education
- The National League for Nursing
Illinois State Agencies

The Illinois Board of Higher Education
431 East Adams, 2nd Floor Springfield, Illinois 62701-1404
Institutional Complaint Hotline: (217) 557-7359
Phone: (217) 782-2551 Fax: (217) 782-8548 TTY: (888) 261-2881
General Information: info@ibhe.org

The Illinois Office of Education, State Teacher Certification Board
100 N. First Street, Suite 5-306 Springfield, Illinois 62777
Phone: (217) 557-6763

The State Approving Agency for Veterans Training
James R. Thompson Center 100 West Randolph Street, Suite 5-570 Chicago, IL 60601-3219
Phone: (312) 814-2460

The State of Illinois Department of Financial and Professional Regulation Board of Nursing
Division of Professional Regulation Complaint Intake Unit
100 West Randolph Street, Suite 9-300 Chicago, IL 60601
Phone: (312) 814-6910
Web: https://www.idfpr.com/dpr/FLILING/Complaint.asp

Students may provide feedback or register complaints with these entities at the contact information above, or with the Illinois Office of Attorney General at 800-386-5438, http://illinoisattorneygeneral.gov/consumers/filecomplaint.html

Other State Agencies

Alabama: Alabama Commission on Higher Education - Office of Institutional Effectiveness and Planning
100 North Union Street, Montgomery, AL 36104
Phone: 334-242-2179
Email: elizabeth.french@ache.alabama.gov
Web: http://www.ache.state.al.us

Alaska: Alaska Commission on Postsecondary Education
P.O. Box 110505, Juneau, AK 99811-0505
Phone: 907-465-6741
Email: EED.ACPEIIA@alaska.gov
Web: acpe.alaska.gov

Arizona: Arizona State Board for Private Postsecondary Education
1400 W. Washington St, Phoenix, Arizona 85007
Phone: 602-542-2399
Email: teri.stanfill@azppse.gov
Web: https://ppse.az.gov/content/student-complaint-procedure

Arkansas: Arkansas Department of Higher Education
114 East Capitol, Little Rock, AR 72201
Phone: 501-683-8000
Email: brenda.germainnarkansas.gov
Web: http://www.adhe.edu

California: California Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
Phone: 916-431-6924
Email: laura.metune@dca.ca.gov
Web: http://www.bppe.ca.gov/enforcement/complaint.shtml

Colorado: Colorado Department of Higher Education
1560 Broadway, Suite 1600, Denver, CO 80202
Connecticut: Connecticut Office of Higher Education
61 Woodland Street, Harford, CT 06105-2326
Phone: 860-947-1822
Email: PSantoro@ctdhe.org
Web: www.ctohe.org

Delaware: Delaware Department of Education
401 Federal Street, Dover, Delaware 19901
Phone: 302-85713388
Email: angeline.willen@doe.k12.de.us
Web: www.doe.k12.de.us

District of Columbia: Office of the State Superintendent of Education
810 First Street, NE, 2nd Floor, Washington, DC 20002
Phone: 202-7242095
Email: robin.jenkins@dc.gov
Web: http://osse.dc.gov/service/programs

Florida: Florida Department of Education, Commission for Independent Education
Phone: 850-245-3200
Email: sam.ferguson@fldoe.org
Web: www.fldoe.org

Georgia: Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220, Tucker, Georgia 30084-5305
Phone: 770-414-3300
Email: ccam@nppec.state.ga.us
Web: www.gnpec.org

Idaho: Idaho State Board of Education
P.O. Box 83720, Boise, ID 83720-0037
Phone: 202-332-1587
Email: harv.lyter@osbe.idaho.gov

Indiana: Indiana Board for Proprietary Education
101 West Ohio Street, Suite 670, Indianapolis, IN 46204
Phone: (317) 464-4400
Email: Constituent@atg.in.gov
Web: http://www.in.gov/bpe/2329.htm

Iowa: Iowa College Student Aid Commission
Phone: 515-725-3413
Email: carolyn.small@iowa.gov
Web: http://www.iowacollegeaid.gov

Kansas: Kansas Board of Regents
1000 SW Jackson Street, Suite 520, Topeka, KS 66612-1368
Phone: 785-296-3421
Email: jjjohnson@ksbor.org
Web: http://www.kansasregents.org/

Kentucky: Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320, Frankfort, KY 40601-8204
Phone: 502.573.1555
Email: sarah.levy@ky.gov
Web: http://cpe.ky.gov

Louisiana: Louisiana Board of Regents
P.O. Box 3677, Baton Rouge, LA 70802
Phone: 225-326-6200
Email: carol.marabella@la.gov
Web: www.regents.state.la.us

Maine: Maine Department of Education, Office of Higher Education
Augusta, Maine 04333
Phone: 207-624-6846
DePaul University is subject to investigation of complaints by the Office of the Attorney General of the Maryland Higher Education Commission. DePaul University's online programs are authorized by the Maryland Higher Education Commission.
2048 Galisteo St., Santa Fe, NM 87505-2100
Phone: 505-476-8400 505-476-8418
Email: Diane.Vigil@state.nm.us
Web: http://www.hed.state.nm.us/institutions/complaints.aspx

New York: New York State Education Department
89 Washington Avenue, Room 969 EBA, Albany, NY 12234
Phone: 518-474-2593
Email: ocueinfo@mail.nysed.gov
Web: http://www.highered.nysed.gov

North Carolina: North Carolina Post Secondary Education
910 Raleigh Road, Chapel Hill, NC 27575-2688
Phone: 919-962-4621
Email: studentcomplaint@northcarolina.edu

North Dakota: North Dakota Department of Career and Technical Education
State Capitol, 15th Floor, 600 East Blvd Avenue, Dept. 270, Bismark, ND 58505-0610
Phone: 701-328-2678
Email: dehuber@nd.gov
Web: http://www.nd.gov/cte/

Ohio: Ohio State Board of Career Colleges and Schools
30 East Broad Street, Suite 2481, Columbus, OH 43215
Phone: 614-466-2752
Email: bpsr@scr.state.oh.us
Web: http://scr.ohio.gov/ConsumerInformation/FilingaComplaint.aspx

Oklahoma: Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200, Oklahoma City, OK 73104
Phone: 405-234-4300
Email: gwekke@osrhe.edu
Web: http://www.okhighered.org/current-college-students/complaints.shtml

Oregon: Oregon Office of Degree Authorization/Oregon Department of Education | Private and Career Schools Office
1500 Valley Rive Drive, Suite 100, Eugene, OR 97401
Phone: 503-947-5600
Email: jennifer.diallo@state.or.us
Web: http://www.ode.state.or.us/search/page/?id=325

Pennsylvania: Pennsylvania Department of Education
Harrisburg Regional Office, 333 Market Street, 8th Floor, Harrisburg, PA 1726
Phone: 717-783-8228
Email: radistanceeducation@pa.gov
Web: http://www.education.pa.gov/Pages/default.aspx#_VV4LEEaAsak

Puerto Rico: Puerto Rico Council on Education
268 Avenue Ponce De Leon, San Juan, PR 00918
Phone: 787-641-7100
Email: izavala@ce.pr.gov
Web: http://www.ce.pr.gov/

Rhode Island: Rhode Island Board of Governors for Higher Education
Shepard Bldg, 80 Washington Street, Providence, RI 02903
Phone: 401-456-6010
Email: dvelletri@ribghe.org
Web: http://www.ribghe.org/pdfs/BOGStudentComplaintProcessII011012.pdf

South Carolina: South Carolina Commission on Higher Education
1122 Lady St, STE 300, Columbia, SC 29201
Phone: 803-737-2260
Email: reshleman@che.sc.gov
Web: www.che.sc.gov

South Dakota: South Dakota Secretary of State
1302 E Hwy 14, Suite 3, Pierre, SD 57501-8503
Phone: 605-773-4400
Email: sos.edu@state.sd.us
Web: https://sdsos.gov/
Online students living in the above states may provide feedback or register complaints with these entities at the contact information above.
Complaints and Grievances

DePaul University emphasizes the development of a full range of human capabilities and appreciation of higher education as a means to engage cultural, social, religious, and ethical values in service to others.

In support of this mission, DePaul University is committed to treating every member of its community with dignity, justice and respect fostering a positive learning environment and providing quality service. It is important for students to know how to address concerns and issues that may be contrary to this commitment.

Complaints or concerns that a policy or procedure has been incorrectly or unfairly applied can often be resolved through an initial conversation with the staff, faculty member or department where the issue originated and his/her supervisor if necessary.

DePaul has established a number of policies and procedures for responding to particular types of concerns. Contact information for these policies and procedures can be found in the bottom section of this page:

- Concerns about grades are addressed through the University's Grade Challenge policy. Detailed information is available in the Academic Handbook section of the University Catalog.
- Concerns about academic integrity are addressed through the Academic Integrity policy and process. Detailed information is available on the Academic Integrity website.
- Concerns related to student conduct are addressed through the Code of Student Responsibility, and the Student Conduct Process. Detailed information is available in the Academic Handbook section of the University Catalog.
- Concerns about discrimination or harassment on the basis of a variety of protected characteristics are addressed by the Office of Institutional Diversity and Equity through the Anti-Discrimination and Anti-Harassment Policy and Procedures.
- Concerns based on sexual violence, sexual harassment, or other sex discrimination (Title IX) are addressed through the Dean of Students Office, the Office of Institutional Diversity and Equity, or through Public Safety. DePaul's Title IX Coordinator is the Dean of Students. Detailed information is available in the Academic Handbook section of the University Catalog.
- Concerns about confidentiality of education records (FERPA-Family Educational Rights and Privacy Act), are addressed through the Office of Student Records.
- Concerns about academic issues relating to faculty or staff can often be resolved through an initial conversation with the faculty, staff member or student employee involved in the situation. Therefore, students with academic complaints or concerns should address the issue following the steps indicated below:
  1. The issue should first be discussed with the faculty or staff member.
  2. If this does not resolve the issue the student should then discuss the issue with the department chairperson or program director for faculty issues or the individual's supervisor for staff. If you are unsure of the appropriate college contact, please see below for a directory of College and College Dean's Offices.
  3. If the issue is still not resolved, the student should then discuss the matter with the Office of the Dean of the faculty member's college for faculty issues or the department supervisor for staff issues.
  4. If the issue is still not resolved, the student may discuss the issue with the Office of the Provost.

The Dean of Students Office is a central location to which students can turn with problems they have been unable to resolve. The Dean of Students Office hears student concerns and helps students understand their options for resolving the concerns and/or locating appropriate services: http://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx.

In addition, the University Ombudsperson is available to provide consultation about conflict resolution, to clarify policies and procedures, and to help find the right person or department to respond to questions. Students may also always choose to report concerns or misconduct through the University's confidential reporting mechanisms: 877.236.8390 or https://compliance.depaul.edu/hotline/index.asp

The U.S. Department of Education requires institutions offering online education to provide contact information for students to file complaints with its accreditor and state agencies. Contact information for DePaul's regional accreditor (the Higher Learning Commission), programmatic/specialized accreditor and state agencies is available in the Handbook section of the University Catalog.

DePaul Contact Information/ Available Resources:

Sexual and Relationship Violence
Public Safety
Lincoln Park campus 773/325-7777
Loop campus 312/362-8400.
The Public Safety Office is open 24 hours a day, 7 days a week.

Title IX Coordinator
Dean of Students
Lincoln Park Campus: Student Center Suite 307, 773/325-7290
Loop Campus: DePaul Center Suite 11001, 312/362-8066
titleixcoordinator@depaul.edu

Discrimination
Office of Institutional Diversity and Equity:
Loop Campus: Daley Building: Suite 800, 312/362-6872
Individuals also have the option to file through the Misconduct Reporting Hotline at 877/236-8390.

Harassment
Office of Institutional Diversity and Equity:
Loop Campus: Daley Building: Suite 800, 312/362-6872
Individuals also have the option to file through the Misconduct Reporting Hotline at 877/236-8390.

Dean of Students Office
Lincoln Park Campus: Student Center Suite 307, 773/325-7290
Loop Campus: DePaul Center Suite 11001, 312/362-8066

Disability Services
Center for Students with Disabilities
Lincoln Park Campus: Student Center 370, 773/325-1677
Loop Campus: Lewis Center 1420, 312/362-8002
csd@depaul.edu

Student Organizations
Student Life
Loop Campus: Lewis Center Lewis 1400, 312/362-5680
Lincoln Park Campus: Student Center 306, 773/325-4852
studentaffairs@depaul.edu

Housing
Department of Housing Services
Lincoln Park Campus: Centennial Hall Suite 301

Residential Education
Residential Education
Lincoln Park Campus: Centennial Hall, Suite 302, 773/325-4211

Family Educational Rights and Privacy Act (FERPA)
DePaul Central/Student Records
Lincoln Park Campus: Schmitt Academic Center Suite 101, 312/362-8610
Loop Campus: DePaul Center Suite 9100, 312/362-8610

Misconduct Reporting
Student Conduct Violations or Appeals

Dean of Students Office
Lincoln Park Campus: Student Center Suite 307, 773/325-7290
Loop Campus: DePaul Center Suite 11001, 312/362-8066

University Ombudsperson

Office of Mission and Values
ombuds@depaul.edu

College/Dean’s Offices

Richard H. Driehaus College of Business

Loop Campus
Graduate College Office: DePaul Center 5300 312/362-8810
Undergraduate College Office: DePaul Center 5200 312/362-5358
Office of the Dean: DePaul Center 5100 312/362-6783

College of Communication

Loop Campus
Graduate College Office: Daley Building Suite 1800 312/362-8600
Undergraduate College Office: Daley Building Suite 1800 312/362-8600
Office of the Dean: Daley Building Suite 1800, 312/362-8600

College of Computing and Digital Media

Loop Campus
Graduate College Office: CDM Center Mezzanine 312/362-8633
Undergraduate College Office: CDM Center Mezzanine 312/362-8633
Office of the Dean: CDM Center 401, 312/362-8381

College of Education

Lincoln Park Campus
Graduate College Office: 2247 N. Halsted Street 773/325-7740
Undergraduate College Office: 2247 N. Halsted Street 773/325-7740
Office of the Dean: 2247 N. Halsted Street 773/325-7740

College of Law

Loop Campus
College Office: Lewis Center Suite 931, 312/362-8701
Office of the Dean: Lewis Center Suite 931, 312/362-8701

College of Liberal Arts & Social Sciences

Lincoln Park Campus
Graduate College Office: 990 W. Fullerton Avenue, Suite 1200 773/325-4008
Undergraduate College Office: 2352 North Clifton Avenue, Suite 100 773/325-7310
Office of the Dean: 990 West Fullerton Suite 4200, 773/325-7300

School of Music
School for New Learning

Loop Campus
Graduate College Office: Daley Building Suite 1400  312/362-8001
Undergraduate College Office: Daley Building Suite 1400  312/362-8001
Office of the Dean: Daley Building, 312/362-8001

College of Science and Health

Lincoln Park Campus
Graduate College Office: McGowan South Suite 400, 773/325-8490
Undergraduate College Office: McGowan South Suite 400, 773/325-8490
Office of the Dean: McGowan South Suite 403, 773/325-8300

The Theatre School

Lincoln Park Campus
Graduate College Office: 2350 N. Racine Avenue 773/325-7917
Undergraduate College Office: 2350 North Racine Avenue  773/325-7917
Office of the Dean: 2350 N Racine Ave, 773/325-7917

Honor Societies

Alpha Kappa Delta
Alpha Lambda Delta
Alpha Sigma Lambda
Beta Alpha Psi
Chi Sigma Iota
Delta Mu Delta
Gamma Theta Upsilon
Golden Key International National Honour Society
Iota Iota Iota
Kappa Delta Pi
Lambda Alpha
Lambda Pi Eta
National Society of Collegiate Scholars
National Society of Leadership and Success
Nu Lambda Mu
Omicron Delta Epsilon
Order of The Coif
Phi Alpha Theta
Phi Beta Delta
Phi Kappa Phi
Phi Sigma Pi
Pi Alpha Alpha
Pi Mu Epsilon
Pi Sigma Alpha
Psi Chi
Sigma Delta Pi
Sigma Pi Sigma
Sigma Tau Delta
Sigma Theta Tau
Theta Alpha Kappa
Upsilon Pi Epsilon
University Learning Goals and Outcomes

Preamble

In common with all universities, DePaul strives to ensure that its students come away from their experience with knowledge and skills that will enable them to fulfill their personal and professional aspirations, interact productively with others in all their diverse perspectives, contribute meaningfully to society, and continue learning throughout their lives. Moreover, DePaul shares with other universities the goal that students will use their knowledge and skills to conduct themselves ethically and humanely, with an appreciation for the past and an eye towards shaping an even better future.

At the same time, DePaul’s mission – Catholic, Vincentian, urban – calls on us to consider these broad goals for learning in a manner that honors the university’s distinctive qualities. DePaul’s Catholic heritage encourages us to study religious traditions, and to critically examine the moral underpinnings of all academic disciplines. The example of St. Vincent, who worked with people from all strata of society in order to address urgent human needs, infuses our understanding of both education and service with a concern for social justice, for the university mission statement reminds us that “the DePaul community is above all characterized by ennobling the God-given dignity of each person.” And as an urban university, DePaul’s deep involvement in multiple communities, within Chicago and beyond, invites us to both draw on the city’s rich opportunities for learning and serve as partners in helping them move forward. In sum, the mission statement tells us, “DePaul University emphasizes the development of a full range of human capabilities and appreciation of higher education as a means to engage cultural, social, religious, and ethical values in service to others.”

With the university’s mission as their foundation, these Learning Goals and Outcomes prepare students to engage in the world of the twenty-first century, carrying with them the heritage and values that distinguish DePaul.

Goal 1. Mastery of Content

This goal embraces the breadth and depth of ideas, theories, approaches, and information which DePaul students encounter through and beyond their studies.

Outcomes: DePaul graduates will demonstrate and be able to apply:

- general knowledge of cultures, religions, science, the arts, history, and computational reasoning.
- specialized knowledge and skills from within a specific discipline or field.

Goal 2. Intellectual and Creative Skills

In order to fully engage with knowledge, whether for a specific purpose or for its own sake, DePaul students are encouraged to develop the ability to think critically and imaginatively, formulate their own understanding, and effectively communicate their ideas. This goal articulates specific skills that comprise these broader abilities.

Outcomes: DePaul graduates will be able to:

- systematically access, analyze and evaluate information and ideas from multiple sources in order to identify underlying assumptions, and formulate conclusions.
- solve quantitative problems.
- create and support arguments using a variety of approaches.
- use existing knowledge to generate and synthesize ideas in original ways.
- communicate clearly in speech and writing.

Goal 3. Personal and Social Responsibility

This goal honors the notion that knowledge reflects and contributes to the values of individuals and communities. DePaul students, in particular, are challenged to consider their own values in light of the university’s mission.

Outcomes: DePaul graduates will be able to:

- articulate their own beliefs and convictions, as well as others’ beliefs, about what it means to be human and...
to create a just society

- articulate what is entailed in becoming a self-directed ethical decision-maker and living a life of personal integrity.
- evaluate ethical issues from multiple perspectives and employ those considerations to chart coherent and justifiable courses of action.
- benefit their communities through socially responsible engagement and leadership.

**Goal 4. Intercultural and Global Understanding**

This goal speaks to the likelihood that, in our diverse and increasingly interdependent world, the future depends on individuals being able to learn from each other and make the best use of finite resources.

Outcomes: DePaul graduates will demonstrate:

- respect for and learning from the perspectives of others different from themselves.
- knowledge of global interconnectedness and interdependencies.
- knowledge to become a steward of global resources for a sustainable future.

**Goal 5. Integration of Learning.**

Given the wide range of opportunities for learning at DePaul, it is important for students to develop the ability to consider relationships among individual experiences of learning so as to make meaning of their education in all its variety.

Outcomes: DePaul graduates will be able to:

- relate their learning -- curricular and co-curricular -- to multiple fields and realms of experience.
- make connections among ideas and experiences in order to synthesize and transfer learning to daily practice.
- design, develop, and execute a significant intellectual project.

**Goal 6. Preparation for Career and Beyond**

This final learning goal builds on all the rest and calls on students to be ready to apply their knowledge and skills to the changing world that awaits them.

Outcomes: DePaul graduates will be able to effectively:

- set goals for future work that are the result of realistic self-appraisal and reflection.
- articulate their skills and knowledge and represent themselves to external audiences.
- work toward goals independently and in collaboration with others.
- employ technology to create, communicate, and synthesize ideas.
- set priorities and allocate resources.
- apply strategies for a practice of life-long learning.

**Additional Notes**

These University Learning Goals and Outcomes were approved by Faculty Council and the Interim Provost in October 2012.

A prior version of this document was drafted in Spring 2011 by a group of faculty, staff and students in the early stages of the strategic planning process that led to Vision 2018. In Autumn 2011, at Faculty Council’s direction, the draft went to the university’s Committee on Learning and Teaching, which sought input from stakeholders across the university and incorporated their valuable contributions into the revised document here. As a result of this process, the University Learning Goals and Outcomes represent a true community effort.

These university-wide goals do not exhaust the learning goals pursued at DePaul. Notably, they do not explicitly refer to the expectations specific to the various schools and departments. Nor will they be pursued in the same manner nor to the same degree in every unit. Nevertheless, the education of all recipients of DePaul undergraduate degrees should be characterized by these goals along with the goals specific to the student's unit. Since graduate and professional schools encounter students at different stages of their education and at different levels of maturity, their approaches to these goals and their methods of measuring them will have to be adjusted accordingly.
Academic Advising, Statement on

Academic Advising at DePaul helps students achieve their educational, personal, and career goals by providing guidance and assistance in the decision-making process. Academic Advising is most effective when all participants anticipate their future needs, commit to the process, do their part, and then reflect on their results. Students should work closely with their advisors to plan workable educational goals, to understand the degree options and requirements, to understand the financial implications of their decisions, to assess their strengths and challenges as scholars, and to clarify realistic career objectives for themselves upon graduation.

Students bear ultimate responsibility for decisions and actions that determine their success at DePaul University.

- Students will make informed decisions and register for classes on time.
- Students will obtain the necessary information for course selection and planning in their individualized programs.
- Students will make and keep appointments with their advisors.
- Students will communicate honestly and fully in these advising discussions.
- Students will regularly reflect on the consequences, both academic and financial, of their decisions as they progress in their academic careers toward life choices.

Advisors are responsible for helping students improve their decision making skills.

- Advisors guide students through this learning process during regular interactions at key points during their academic careers.
- Advisors will be available on a regular basis for consultation and encourage students to make and keep regular advising appointments.
- Advisors will monitor their advisees’ academic progress.
- Advisors will encourage students to consult available material related to their program and career choice.
- Advisors will encourage students to reflect on the academic and financial consequences of their decisions about degree programs and course-taking plans.
- Advisors will assist students to set realistic career goals that extend beyond their time at DePaul.
- Advisors will encourage students to incorporate their basic values and beliefs into their decision making process.

The university is responsible for providing the infrastructure for students, faculty, and staff to support effective advising.

- The university will provide the information that students and their advisors need to make informed and timely decisions.
- The university will provide adequate resources of personnel, funding and facilities to support the advising process.
- The university will clearly communicate to advisors and students the policies and options regarding student financial aid.
- The university will regularly evaluate the policies and procedures surrounding advising to improve the advising process on an ongoing basis.
- The university will provide training to help both advisors and students work more effectively together.
- The university will acknowledge the important contribution advisors make by recognizing advising within the institutional reward system.

Tuition Rates

Graduate and Professional Division

<table>
<thead>
<tr>
<th></th>
<th>Full-time and Part-time, Tuition per credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education</td>
<td>$610.00</td>
</tr>
<tr>
<td>School for New Learning</td>
<td>$605.00</td>
</tr>
</tbody>
</table>
College of Liberal Arts & Social Sciences $655.00
College of Science and Health $680.00
College of Communication $700.00
College of Computing and Digital Media $800.00
School of Music $800.00
Theatre School $800.00

KELLSTADT GRADUATE SCHOOL OF BUSINESS
Graduate Business entering 2013, per credit hour - Continuing Students $1000.00
Graduate Business entering 2014, per credit hour - New Students $1000.00

THE THEATRE SCHOOL
Graduate, guaranteed package - Class entering 2012 $31,500.00
Graduate, guaranteed package - Class entering 2013 $32,445.00
Graduate, guaranteed package - Class entering 2014 $33,095.00
Graduate, guaranteed package - Class entering 2015 $33,755.00

COLLEGE OF LAW
Class entering 2013, full-time day Guaranteed 3-year package (12-16 credit hours) $44,515.00
Class entering 2014, full-time day Guaranteed 3-year package (12-16 credit hours) $44,515.00
Class entering 2015, full-time day Guaranteed 3-year package (12-16 credit hours) $44,960.00
Law, part-time evening package (9 to 12 credit hours) $29,220.00
All other, per credit hour $1,470.00

- Rates are subject to change without prior notice.
- DUAL DEGREE STUDENTS Students enrolled in dual-degree programs between two schools or colleges at DePaul may be charged per credit hour per course according to the program that offers each particular course. If you are registered for classes from both the College of Law and College of Computing and Digital Media, for instance, tuition for each course will reflect the tuition rate of the school or college offering that course.
- If you have any questions regarding tuition rates, please contact Student Accounts, (312) 362-8610.

Financial Aid

Financial aid applicants must meet the federal eligibility requirements for aid, and if asked, provide documents as needed to support eligibility:

- You must be a U.S. citizen or eligible non-citizen.
- You must be accepted and currently active in a graduate or professional degree program, or a financial aid-eligible non-degree graduate program. For most financial aid programs, and for loan deferment, you must enroll in your program at least half-time. Your classes must be taken for credit and must be part of your degree program.
- Audited courses are not eligible for financial aid consideration. In addition, if it is determined that you have completed your degree or your aid-eligible non-degree graduate program requirements, or if you wish to repeat a course for which you have previously earned credit, your financial aid options are limited and you should contact the Office of Financial Aid at DePaul Central for more information.
- You must be in good academic standing and making satisfactory academic progress in your course of study.
- You must not be in default on any federal loan or owe a repayment on any federal grant.
- You must comply with all federal regulations governing Selective Service registration and use of funds for educational purposes.
- You must meet all federal eligibility requirements. To learn more about these eligibility requirements, including information about any prior drug conviction and federal student aid eligibility, please refer to the FAFSA questions and answers at http://studentaid.ed.gov/eligibility.

Additional information is available on the Financial Aid website.
Scholarships

Scholarships and assistantships are awarded at the program level by your college office and academic department. Please consult your college or school for additional information. You may also visit DePaul Scholarship Connect throughout the year to see specific scholarship opportunities available.

Double Demon Scholarship

Alumni from any of DePaul’s colleges who are admitted into a graduate degree program or a select certificate program* in one of the colleges listed below automatically qualify for the Double Demon Scholarship.

This scholarship covers 25 percent of the tuition for a master's degree or a select certificate program.* Both full-time and part-time students are eligible. No scholarship application is required; all alumni admitted to these programs beginning with the winter quarter of 2014 or thereafter qualify. This scholarship cannot be used in conjunction with other DePaul scholarships, waivers or awards.

DePaul University employees are eligible for other employee tuition benefits through the university, and therefore are not eligible for the Double Demon Scholarship.

To learn more details about this scholarship, please contact one of the college admissions offices below.

College of Communication
graddepaul@depaul.edu
(773) 325-7315

College of Computing and Media
admission@cdm.depaul.edu
(312) 362-8714

College of Education
edgradadmissions@depaul.edu
(773) 325-4405

College of Liberal Arts and Social Sciences
graddepaul@depaul.edu
(773) 325-7315

College of Science and Health
c~Graddepaul@depaul.edu
(773) 325-7315

Kellstadt Graduate School of Business
kgsb@depaul.edu
(312) 362-8810

School for New Learning
snlngrad@depaul.edu
(312) 362-8448

School of Nursing
g~Graddepaul@depaul.edu
(773) 325-7315

School of Public Service
g~Graddepaul@depaul.edu
(773) 325-7315

*Scholarship does not apply to all certificate programs. Please contact one of the college admissions offices above for more information.
Veterans Assistance

The Office of Financial Aid handles the following VA educational benefit programs:

- **The Post-9/11 GI Bill® (Chapter 33)** - for those who served at least 30 consecutive days on active duty after September 10, 2001
- **The Post-9/11 GI Bill® Yellow-Ribbon program** - for qualified Post-9/11 applicants
- **The Montgomery GI Bill® – Active Duty (Chapter 30)** - for those who enlisted after 7/1/1985
- **The Montgomery GI Bill® – Selective Reserve (Chapter 1606)**
- **The Montgomery GI Bill® – Reservist Educational Assistance Program (Chapter 1607)**
- **The Survivors’ and Dependents’ Educational Assistance Program (Chapter 35)** - for spouses and children of deceased or disabled veterans
- **The Vocational Rehabilitation Program (Chapter 31)** - for disabled veterans approved by Veterans Affairs for study at DePaul
- **The Marine Sergeant John David Fry Scholarship** – this additional provision of the Post-9/11 GI Bill® may be awarded to a surviving spouse and children of an active duty member of the Armed Forces, who has died in the line of duty, on or after September 11, 2001. Eligible children may be married and under the age of 33.

Additional information specific to veteran students is available through the Admission and Aid website.

DePaul DREAM Statement

At DePaul University we affirm the dignity of the individual. We value diversity and culture because these are part of our core values and traditions as a Catholic, Vincentian, and urban university. DePaul University has decided to take a strong and public stand for supporting undocumented students, and DREAM Act legislation. We believe supporting undocumented students is smart policy that will yield significant benefits for our university, city, state, and nation. We also know these young people who enter our doors are part of the next great generation who will build our collective future. It is for this reason that DePaul admits students regardless of their citizenship status. Because we welcome these students, it is incumbent upon all members of the DePaul community to understand DePaul’s position on assisting undocumented students, realize the value that they bring to our university, and support their success as we support all of our students.

General Information

This section of the handbook provides an alphabetical listing of all University policies, procedures, and regulations related to academics. As a student, you are responsible for adhering to the policies, procedures, and regulations included here, so please familiarize yourself with them. In addition, consult your college or school catalog for information specific to your program.
Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. To preserve the quality of education offered to students, the university is responsible for maintaining academic integrity and protecting all those who depend on it, including DePaul's community partners and institutional affiliates. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, to the pursuit of knowledge, and to the transmission of ideas. All members of the university community share the responsibility for creating conditions that support academic integrity.

Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources, alteration or falsification of academic records; academic misconduct; and complicity. Violations do not require intent. This policy applies to all courses, programs, learning contexts, and other activities at the university, including but not limited to experiential and service-learning courses, study abroad programs, internships, student teaching, providing false information on an application, and not disclosing requested information. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion. Actions taken by the instructor do not preclude the university from taking further action, including dismissal from the university. Conduct that is punishable under the Academic Integrity Policy could also result in criminal or civil prosecution.

Additional Information and the complete Academic Integrity policy can be found on the Academic Integrity website (http://academicintegrity.depaul.edu/).

Admission

Admission decisions at DePaul University are based on a strong academic record, as well as personal and occupational achievements, ambition, energy, resourcefulness and leadership. The University recognizes that each individual brings unique abilities to the DePaul community and works with every student through a personalized and holistic application process. DePaul University does not discriminate on the basis of race, color, national origin, religion, gender, sexual orientation, age or handicap in admissions, employment, or the provision of services.

For information on the types of admission, see the Admission page in the University Information section of this handbook.

Dismissal/Readmission

Dismissal and Readmission decisions are made by each graduate program. Please consult your school or college catalog for additional information.
Cross-listing Graduate with Undergraduate Courses

The Department of Education (ED) wants to ensure that students in graduate programs are earning credit for graduate-level work and that federal financial aid is going to support work toward a graduate degree. In its charge to carry out the ED rules, our accreditor, the Higher Learning Commission of the North Central Association, has called on institutions to create policies that will "distinguish the various levels of learning that the institution offers, such as graduate and undergraduate, and may distinguish among departments or disciplines."

Graduate programs will continue to abide by the policies set out in the Graduate Handbook of the DePaul University Catalog. In addition, to ensure that graduate programs are appropriately distinct from undergraduate programs in the same or a related discipline, all graduate degree programs will include the following:

1. A core of courses that is offered solely at the graduate level, supported by a written rationale for the content of the core.

2. Course syllabi, including learning outcomes and assignments appropriate for graduate-level coursework. Any graduate courses that are cross-listed with undergraduate courses must have separate syllabi for each side of the cross-list, with distinct learning outcomes and assignments for each group. Undergraduate courses must be at the 300-level or above to be cross-listed with a graduate course.

Evaluation and Credit/Limitations

Consult your graduate program for information regarding the transfer of graduate credit from other institutions.

FERPA/Annual Notification

Annual Notification for DePaul Students: Your FERPA Rights

We want to take this opportunity to provide you with a summary of your rights under The Family Educational Rights and Privacy Act (FERPA), the federal law that governs release of and access to student education records. Please view Understanding FERPA, a DePaul Central Learning Center video for information and instructions.

Your FERPA rights include:

1. The right to inspect and review your education record within 45 days after the University receives a request for access. If you want to review your record, contact the University office that maintains the record to make appropriate arrangements.

2. The right to request an amendment of your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to the University official responsible for the record, clearly identifying the part of the record you want changed and why you believe it is inaccurate or misleading. That office will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.

3. The right to provide written consent before DePaul discloses personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.
Some examples of exceptions include:

- School officials with "legitimate educational interests." A school official has a legitimate educational interest if the official has a professional need to review your education record in order to fulfill his or her official responsibilities. Examples of people who may have access, depending on their official duties, and only within the context of those duties, include: university faculty and staff, agents of the institution, students employed by the institution or who serve an official institutional committees, and representatives of agencies under contract with the University.

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.

- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the university's state-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, enforcement or compliance activity on their behalf.

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.

- To accrediting organizations in order to carry out their accrediting functions.

- To appropriate officials in connection with a health or safety emergency.

- Information the school has designated as "directory information."

Directory information may be released without your written consent and includes the following: name, address, e-mail, telephone number, date of birth, college of enrollment, year in school, major, enrollment status (including current enrollment, dates of attendance, full-time/part-time or withdrawn), degrees, awards and honors received (e.g., Dean's List recognition), participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs (including ID pictures), videos depicting and/or concerning University life, and previous educational institutions attended. Please note that you have the right to withhold the release of directory information except to the extent that FERPA authorizes disclosure without consent (see #3 above).

To withhold the release of your directory information, you must log into the student portal, Campus Connect, and, under Student Privacy settings, indicate your preference. Please note two important details regarding placing a "No Release" on your record:

1. A "No Release" on your record will prevent your name from being included on lists of students released to honor societies, dean's list and graduation announcements to local newspapers, and enrollment and degree verification to anyone, including potential employers.

2. A "No Release" applies to all elements of directory information on your record.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

For additional information, please consult the U.S Department of Education (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.htm/) website.

Questions concerning FERPA should be referred to DePaul Central:

DePaul Central

Lincoln Park: Schmitt Academic Center, 101
Loop: DePaul Center, Suite 9100
Tel: (312) 362-8610 | dpcl@depaul.edu | depaulcentral.depaul.edu
Final Exams

During the regular academic year faculty are expected to include a final examination, final project or final exercise in all classes. In order to provide students with sufficient time to prepare, a final examination (or exercise) is expected to take place on the scheduled examination date and period as approved by the university. Final projects that are substituted for a final examination or exercise are expected to be due at the time of the scheduled examination date and period. Only under rare circumstances and with the permission of the dean of the college may this allocated period of time for the completion of course work be shortened.

Grades

Grades can be accessed online via Campus Connect. Grades can be viewed and printed using the Unofficial Transcript in the Student Center in Campus Connect. This comprehensive report can be used for corporate tuition reimbursement. Some companies may allow the student to log onto Campus Connect with a company representative present to verify grades for an individual term.

Following is the key to the system of evaluating a student’s academic achievement of the educational objectives specified by the instructor in the course syllabus. These definitions apply to the straight letter grade. A plus grade represents slightly higher achievement than the straight letter grade. A minus grade represents slightly lower achievement than the straight letter grade. For undergraduate students, the addition of a # indicates an original attempt of a course which has been repeated; therefore the grade and credit are removed from the term and cumulative grade point average and credit hours.

Once a grade is assigned, university policy prohibits faculty from changing the grade without the permission of the college-based exceptions committee. Errors made in computation of the final grade (clerical error) and removal of an IN grade in accordance with university policy are exceptions to the grade change policy. Faculty may not assign or accept additional graded material in order to improve a student’s final grade.

A  The instructor judged the student to have accomplished the stated objectives of the course in an EXCELLENT manner.
B  The instructor judged the student to have accomplished the stated objectives of the course in a VERY GOOD manner.
C  The instructor judged the student to have accomplished the stated objectives of the course in a SATISFACTORY manner.
D  The instructor judged the student to have accomplished the stated objectives of the course in a POOR manner. (A grade of D will not fulfill the requirements in a major field of concentration.)
F  The instructor judged the student NOT to have accomplished the stated objectives of the course.
FX Student failed to accomplish the stated objectives of the course due to non-attendance. Non-attendance is defined as never attending or ceasing to attend an in-person course (or never participating or ceasing to participate in an online course) without officially withdrawing. The FX is calculated into the student’s GPA as an F. Instructors are required to provide the last date of attendance/participation.
IN Temporary grade indicating that, following a request by the student, the instructor has given his or her permission for the student to receive an incomplete grade. In order to receive an IN grade, the student must have a) a satisfactory record in the work already completed for the course, b) encountered unusual or unforeseeable circumstances which prevent him/her from completing the course requirements by the end of the term, and c) applied to the instructor for permission to receive an IN. Please see the Grades, Incomplete (IN) and Research (R) Expiration Policy page in this handbook for additional information.
Permanent grade assigned to a degree recipient who chooses not to resolve a grade of "IN" awarded during the two terms prior to graduation. The grade of "ING" (Incomplete, Graduated) is final, and cannot be changed or lapsed to "F" once the degree is posted.

Passing achievement in a pass/fail course. (Grades A through D represent passing performance.)

Withdrawal from the course initiated by the student after the Last Day to Drop With No Penalty and before the Withdrawal Deadline. The W grade is automatically recorded on the student’s transcript once it has been processed.

Withdrawal from the course initiated by an advisor or administrator at the student’s request, usually outside of established deadlines. Administrative withdrawals may be granted under extraordinary circumstances and require documentation for support. See the Withdrawal Policy page in this handbook for more information. During their DePaul career, students may be allowed one medical/personal approved administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term.

Temporary grade indicating that the student is making satisfactory progress in a course that formally extends beyond the end of a term. Only designated courses are eligible for R grades. Please see the R grade expiration policy on the Grades, Incomplete (IN) and Research (R) Expiration Policy page in this handbook for additional information.

Permanent grade assigned to a degree recipient who chooses not to resolve a grade of "R" awarded during the last year prior to graduation. The grade of "RG" (Research, Graduated) is final, and cannot be changed or lapsed to "F" once the degree is posted.

Final grade not submitted by instructor.

Auditor status; course does not earn credit.

### Quality Points

Quality points are awarded to a student in relation to the grade given and the number of quarter hours of credit attempted in the course. Quality points are awarded according to the following schedule:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points per Credit Hour</th>
<th>Credit Hours</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 times the number of credit hours assigned to the course</td>
<td>4</td>
<td>16.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7 times the number of credit hours assigned to the course</td>
<td>4</td>
<td>14.8</td>
</tr>
<tr>
<td>B+</td>
<td>3.3 times the number of credit hours assigned to the course</td>
<td>4</td>
<td>13.2</td>
</tr>
<tr>
<td>B</td>
<td>3 times the number of credit hours assigned to the course</td>
<td>4</td>
<td>12.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7 times the number of credit hours assigned to the course</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>C+</td>
<td>2.3 times the number of credit hours assigned to the course</td>
<td>4</td>
<td>9.2</td>
</tr>
<tr>
<td>C</td>
<td>2 times the number of credit hours assigned to the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7 times the number of credit hours assigned to the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3 times the number of credit hours assigned to the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1 times the number of credit hours assigned to the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F, FX</td>
<td>No quality points awarded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AU, W, WA, IN, PA, R, ING, RG, M</td>
<td>Quality points not assigned</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Illustration

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points per Credit Hour</th>
<th>Credit Hours</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>4</td>
<td>16.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>4</td>
<td>14.8</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>4</td>
<td>13.2</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>4</td>
<td>12.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>4</td>
<td>9.2</td>
</tr>
</tbody>
</table>

DePaul University Autumn 2015-2016 Page 2459 of 2506
Grade Point Average

In general, a student’s grade point average is computed by dividing the total number of quality points accumulated by the total number of credit hours attempted with quality points assigned. In addition, a number of graduate programs have specific regulations regarding the computation of the grade point for coursework outside the program. The grade point average is calculated only upon grades earned at DePaul University.

Grades, Challenges to

A. General Policies on Grading

1. Grades are determined solely on the basis of the academic performance of each student according to pre-established criteria determined by the course instructor and consistent with university, college and departmental policies.
2. Grade determination is the prerogative of the instructor subject to the constraint that any successfully challenged grade will be changed through faculty action.
3. The criteria for evaluating academic performance are to be consistent with a course's goals and objectives, which have been approved by the appropriate academic authority before the course is scheduled. On the first day of class of each course the instructor is to explain in writing to the students the criteria for evaluating as well as the methods for grading student performance (examinations, papers, reports, etc.).
4. The instructor in each course shall decide what criteria and methods for evaluating students are to be applied in the specific course. These decisions of the instructor, however, must be compatible with any policies previously accepted by the faculty of a department or college with respect to particular courses, especially courses offered in sequence where the qualifications of a student to begin an advanced course depend upon performance in a previous course. The methods of conducting a course are determined by the instructor within limitations set by the classification of a course as lecture-discussion, seminar, laboratory, etc. An instructor may vary the teaching methodology to meet particular circumstances of a course (type or number of students enrolled, concentrated calendar as in summer sessions, etc.) or the instructor's own desires to innovate or experiment with different approaches.

Any method selected must be compatible with the predetermined goals and objectives of the course. While teaching methodology may change after the course has begun, grading methodology may be changed only with the consent of a majority of students in the course, taking into consideration hardships imposed upon students opposed to the change.
5. The actual evaluation and grading of academic performance is subject to the professional judgment of each instructor. Considerable personal discretion is required in these judgments - a justifiable margin of difference can exist between the evaluations made by two or more professional persons of the same academic performance.
6. Students are entitled to compare their work in the course with the criteria applied in deciding the final grade for the course. Accordingly, the course instructor is required either to return major papers and examinations to students or to make such available for students until the end of the following term. Spring Quarter materials are to be available until the end of the Autumn Quarter. For pedagogic reasons, an instructor is expected to review with the student the relative success of the student's accomplishments. The instructor is not expected to debate the grading.
7. A student may object to a grade for one or more of the following reasons:
   1. The methods or criteria for evaluating academic performance, made explicit by the instructor at the beginning of the course, usually in a course syllabus or as subsequently modified with the majority consent of the students, were not actually applied in determining the grade.
   2. The grade was determined or influenced by criteria other than those explained by the instructor or by criteria not relevant to academic performance.
   3. The instructor applied predetermined criteria unfairly, which may include but not be limited to the following items:
1. The instructor's evaluation of academic performance so exceeded the reasonable limits of the instructor's discretion as not to be acceptable to the instructor's peers.
2. Predetermined criteria were not explained at the beginning of the quarter or semester.

B. Policies Regarding Grade Challenge

1. All Grade Challenge Review Boards must follow the procedures listed below.
2. A challenge to a grade will be reviewed and decided by tenured faculty unless the college or school has an insufficient number of tenured faculty to staff a Review Board.
3. The student who challenges a grade bears the full burden of proof that there are sufficient grounds for changing a grade.
4. Only the final grade of a course and its means of determination may be challenged.

C. Procedures for Establishing Grade Challenge Review Boards

1. At the beginning of each academic year, the Committee on Committees will recommend to the Faculty Council, the faculty members and alternates for one Review Board for each of the following colleges: Business, Computing and Digital Media, Communication, Education, Law, Music, School for New Learning, Science and Health, and Theatre.
2. It will recommend two boards for Liberal Arts and Social Sciences covering the following areas: Humanities and Behavioral and Social Sciences. The Faculty Council will make all appointments to Review Boards. The dean of a college may request the establishment of additional Review Boards.
3. Each Review Board will consist of three faculty members and two alternate faculty members and one student. Faculty members may not serve on challenges in which they are involved. Involvement includes assignment of the grade in question and/or attendance or participation in the class. In either of these cases, one of the alternates will be asked to serve.
4. The student representative on the Review Boards in Business, Computing and Digital Media, Communication, Education, Liberal Arts and Social Sciences, Science and Health, Law, Music, School for New Learning, and Theatre will be the elected Senator from the college or school. In cases where this Senator is involved in the claim; i.e., had registered for, attended or participated in the class, the SGA EVP of Academic Affairs will serve as an alternate or if necessary, the president may appoint the alternate.
5. The Review Board will select its own chair and vice chair (to serve in the absence of the chair). The Chair of the Review Board receives all requests for hearing from the dean or chair of the affected department, sets the calendar, notifies all board members and involved parties of the dates and times of the hearings and informs students by written notice of the recommendations of the board. The chair is responsible for adherence to the Procedures for Filing a Grade Challenge.
6. The boards will serve until the beginning of the Autumn Quarter of the academic year.
7. A quorum of the Review Board consists of three members of the board. Challenges will be upheld by a vote of three or more of the four member board. All members are voting members.
8. The members of the Review Board are expected to disqualify themselves should a conflict of interest arise.

D. Procedures for Filing a Grade Challenge

In order to provide a forum for the fair resolution of academic disputes involving individual students and appropriateness of course grades, the following procedures have been developed and will be applied to all cases involving DePaul University students.

1. A student who is considering a grade challenge must discuss the grade with the instructor before the end of the following regular term. (Spring and Summer Quarter challenges must be made before the end of the Autumn Quarter. Law students challenging a Fall semester grade have a deadline of March 1 of the following Spring semester. Law students challenging a Summer/Spring semester grade have a deadline of October 1 of the following Fall semester) The instructor is expected to explain the reason for the grade to the student. Only if the instructor is not at the university during the following regular term after the grade was issued, may the student proceed to challenge the grade without meeting with the instructor.
2. If, after the discussion with the faculty member, the student still disputes the final grade, the student may continue his or her challenge by submitting a written request for a hearing to the office of dean of the college or school in which the course was offered within the term following the award of the disputed grade. Since the following burden of proof rests upon the student, it is important that the student include a clear and coherent statement (typed) with the reason for the appeal, together with any supporting documents the student may wish to include. Students may request that copies of supporting documents in possession of the faculty members be forwarded to the chair of the Review Board. All challenges will be thoroughly and fairly reviewed.
3. The dean of the college or school shall forward a copy of the request to the chair of the Review Board, the involved faculty person and the student. This must be signed and dated by the dean or chair of the affected department.
4. Once filed, the formal challenge is automatically forwarded through all stages of the appeal process unless
the Review Board determines it to be groundless or frivolous. Additionally, the student has the option to
discontinue the appeal at any stage by submitting a letter stating such to the instructor and chair of the
Review Board.

Both the student and instructor will be informed in writing of all committee recommendations and
decisions as well as any new written information bearing on the case. Only the instructor and/or the
Review Board are empowered to change a grade.

5. The Review Board chair will send a copy of the grade appeal request and relevant materials received with it
to the instructor involved. The instructor will return the materials with a written response within two weeks
unless circumstances warrant an extension.

The chair is responsible for monitoring the time period. A copy of the instructor's response will be
forwarded to the student who has filed the challenge. If the instructor does not respond within the time
period, the committee will conclude its deliberations and vote on the challenge.

6. The Review Board may, at its discretion, seek oral clarification of the written responses from the student
and faculty member. If it requests this further clarification, the Review Board must meet with both the
student and faculty member separately if the student requests.

7. The Review Board shall evaluate the challenge and vote to approve or deny. Decisions of the Review Board
arrived at by secret ballot are to be determined by a majority vote.

Such action must be taken within two months of the date of filing. (If the grade appeal is not passed along
its designated route within the times specified, the student should notify the dean of the school or college
who will determine the reason for the delay.)

8. The Review Board is to reach one of the three following decisions:

1. Challenge affirmed and settled by consent: i.e., the Review Board conducting the review devises a
conciliation mutually acceptable to the student and the instructor who gave the grade. Should the
acceptable conciliation involve a change of grade, the instructor will submit a change of grade.

2. Challenge affirmed and the Review Board may submit a change of grade card to the dean of the
college or school in which the course was taught.

In determining the student's final grade, the Review Board may take into account all evidence of the
student's academic performance in the course under challenge as well as the implications for the
student's grade of the instructor's actions in the case in question.

3. Challenge denied; original grade stands.

9. The decision reached by the Review Board is to be communicated by the chair of the Review Board in
writing directly to the dean of the college or school, the instructor, and the student. The explanation for the
decision will also be communicated.

10. Decisions by the Review Board are final and binding on all parties. The board's decision does not require
the approval of the dean of the college or school, or the chair of the affected department.

---

**Grades, Incomplete (IN) and Research (R) Expiration Policy**

**Incomplete (IN) Grade**

Undergraduate and graduate students have at most two quarters to complete an incomplete. At the end of the
second quarter (excluding summer) following the term in which the incomplete grade was assigned, the
incomplete will automatically convert to an F grade. In the case of the Law School, incompletes must be
completed by the end of the semester following the one in which the incomplete was assigned.

A faculty member has the prerogative to assign a completion date earlier than the two quarter deadline (one
semester deadline for the Law School) and this date will supersede the two quarter timeframe (one semester
timeframe for the Law School) stated above.

Students must adhere to the incomplete grade request procedure of the academic unit offering the course for
which they are requesting the incomplete grade.

Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not
change incomplete grades after the end of the grace period without the permission of a college-based Exceptions
Committee.
In the event that the original instructor is no longer available to grade the work, the Department Chair, where applicable, or the Associate Dean will identify the faculty member who will resolve the incomplete.

NOTE: Incomplete grades are not encouraged in the student’s final two terms of study. However the exceptional cases, where an incomplete is approved in his or her final term and for students with an incomplete grade in a course from the term immediately preceding their final term of study, may result in the denial of final degree certification for that term and the regular incomplete grade policy will then be enforced.

Students who have completed degree requirements, but have an IN grade that has not yet expired can elect to have the degree posted and the IN grade changed to a permanent incomplete, ING. This grade is permanent and cannot be changed in the future. The student can also elect to postpone degree conferral until the IN grade is resolved.

**Research (R) Grade**

An R grade is given when a student is making satisfactory progress in a course that extends beyond the end of the term or in a project extending over more than one term. R grades, with the exception of students completing a thesis or a dissertation research course, must be completed within one academic year of the posting of the R grade or it reverts to an F grade.

A faculty member has the prerogative to assign a completion date earlier than the one academic year deadline and this date will supersede the one academic year stated above.

Ordinarily no R grade may be changed after the grace period has expired. Instructors may not change R grades after the end of the grace period without the permission of a college-based Exceptions Committee.

In the event that the original instructor is no longer available to grade the work, the Department Chair, where applicable, or the Associate Dean will identify the faculty member who will resolve the R grade.

Students who have completed degree requirements, but have an R grade that has not yet expired can elect to have the degree posted and the R grade changed to a permanent R grade. The RG (Research, Graduated) grade is permanent and cannot be changed in the future. The student can also elect to postpone degree conferral until the R is resolved.

**Grades, Repeating Classes**

Graduate students may have the need to repeat courses. When that occurs, all grades achieved are recorded on the academic record. All attempts are to be calculated into the grade point average. Moreover, only credit for the last attempt will be applied for the degree.

**Graduation, Commencement Ceremony**

The University’s annual graduate and undergraduate commencement exercises are conducted in June. Traditionally the University hosts a baccalaureate mass to which all graduating students and their families are invited the Friday of graduation weekend.

Attendance at the graduation exercise is optional, however, graduates must notify their college office of their intention by the published deadline date. Graduates will receive detailed instructions concerning the commencement exercise from the college office.
Graduation, Degree Conferral Policy

Final certification of degrees is completed by Student Records thirty days after the conferral date.

In dual degree programs authorized by the colleges, the degrees will be conferred simultaneously.

Academic records will be locked upon degree conferral. Under no circumstances will changes be made to the academic record after degree conferral.

If the student begins a new program of study at DePaul, the student’s GPA will be restarted. The one exception to this rule involves Masters’ students whose DePaul Master’s Degree is accepted to meet DePaul’s PhD requirements either in the same or a new field. In this instance the GPA in the PhD program will include the GPA from the DePaul Master’s Degree.

Combined Bachelors/ Masters Degree Program

Students combining a Masters degree with a Bachelors degree in an approved DePaul Combined Bachelor’s/Master’s Program will restart their GPA at the beginning of their graduate career.

JD/ LLM Program

In the case of students who are accepted into the joint JD/LLM program, the students’ GPA in the LLM program will include the GPA from the JD program. Students who have completed the JD degree and are independently pursuing the LLM degree will have their GPA restarted.

Graduation Requirements

1. The student must have satisfied all the requirements and regulations of the individual program and college or school granting the degree.
2. A formal application for graduation must be filed by a candidate. Application for graduation may be made only by classified degree seeking students. The student must complete the online degree conferral application in Campus Connect by the designated deadline date.

| Autumn degree conferral          | October 1 |
| Winter degree conferral          | January 15|
| Spring degree conferral          | February 1 |
| Summer degree conferral (August) | July 15    |

Submitting this on-line application does not guarantee the conferral (granting) of a degree from DePaul University. A student can change the expected completion term up to the last day of that term. Degree requirements are reviewed at the end of the expected completion term indicated. If all requirements are met, the degree will be conferred within 30 days of the end of the term. Diplomas are mailed (to graduates without financial holds), generally within 45-60 days after the end of the term.

DePaul reports degree information to the National Student Clearinghouse monthly. Many companies and agencies use this service to verify awarded degrees. A student’s degree will only be verified by the Clearinghouse if the student does not have a FERPA/Privacy restriction in Campus Connect at the time the degree is conferred. Students should verify Privacy Settings before the end of their completion term.
Graduation with Honors

Please consult your graduate program for specific information regarding graduation with honors.

Immunization, Proof of

DePaul University complies with Illinois Public Act 85-1315, effective July 1, 1989, which requires post secondary institutions to submit an annual report on student immunization. Illinois law requires that all students, born on or after January 1, 1957 and enrolled half-time (Undergraduate: 6 hours, Graduate: 4 hours) or more at a post-secondary institution, provide proof of immunization for the following: Tetanus/Diphtheria, Measles (Rubella), Mumps and Rubella (German Measles). Illinois law requires that universities prevent students from registering for any subsequent terms if proof of immunization is not provided.

Please consult the Admission website for additional information.

Probation

Please consult your graduate program for information regarding probation. Academic disciplinary action including dismissal from the University may be taken by the dean of student's home college or school in accordance with the degree of the student's academic deficiency.

Registration

Students are responsible for planning their own programs and for completing course sequences and degree requirements. In planning each quarter's course of studies, students should remember that required courses take precedence over elective courses, and that some advanced courses have pre-requisites that must be completed first. Students should be guided by their interests or needs where electives are indicated. A student regularly employed is advised to discuss his or her course load for each quarter with an advisor prior to registration. Advisors are available to assist students in planning programs and schedules.

General Regulations

1. Students can add, drop, or swap classes via Campus Connect. It is the student's responsibility to verify that the transaction has been processed.
2. Students will receive credit only for classes for which they are registered.
3. Students who are not on the class roster are responsible for completing the steps necessary to resolve the issue. It is not the responsibility of the instructors to resolve the problem.
4. Student must officially register for classes by the stated deadline. For 10-week classes, the deadline is the end of the first week of the term. In addition, students should consult individual college regulations regarding special registrations (e.g., independent studies, internships, etc.).
5. The University is required to report enrollment and attendance to fulfill requirements established by several governmental agencies. To satisfy these requirements, it is University policy that attendance will be
monitored in all classes. Each school or college maintains additional specific policies concerning attendance. Students should become familiar with these policies. Promptness is expected of a student for all class sessions. Tardiness of more than ten minutes is generally to be considered by the instructor as an absence.

6. Students’ status at the university will be changed from “active” to “discontinued” if:
   1. There is no enrollment in the term of admittance.
   2. There is no registration activity for three consecutive quarters - excluding summers - in which case these students must seek readmission;
   3. No progress has been made towards their degree for three consecutive terms, excluding summers. (Candidates for theses and students on year-long study abroad programs are excluded from this rule.)
7. Students who have been “discontinued,” must apply and be approved for readmission to continue their studies.

**Academic Calendar Formulas**

Academic calendar deadline dates are based on the following formulas. These formulas are particularly important for classes that meet outside the standard (10 week term plus finals week) start and end dates for a term. Please consult your college office for specific dates relevant to your class.

- Students may not add classes after 10% of the scheduled class has elapsed.
- Students who drop a class or classes after 20% of the scheduled class has elapsed will be responsible for 100% tuition and a grade of W will be assigned. (Note: Students who are enrolled in fully online programs and reside in the State of Maryland are subject to a refund policy that complies with the policy established by the Maryland Higher Education Commission COMAR 13B.05.01.10.)
- Students may not select a Pass/Fail grading option after 20% of the scheduled class has elapsed.
- Students may not select Audit (non-credit) grading option after 30% of the scheduled class has elapsed.
- Students may not withdraw from classes after 70% of the scheduled class has elapsed.

**College/ School Regulations**

- Students may audit classes only with permission of their advisor or college office. Students may not change from the status of credit to audit or vice-versa after 30% of the term has elapsed (the third week of class for a 10 week class). Full tuition is assessed for audited classes.
- Students interested in earning credit in transfer must obtain approval from their college office prior to registration at the other institution.
- Extension courses taught through other accredited institutions are accepted only when the sponsoring institution itself conducts the courses and certifies the grade and credit through an official transcript. A DePaul degree-seeking student must obtain the written permission of his or her dean before enrolling in an extension course.

**Registration, Student Enrollment Classifications**

College credit is accumulated on the basis of quarter hours earned:

**Full-time Student Status**

An eight-quarter hour course load is considered full-time for graduate studies.

**Half-time Student Status**

A four- to seven-quarter hour course load is considered half-time for graduate studies.

**Students Completing Thesis/ Dissertation Requirements**

Students should consult their program for enrollment information.

Self-service Enrollment Verifications are available through Campus Connect.
**Requirement Term**

**Graduate Program Specific Information**

A student will complete the graduate program requirements in place at the time of the student's first enrollment term in the graduate program. A student who changes graduate programs while his/her studies are in progress will complete the requirements in place at the time he or she enrolls in the new program.

A student who changes graduate programs during a break between terms (e.g. winter, spring) will follow the requirements in place for the term immediately following the break.

A student who applies for readmission will be subject to the program and concentration requirements in place in the enrollment term of readmission.

**Other Information**

A student currently enrolled in a degree program in which revisions are approved while their studies are in progress may elect to formally adopt the revised requirements.

**Requirements, Curriculum**

Official changes in courses, course numbers, titles, descriptions, and prerequisites and minor changes in program requirements may be made on a quarterly basis.

Multiple changes or thorough revisions in the requirements of a program, major, or concentration or the addition of new majors or concentrations which have received the required university approvals may be made twice each year. Changes approved by May 15th will be effective for the Autumn term, and those by October 15th will be effective for the Winter/Spring/Summer terms.

**Transcripts**

The Office of Student Records processes official transcript requests for DePaul University. Official transcripts can be requested on-line through Campus Connect.

The Family Educational Rights and Privacy Act of 1974 prohibits release of confidential transcript information without the student's authorization.

Transcripts will be issued only after the student has fulfilled all financial obligations to the University.
Tuition Policy

All tuition and fees are due to DePaul University by the published tuition due date for that term. All charges must be paid in full by the payment date.

Tuition charges for any course registrations made after the due date must be paid in full within 24 hours of registration.

Tuition bills may be accessed online through Campus Connect. The student will be required to sign up for E-Bill to access their bills or to grant access to a guest user.

Students whose accounts show a balance due after the tuition due date will be subject to a late fee and prohibited from future registration, receiving transcripts and other university services.

Withdrawal Policy

A. Withdrawal from a class:

Students who must withdraw either from a course or from the University may do so by using the University's web registration system. Students unable to use the web registration system should contact their home school/college office, whether in person or by phone. Withdrawals processed via the web or through direct contact with the home school/college office are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

B. Withdrawal from all classes:

1. Withdrawal from the university:
   In most cases, students wishing to withdraw from the university during a term must fill out an on-line form (whether from home or in the school/college office) and submit it to the student's home school/college. Students who are physically unable to contact the university may designate someone to act on their behalf. The student's official withdrawal date will be the date the form is received by that office.

2. Students who appear to be eligible to enroll but don't register.
   A student's status at the university will be changed to "discontinued" if:
   1. There is no activity for three consecutive quarters (or for Law two semesters), excluding summers. In these cases students must seek readmission.
   2. No progress has been made towards their degree for three consecutive terms, excluding summers. (Candidates for theses and students on year-long study abroad programs are excluded from this rule.) In these cases, students must meet with a college academic advisor to get permission to register and or readmission.

C. Leave of Absence

These come under three headings: personal, military, and medical. The Music and Theatre Schools already have leave of absence policies in place. Any student wishing to take a leave of absence must complete a "Leave of Absence Application." Students may complete the online form from home, or by visiting their home school/college office.

- Military: Students called for military service should fill out an on-line "Military Leave Form." Upon their return, they will meet with an academic advisor to discuss resuming their studies.
- Non-military leaves of absence are for at most one year and non-renewable during the student's career.
- Military leaves are variable depending on their orders.

D. Graduation Separation

Students must have completed all requirements by the last day of term for which they apply for degree conferral.

In the normal course, students will receive their diplomas 8-10 weeks after the date of degree conferral.
The university's responsibility is to confer the degree and identify the student as "graduated" within 30 days of the end of the term in which they complete all the requirements for their degree.

E. Late Withdrawals and Additions

1. Decision-making for late withdrawals resides primarily in the Withdrawal Appeals Committee, chaired by the Dean of Students, for personal/medical issues; and in the School/College Offices for all other issues. These principles underlie the decision-making processes:
   All policies are driven by academic concerns.
   1. Decisions are guided by the best interests of the students.
   2. Decisions will be made in compliance with federal regulations.

2. Restrictions on requesting approval for late withdrawal
   Requests for late withdrawals from one or more courses in a given quarter must be submitted to either the student's home School/College Office or the Dean of Students Office, depending on the situation that led to the requested withdrawal by the following deadlines.

   **For Undergraduate/Graduate:**

   Autumn Quarter: Last day of the last final exam of the subsequent winter quarter.
   Winter Quarter: Last day of the last final exam of the subsequent spring quarter.
   Spring Quarter: The end of the second week of the subsequent autumn quarter.
   Summer Terms: Last day of the last final exam of the subsequent autumn quarter.

   **For the College of Law:**

   Fall Semester: Last day of the final exam period for the fall semester.
   Spring Semester: Last day of the final exam period for the spring semester.
   Summer Semester: Last day of the final exam period for the summer semester.
   College of Law students filing a late withdrawal appeal in the Fall or Spring semester of the first year of law school must request withdrawal from all classes.

During their college career, students may be allowed one medical/personal approved administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term.

Withdrawal, Tuition

Students must withdraw from classes through the registration function in Campus Connect. Students unable to use the web registration system should contact their home school/college office, whether by email, in person, or by phone. Withdrawals processed via the web or through direct contact with the home school/college office are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an authorized withdrawal from class and will result in academic as well as financial penalty.

When the withdrawal occurs, the tuition charge for courses during a 10-week quarter will be reduced according to the following schedule, in accord with the tuition package:

- Up to 20% or 2 weeks of a ten week term: 100% refund
- After 20% of the term: 0% refund

Even if you have tuition charges reduced, you will still be responsible for the non-refundable $25 registration fee, the new student fee, and college office deposits.

Notes

- Students receiving financial aid are advised to contact a Financial Aid Counselor to discuss the consequences of a withdrawal impacting academic progress and aid eligibility at DePaul University or any other school to which they may transfer. Students in university housing are advised to contact Housing to discuss the consequences of withdrawal impacting eligibility to maintain residence.
University Resources

This section provides information on an array of university resources, all designed to help you make the most of your experience at DePaul. We encourage you to read through this whole section when you arrive at DePaul, and then refer back to individual pages for information on specific resources as you need them.

University Center for Writing-based Learning

The University Center for Writing-based Learning (UCWbL) works with all members of the DePaul University community to support writers and to promote the use of writing in teaching and learning through five major initiatives:

The Writing Center

Peer writing tutors offers DePaul students, staff, faculty, and alumni individualized and small group writing feedback on any type of writing at any stage of the writing process. Tutors provide feedback face-to-face on the Lincoln Park and Loop campuses, through written feedback via email, and real time online through IM and webcam. The Writing Center also facilitates Writing Groups at the Loop, Lincoln Park, and Suburban Campuses.

The Writing Fellows Program

The Writing Fellows Program links undergraduate peer writing tutors with writing-intensive courses across the curriculum -- from physics to journalism, religious studies to computer science. Writing Fellows work with the same set of writers from a particular course for an entire quarter, responding to two of their papers through written comments on drafts and in individual conferences.

Workshops

The UCWbL offers both in-class and in-house interactive writing workshops on topics ranging from grammar and usage to thesis development to ePortfolios.

The Collaborative for Multilingual Writing and Research (CMWR)

The CMWR is open to all members of DePaul's community interested in multilingual and cross-cultural interactions. To support English Language Learners specifically, the CMWR hosts a range of enterprises such as conversation opportunities, workshops, and publications.

Faculty Development

The UCWbL provides a range of support to DePaul instructors who teach with writing and who are working on their own writing projects.

For more information, please visit www.depaul.edu/writing.
Technology Resources

The following list introduces some of the technology resources that are available to students at DePaul. Additional information is available on the Information Services website (is.depaul.edu).

Campus Connect

Campus Connect provides access to many of DePaul's primary services, including course registration, grades, tuition billing, transcripts, Demon Express and much more.

Computer Labs and Classrooms

There are many technology-enabled classrooms across the DePaul campuses. Technology resources in these rooms include desktop computers, LCD projectors, connections for laptops, and integrated, amplified sound systems. Specialty rooms exist across the university for classes with specific needs, and additional technology is available upon request.

DePaul also has computers available for use by students, faculty or staff, located in computer labs, lounges and lobbies across the campuses. Additional technology access is available to residence hall students; each residence hall is outfitted with study lounges allowing for student access to computers and printers at any time.

CTA U-Pass

Your CTA U-Pass provides unlimited rides on the CTA bus and rail systems during an academic term. It also functions as a Ventra card, allowing you to add funds to be used during university breaks. All students meeting the requirements are automatically enrolled in the program. If your eligibility changes before the last day to drop courses, your U-Pass will be adjusted accordingly.

U-Pass pick-up dates are held at the beginning of each quarter. Students must pick up CTA U-PASS cards in person, by presenting a valid DePaul ID Card. Your Ventra U-Pass is valid for 4 years. It will be deactivated and reactivated each quarter based on your enrollment. Do not discard your U-Pass, or you will be assessed a fee by the CTA for a replacement card.

Full details regarding the U-Pass can be found on the DePaul U-Pass website http://upass.depaul.edu/.

DePaul ID Card

Your DePaul ID Card serves as your identification to enable access to various DePaul buildings, computer labs, printers, and libraries and is used to purchase items using your Demon Express account and meal plan. You must have your ID Card on hand while on campus. New students receive their ID Card at student orientation. Students can also visit ID Services to obtain an ID card.

Demon Express

Demon Express is a prepaid debit account that is linked to your DePaul ID Card. Demon Express can be used at DePaul cafeterias, coffee shops, campus bookstores, libraries, printers, copiers, and other areas.

Desire2Learn (D2L)

D2L is an electronic course management system that enables interaction between students and faculty. D2L incorporates document sharing, discussion boards, e-mail, an online grade book, assignment drop boxes, chat rooms, small group areas, online quizzes, and more. To log in, use your Campus Connect username and password. If you need assistance using D2L, training is available.

Discounts

Demon Discounts provides discounted goods and services, including computer hardware and software, to DePaul students.

E-Mail
All students are provided a free DePaul e-mail account. Additional information is available on the Information Services website.

**Printing**

The Intelliprint system allows students to print from DePaul computer labs. Students use their DePaul ID card to pay for prints and are entitled to a set amount of free printing per quarter. Additional funds can be added to Demon Express as needed. You may also print to the Intelliprint system wirelessly.

**Residence Hall Technology**

Lincoln Park residence hall rooms are equipped with high speed Internet connections, wireless Internet access, and free telephone connections.

**Technical Support**

The Technology Support Center (TSC) is your first point of contact for technical assistance. TSC provides free assistance via phone, e-mail and web for current DePaul students. We support all DePaul wireless networks, telephones, e-mail accounts and software.

**Technology Training**

Media Production and Training (MPT) offers free technology training on a variety of topics, including the Microsoft Office suite, both Mac and Windows operating systems, D2L, and more.

**Wireless Internet Access**

Wireless internet access is available to students on all DePaul campuses.

---

**Student Involvement**

The Office of Student Involvement fosters student learning and success by providing opportunities for engagement through a wide variety of campus activities and organizations, holistic and intentional advising of student leaders, and the development of purposeful and mutually beneficial partnerships across the University and City of Chicago to maximize access to resources for a rich DePaul campus experience.

Additional information is available from the Office of Student Involvement [http://offices.depaul.edu/student-affairs/about/departments/Pages/student-involvement.aspx](http://offices.depaul.edu/student-affairs/about/departments/Pages/student-involvement.aspx)

---

**Student Affairs**

The Division of Student Affairs provides programs and services that are a direct extension of DePaul University's mission to emphasize skills and attitudes that educate students to be lifelong, independent learners. Student Affairs contributes to the DePaul student experience by cultivating learning opportunities that inspire students to explore their personal identities, faiths, values and roles in a multicultural world. Through the division's diverse offering of programs, leadership opportunities and quality support services, Student Affairs seeks to create an environment that fosters students' overall development and reduces barriers to enable students to reach their highest potential.
Office of Multicultural Student Success

The Office of Multicultural Student Success seeks to cultivate academic success and personal development for students of color, low-income college students, or first generation college students through sustained developmental programming, financial resources, and advocacy.

Additional information is available from the Office of Multicultural Student Success http://offices.depaul.edu/student-affairs/about/departments/Pages/omss.aspx.

Libraries

The University Library provides information resources and services to students, faculty, and staff at three library locations: the John T. Richardson Library in Lincoln Park, the Loop (DePaul Center) Library, and the Vincent G. Rinn Law Library. The suburban campuses have access to the full array of electronic resources provided by the Library as well as delivery service for print materials. E-journals, e-books, and scholarly databases in the humanities, business, social sciences, computer science and other sciences, are available remotely as well as on campus, notably in the new Information Commons in the Richardson Library. Print book and journal collections in the two Chicago campus libraries may be supplemented with direct borrowing from other Illinois libraries through the i-Share system and outside Illinois through the ILLiad inter-library loan system. Librarians provide research support and research skills instruction in person and via the online "Ask a Librarian" email and IM chat reference services.

Additional information is available from the DePaul University Library.

Housing Services

The Department of Housing Services provides facilities and services that create the premiere residential experience at DePaul University. Grounded in DePaul University’s Vincentian values and distinguishing marks, staff of the department of Housing Services administer the processes for living on campus and partner with others in promoting this experience. We strive to provide exceptional services within our high-quality, residential facilities while also encouraging residents’ personal growth and community responsibility.

For more information, visit http://offices.depaul.edu/housing.

Health Services

The DePaul Student Health Service is offered through Presence SAGE medical group. It is available to all enrolled students for a fee. If you live in a residence hall, with the exception of 1237 West Fullerton or University Center, you are automatically enrolled in DePaul Student Health Services.

Student Health Service is NOT health insurance; you may need additional coverage.
Financial Fitness

Financial Fitness provides free services, resources and tools to help students manage costs from freshman year through graduation and beyond. Services include:

- Confidential one-on-one financial counseling
- Accessible written and online resources and tools

Additional information is available from the DePaul Central office. Financial Fitness is located within DePaul Central's Lincoln Park Campus in SAC 101. Students can get additional information by visiting the website http://financialfitness.depaul.edu or calling (773) 325-8640.

DePaul Central

DePaul Central is your one-stop shop for help managing Financial Aid, Student Financial Accounts and Student Records. DePaul Central ensures student issues are resolved in a timely manner and with the right level of attention and care they deserve so students can focus on what really matters: their academics.

- Visit with DePaul Central staff:
  - Lincoln Park: Schmitt Academic Center 101, 2320 N. Kenmore Avenue
  - Loop: DePaul Center Suite 9100, 1 E. Jackson Boulevard
- You also can get answers to many questions online or over the phone.
  - Web/Live Chat: depaulcentral.depaul.edu
  - Email: dpcl@depaul.edu
  - Phone: (312) 362-8610
  - Facebook.com/depaulcentral
  - Twitter.com/depaulcentral
  - FATV: depaul.financialaidtv.com

Dean of Students Office

The Dean of Students Office is an invaluable resource, advocate and support for providing and identifying resources and services for students. The office helps individuals in navigating the university, particularly during difficult situations, as in personal, medical, mental health, and/or family crises. The Dean of Students Office is also responsible for overseeing the Code of Student Responsibility and managing the Student Conduct Process.

Additional information is available from the Dean of Students Office http://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx
College Offices

DePaul’s Graduate College Offices

Driehaus College of Business, Kellstadt
driehaus@depaul.edu
312/362.8810
DePaul Center 5300
1 East Jackson Boulevard

College of Communication
cmnadvising@depaul.edu
312/362.8600
Richard M. and Maggie C. Daley Building Suite 1800
14 East Jackson Boulevard

College of Computing and Digital Media
advising@cdm.depaul.edu
312/362.8381
CDM Center Mezzanine
243 South Wabash Avenue

College of Education
edadvisor@depaul.edu
773/325.7740
2247 North Halstead Street

College of Liberal Arts and Social Sciences
lasgraduateoffice@depaul.edu
773/325.4008
990 W. Fullerton Avenue, Suite 1200

College of Science and Health
cshadvising@depaul.edu
773/325.8490
McGowan South 4th floor
1110 W. Belden Ave

School of Music
musicadvising@depaul.edu
773/325.7260
Music Building
804 West Belden Avenue

School for New Learning
snladvising@depaul.edu
312/362.8001
Center for Students with Disabilities

The Center for Students with Disabilities (CSD) coordinates DePaul University's provision of accommodations and other services to students with disabilities pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. CSD regularly works with students diagnosed with a range of disabilities such as learning disabilities, AD/HD, medical conditions, chronic illness, mental health disorders, and physical/visual disabilities, amongst others. Student success is at the core of the CSD's mission and fits integrally with DePaul University as a diverse learning community.

Students are encouraged to enroll with CSD to receive accommodations and additional support services. CSD students are enrolled in all Colleges and Schools at DePaul, and may be full-time, part-time, undergraduate, or graduate level students. Some accommodations and services may include extended time on exams, assistance with note-taking, adaptive equipment, real-time captioning, classroom accommodations, advocacy, and assistive technologies amongst other support services.

CSD enrollment procedures require appropriate documentation of a student's disability and other identified information, as well as a personal meeting with CSD staff.

CSD is also a resource for faculty and staff who may have questions about accommodating, or otherwise working with, students with disabilities.

CSD has two full-service office locations:
Lincoln Park Campus, Student Center 370, 773/325-1677
Loop Campus, Lewis Center 1420, 312/362-8002

For more information, please view the Center for Students with Disabilities website http://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx or contact staff at csd@depaul.edu.

Career Center

The Career Center at DePaul University offers DePaul students and alumni dynamic connections to the workplace, providing comprehensive one stop career services. No matter where you are in your career search, whether it's deciding on a major or career path, making a career change, or preparing for your first job interview, we can help.

- Explore career options whether you are just starting your job search or are looking for a change.
- Get career and graduate school advice and resources from specialists in your field. Our career advisors are available to meet one-on-one with you to discuss your needs.
- Gain experience and earn academic credit with an internship through the University Internship Program.
- Find a job with one of the thousands of employers who recruit DePaul grads.
- Connect with DePaul alumni for career-related networking and mentoring.

The Career Center is located at DePaul's Lincoln Park Campus in SAC 192 and at the Loop Campus in DePaul Center 9500. Students may contact the office at (312) 362-8437 for appointments, or visit
Adult, Veteran and Commuter Student Affairs

Through collaborations with university and external partners, the Office of Adult, Veteran and Commuter Student Affairs assists students in their transition to college, provides support, resources and programs that help students persist and succeed academically, and works to promote an environment that is inclusive of the non-traditional student experience in which adult, veteran and commuter students can thrive as engaged members of the DePaul community.

General Information

To the University Community,

The Dean of Students Office is committed to partnership in the educational mission of DePaul University. This mission is enhanced by a Code of Student Responsibility, which outlines expectations and standards of behavior for the student community. Any community of more than 23,000 people needs rules. As a DePaul University student, the DePaul Code of Student Responsibility isn’t a list of things you can do wrong; it’s a code designed to protect your rights and those of all DePaul students. Any student who feels that another student in the community has violated their rights is encouraged to use this Code and the Dean of Students Office as a resource.

The Dean of Students Office can be an invaluable advocate and support in identifying resources and services for students. In an institution of such size and complexity it is often difficult to know where to begin when a student is struggling or having difficulty navigating the University setting. This office can be of particular help in areas of personal and/or family crisis, economic distress, or a medical/personal leave of absence. The office serves as principal liaison and resource for students and other divisions and departments within the University community.

Finally, our work with students is guided by the Socially Responsible Leader framework which is grounded in our Catholic, Urban and Vincentian mission. The development of socially responsible leaders in today’s complex, global and ever-changing world requires a campus community that is committed to holistic learning and the fostering of a campus community based on respect. It is our hope that you will make full use of the opportunities to reach your full potential that are available for you at DePaul University. In that regard, the Dean of Students Office is here to serve you with locations on both the Loop and Lincoln Park campuses.

Locations:

<table>
<thead>
<tr>
<th>Locations</th>
<th>Student Center 307</th>
<th>DePaul Center 11001</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lincoln Park Campus</td>
<td>Loop Campus</td>
</tr>
<tr>
<td></td>
<td>(773) 325-7290</td>
<td>(312) 362-8066</td>
</tr>
</tbody>
</table>

In emergency situations, the office can also be reached 24 hours a day through our Public Safety Office at (773) 325-7777.

Sincerely,
Ashley Knight, Ed.D.
Dean of Students
Student Rights

As a registered DePaul University student, the DePaul Code of Student Responsibility is designed to protect your rights and those of all DePaul students.

Student Rights

1. The University shall be open to all students who qualify under its admission standards, regardless of race, religion, national origin, age, disability, marital status, sexual orientation or gender. All students have equal right of access to the public facilities and services of the University, in accordance with University policies.
2. Students have the right to their own ideas, beliefs and political associations. Students have the right to ask questions and express their opinions without affecting their academic evaluations, as long as such do not interfere with the normal operations of their classes or infringe on the rights of other students in their classes. Instructors shall evaluate students' performances without prejudice.
3. A student has the right to a hearing within the established University procedures, in all matters that can result in the imposition of sanctions for misconduct. Usually, a student's status within the University will not be permanently altered until final outcome of any conduct action. However, the University reserves the right to take actions to reasonably ensure safety and security, including removing and/or suspending a student from the University on an interim basis pending final determination of any conduct action.
4. A student duly admitted to and registered at the University has the right to receive a clear and concise written statement concerning academic and nonacademic regulations and commitments made by the University prior to or upon initial registration for classes. A student also has the right to be advised of any changes in such matters.
5. Students have the right to join associations and are free to promote their common interests. This includes the right to become affiliated with any recognized student organization without discrimination or prejudice regarding race, color, ethnicity, religion, national origin, age, physical or mental disability, marital status, parental status, family relationship status, military status, sexual orientation, sex, gender, or other status protected by local, state, or federal law in its education settings, although fraternities and sororities are exempt from the restriction of discrimination due to gender.
6. Students have the right to participate in the governance of the University through the Student Government Association.
7. Under the guidelines established by the University, students have the right to edit and/or operate the student media.
8. In accord with University policy, for all classroom courses, a syllabus must be distributed in written form beginning on the first day of class. The dean of the college is responsible for implementing the syllabus requirements.
9. Students shall be given the opportunity to be represented at all departmental meetings by at least one full-time student majoring in the appropriate discipline. The student representative shall be chosen annually in accordance with Student Government Association guidelines and shall be a full-time voting member. The student who accepts this responsibility has the moral obligation to attend these departmental meetings.
10. Students shall have the right to vote on search committees that choose academic deans. Membership on such committees shall be achieved through the auspices of the Student Government Association.
11. Students have the right to petition institutional authority for changes in either academic or nonacademic regulations.
12. Students have the right to regular academic advisement. Undergraduate and graduate students have the right to an assigned academic advisor who is available and informed to assist and advise in class selections, to meet academic requirements and career goals.
13. Students have the right of reasonable access to University administrators and faculty during specified office hours.
14. Undergraduate and graduate students (in all colleges but the College of Law) have the right to be informed formally of their academic standing in class by the midpoint of each quarter.
15. Students have the right of protection from University personnel engaging in unreasonable search or seizure unless:
   1. there is probable cause that a violation of University policy is likely to occur, is presently occurring or has occurred;
   2. there is an apparent emergency or danger to self or others;
   3. in order to repair damage to University property;
   4. students’ rights shall always remain subject to the searches of law enforcement officers who are performing their statutory duties in accordance with legally defined procedures governing search and seizure.
Notification of FERPA Rights

Annual Notification for DePaul Students: Your FERPA Rights

We want to take this opportunity to provide you with a summary of your rights under The Family Educational Rights and Privacy Act (FERPA), the federal law that governs release of and access to student education records. Please view Understanding FERPA, a DePaul Central Learning Center video for information and instructions.

Your FERPA rights include:
1. The right to inspect and review your education record within 45 days after the University receives a request for access. If you want to review your record, contact the University office that maintains the record to make appropriate arrangements.

2. The right to request an amendment of your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to the University official responsible for the record, clearly identifying the part of the record you want changed and why you believe it is inaccurate or misleading. That office will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.

3. The right to provide written consent before DePaul discloses personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.

Some examples of exceptions include:

- School officials with "legitimate educational interests." A school official has a legitimate educational interest if the official has a professional need to review your education record in order to fulfill his or her official responsibilities. Examples of people who may have access, depending on their official duties, and only within the context of those duties, include: university faculty and staff, agents of the institution, students employed by the institution or who serve an official institutional committees, and representatives of agencies under contract with the University.

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.

- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the university's state-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, enforcement or compliance activity on their behalf.

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.

- To accrediting organizations in order to carry out their accrediting functions.

- To appropriate officials in connection with a health or safety emergency.

- Information the school has designated as "directory information."

Directory information may be released without your written consent and includes the following: name, address, e-mail, telephone number, date of birth, college of enrollment, year in school, major, enrollment status (including current enrollment, dates of attendance, full-time/part-time or withdrawn), degrees, awards and honors received (e.g., Dean's List recognition), participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs (including ID pictures), videos depicting and/or concerning University life, and previous educational institutions attended. Please note that you have the right to withhold the release of directory information except to the extent that FERPA authorizes disclosure without consent (see #3 above).

To withhold the release of your directory information, you must log into the student portal, Campus Connection, and, under Student Privacy settings, indicate your preference. Please note two important details regarding placing a "No Release" on your record:
1. A “No Release” on your record will prevent your name from being included on lists of students released to honor societies, dean’s list and graduation announcements to local newspapers, and enrollment and degree verification to anyone, including potential employers.

2. A “No Release” applies to all elements of directory information on your record.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

For additional information, please consult the U.S Department of Education (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.htm/) website.

Questions concerning FERPA should be referred to DePaul Central:

**DePaul Central**

Lincoln Park: Schmitt Academic Center, 101
Loop: DePaul Center, Suite 9100
Tel: (312) 362-8610 | dpcl@depaul.edu | depaulcentral.depaul.edu

### Introduction to the Code/ Policies

A student by voluntarily joining the University community agrees to abide by the standards that have been instituted by DePaul University. Students are responsible for being familiar with all of the policies and procedures included in the Code of Student Responsibility. The Code of Student Responsibility was developed by Student Affairs to give formal recognition to the rights and responsibilities of students at DePaul University and is based on the following principles:

1. The intrinsic value of the person stands above other values. The personal rights and dignity of individuals are to be held inviolate. They take precedence over any academic goal set forth by the University.

2. The student is respected as a responsible person. He or she is, therefore, encouraged to make informed decisions with respect to his or her own education and to be involved in University decisions to the fullest extent possible.

3. The University is by definition a corporation. Just as the individual student has his or her own personal right, so the University, as a corporate person, has an obligation to exercise its rights and privileges in conformity with the laws and procedures governing its actions.

4. DePaul University recognizes that freedom to teach and freedom to learn depend upon opportunities and conditions in the classroom, on the campus and in the larger community. The responsibility to secure and respect general conditions conducive to learning is shared by all members of the academic community. Freedom is meaningless unless responsibility is also present.

The above rights can be exercised effectively and without fear only if they are incorporated into policies and regulations that are as precise and informative as possible, and only if there are adequate procedures to settle disputes that arise in their regard. The Code of Student Responsibility protects students’ rights by making explicit all conduct procedures so that no student may be subject to conduct procedures except in strict adherence to proscribed policies.

As an academic and religious institution, DePaul has a vested interest in both the safety and well-being of the members of its campus community. As a result of the high caliber of individuals DePaul University attracts, the Code of Student Responsibility reflects the emphasis on responsibility in both the academic and nonacademic areas of university life. It is the intent of the Code to provide the necessary guidelines to support and advance the educational and religious aims of the University without unduly restricting or diminishing the university experience. The Code, together with other applicable University policies, outlines the minimum acceptable level of conduct expected of every student at DePaul. The policies and procedures outlined are those that students, faculty and administrators at the University have designed to further the educational and religious aims of the institution and to assist all students in the pursuit of their educational, personal and social development.

A student by voluntarily joining the DePaul community assumes the responsibility for abiding by the standards that have been instituted by DePaul. The Vice President for Student Affairs, or his/her designees, maintains exclusive authority for imposing sanctions for behaviors that violate the Code of Student Responsibility. The Vice
President for Student Affairs, or his/her designee, is also responsible for interpreting and/or implementing additional University procedures or policies to address issues that are not specifically covered by the various parts of this Code. University personnel charged with enforcement of the Code will at all times endeavor to adhere to the intent of fundamental fairness so that each student’s concern is addressed in an impartial and consistent manner.

The University may exercise jurisdiction for an offense committed on-campus. Additionally, the University may exercise jurisdiction for an offense committed off-campus (including on-line communities) when:

A. The victim of such offense is a member of the campus community (student, faculty or staff); or

B. The offense occurred at a college-sponsored or sanctioned event; or

C. The student used his or her status as a member of the University community to assist in the commission of the offense (for example student ID card to pass a bad check); or

D. The offense affects the University.

The University’s adjudication of any violation of this Code may proceed independently of any action taken by state, federal or municipal agencies. The University reserves the right to refer incidents of misconduct to civil or criminal authorities.

This Code is designed to protect the rights of all members of the University community so they can prosper academically, socially and personally. In order for this Code to work effectively, however, students must take responsibility for confronting behaviors exhibited by their peers that negatively impact their experiences and violate established standards of behavior. It is imperative that students work in partnership with University faculty and staff members to protect the rights that have been afforded them.

DePaul University reserves the right to change policies or procedures maintained herein at any time during a student’s enrollment period provided such changes are updated in the on-line Undergraduate Handbook. Students and student organizations are advised to read this Code and any other relevant policies carefully so all are aware of the policies which guide the University in its dealings with them. Students should review the Academic Policies section of the Undergraduate Handbook or contact their college office for specific information on the policies used to govern academic expectations at the University.

Alcohol

University Policy

DePaul community members owe it to themselves and others to make educated decisions about their use or distribution of alcohol. The State of Illinois prohibits the sale, use or possession of all forms of alcoholic beverages by persons under 21 years of age. Students are responsible for adhering to the university Drug Free Workplace & Legal Drinking Age Compliance policy. Students living on campus should consult the Guide to Student Housing for additional information about alcohol policies and prohibitions in the residence halls.

Health Promotion & Wellness

DePaul University expects students to uphold the law when it comes to the purchase and consumption of alcohol. This institution also seeks to educate students about making safe, responsible decisions when it comes to substance use. The Alcohol & Substance Abuse Prevention Specialist is the point of contact for all outreach and initiatives pertaining to responsible substance use. Students who are found responsible for violating DePaul University’s alcohol policy may be mandated to meet with the Alcohol & Substance Abuse Prevention Specialist and participate in an intervention called BASICS (Brief Alcohol Screening and Intervention for College Students). Other students may also request to meet with the Alcohol & Substance Abuse Prevention Specialist and/or participate in BASICS. Students who have concerns about their alcohol use (or someone else’s) may contact the Alcohol & Substance Abuse Prevention Specialist at any time and will not get into trouble for seeking help or information. The Alcohol & Substance Abuse Prevention Specialist can be reached at (773) 325-4550.

Students should be prepared to seek help or call 911 when a peer may be experiencing a drug overdose or alcohol poisoning. Students are expected to take action in such situations and not be a passive bystander. Here are the symptoms of alcohol poisoning, and remember that not all symptoms need to be present for alcohol poisoning.

DePaul University Autumn 2015-2016 Page 2481 of 2506
poisoning to occur:

- Person is unconscious and cannot be roused;
- Person is in a stupor or exhibits confusion;
- Person is vomiting (prop unconscious persons on their sides so that they won't choke on their own vomit);
- Skin is pale, has a blue tinge, and/or skin is unusually cold to the touch;
- Abnormally slow breathing (less than 8 breaths per minute) and/or irregular breathing (a gap of more than 10 seconds between breaths);
- Seizures.

Drug overdoses can vary depending on the drug consumed, but here is a general list of symptoms that indicate help is needed. Remember that not all symptoms need be present for an overdose to occur:

- Abnormal pupil size;
- Agitation, aggressive, and/or violent behavior;
- Convulsions;
- Delusional or paranoid behavior;
- Difficulty breathing;
- Drowsiness;
- Hallucinations;
- Nausea and vomiting;
- Nonreactive pupils (pupils that do not change size when exposed to light);
- Staggering or unsteady gait;
- Sweating or extremely dry, hot skin;
- Tremors;
- Unconsciousness or death.

Additionally, the following regulations govern alcohol use by students and student organizations:

1. All casual possession or consumption of alcohol by students in designated common or non-reserved areas on university premises is prohibited regardless of age.
2. For specific policies regarding alcoholic beverages in the residence halls, please see the Guide to Student Housing.
3. Consumption of alcohol which results in behavior that infringes on the rights of others in the community is prohibited.
4. Alcoholic beverages may not be served at student-sponsored or student organization-sponsored events without written authorization from the Dean of Students or his/her designee. Authorization will not be given to any student organization that is hosting an event at which students under 21 will, or could be, present. Notification of such authorization will be sent to the student organization itself, the organization's moderator/advisor, the building director and the Public Safety Office.

This authorization will detail the provisions for maintaining control of the consumption of alcoholic beverages at the event. In making the final determination for authorization, the Dean of Students or his/her designee will consider the following points:

1. The presence of adequate control measures (e.g., hiring a professional bartender to serve alcohol, security presence of university representative, method of age identification and monitoring of the event, etc.);
2. The type of event;
3. Adherence to area/building procedures;
4. The presence of food and nonalcoholic beverages in a prominent place; and
5. The possible requirement of a special events permit or other license to dispense alcoholic beverages.

Depending on the location and type of event, student organizations that are sponsoring events should also consult the Catering Services Exclusivity policy and Catering Donations policy.

Student organizations may not advertise the availability of alcohol in their event publicity.

When student organizations sponsor events at which alcoholic beverages are offered for consumption, the organization and its officers shall be solely responsible for the conduct of such affairs in accord with civil law and university policies.
Civil or Criminal Law

Any student who violates any state, federal or municipal law shall be subject to conduct action for said offense(s) up to and including suspension and expulsion. The adjudication of such violations may proceed regardless and/or independently of any action taken by state, federal or municipal agencies.

Damage to Personal or Private Property

A student shall take no action that damages, or tends to damage, personal or private property not his or her own without the consent of the owner or person legally responsible for such property.

Demonstrations

Orderly and peaceful demonstrations on the campus are permitted. However, the University has the obligation to ensure the safety of individuals, the protection of property and the continuity of the educational process. When picketing or other forms of peaceful protest take place outside University buildings, the University insists on the right of free passage for all through the areas where members of the University community have a right to be. When such demonstrations take place inside University buildings, the University insists on orderliness, free passage to all rooms, lack of excessive noise, and no interference with classes, libraries, offices, assemblies or normal administrative functions. Students participating in off-campus demonstrations will be subject to University discipline for reasons stated above as well as for the deliberate misrepresentation of the position of the University, outrageous abuse of the name of the University or participation in demonstrations adjacent to the campus that disrupt University functions.

Disorderly, Violent, Intimidating or Dangerous Behavior to Self or Others

Students are not to engage in behavior that threatens, harms or causes to place in harm themselves or other persons, or to exhibit behavior that is illegal, destructive, lewd, indecent, obscene or disorderly. The types of conduct that this regulation is designed to cover include, but are not limited to, the following examples:

1. Intentionally inflicting bodily harm upon any person; taking any action for the purpose of inflicting physical harm upon any person; taking reckless action that results in physical harm to any person; taking any action that creates a substantial risk of physical harm to any person; or threatening by any means of transmission the use of force to physically harm or injure any person.
2. Disrupting the peace, impeding classes, causing significant emotional harm, bullying, and/or endangering the safety, health or life of any person on campus through actions or words.
3. Obstructing fire escape routes such as hallways or stairwells.
4. Committing acts of an indecent or lewd nature.
5. Climbing or scaling the exterior of any University building or facility.
6. Production of sound through amplification or other means (including voices) that unreasonably disturbs or disrupts the peace of others or violates University standards.
7. Using electronic or other devices to make an audio or video recording of any person without his/her prior knowledge, or his/her effective consent.

**Emergency Regulations**

The specific emergency regulations and evacuation procedures for University buildings must be obeyed at all times to ensure the safety of all.

**False Information**

Students are not to provide false information in any form to University officials. Students are not to knowingly misuse, misrepresent or falsify any University record, I.D. card, form, computer resource or procedure. Students are not to use, possess, manufacture or distribute identification cards or devices that are false or fraudulent or that misrepresent an individual's identity, age, or other personal characteristics, including using another individual's identification.

Students who assist by any means the providing of false information as described in this expectation will be considered in violation.

Students are not to take any action (verbal, written, or behavior), based on known incorrect data, with direct intent to be hurtful or harmful to the University.

**False Report of an Emergency**

The intentional false reporting of a bomb, fire, attack or other emergency on any University-owned or -controlled property is strictly prohibited.

**Gambling**

In accordance with applicable Illinois and Federal gambling laws, DePaul University prohibits gambling or any form of illegal wagering, bookmaking or unauthorized games or contests of chance on University premises, including but not limited to University Housing and/or University-sponsored functions including sporting events. In addition, students shall not knowingly provide information to assist any individual involved in any gambling
Guest Responsibility and Visitation

Students and student organizations are responsible for the behavior of their guests while they are on property owned or controlled by the University or in attendance at its sponsored events. The host students or student organizations assume full responsibility for their guests’ compliance with all proscribed University policies and procedures, including those specific to building hours and residence hall visitation.

Hazing

The hazing of students at DePaul University is strictly prohibited. Hazing is defined in accordance with all applicable local, state, and/or federal laws and includes any action taken or situation created to produce mental or physical discomfort, embarrassment, ridicule or endangerment of a student or group of students for the purpose of initiation into, affiliation with, or admission to, or as a condition for continued membership in a group, team, club or other organization. Such activities include, but are not limited to: use/abuse of alcohol, paddling in any form, creation of excess fatigue, physical and psychological shocks, treasure hunts, scavenger hunts, road trips or other similar activity, wearing of public apparel that is conspicuous and normally not in good taste, and morally degrading or humiliating games and activities. Acceptance of an activity on the part of a new member or individual does not justify participation in or sponsorship of the activity.

Illegal Use or Possession of Drugs or Controlled Substances

University Policy

Students may not illegally use, sell, possess or distribute any substance prohibited by State Law, federal law, or other applicable law on University-owned or -controlled property. The University reserves the right to take any action deemed necessary to protect the University's interests and the safety of its students in cases involving the use, sale, possession or distribution of illegal or controlled drugs. Students are responsible for adhering to the university Drug Free Workplace & Legal Drinking Age Compliance policy. Students living on campus should consult the Guide to Student Housing for additional information about prohibited substances within the residence halls.

Students should be aware that it is unlawful to distribute prescription medication to other students for whom the medication was not prescribed. In addition to illegal drugs such as marijuana, hallucinogens, narcotics, club drugs, and medications obtained without a prescription for the user, the following substances are prohibited on campus: MDPV or “bath salts,” Salvia, K2, and Spice.

Health Promotion & Wellness

DePaul University expects students to uphold laws prohibiting the purchase and use of drugs and controlled substances prohibited by State Law, federal law, or applicable law. DePaul University also seeks to educate students about making safe, responsible decisions when it comes to substance use. The Alcohol & Substance
Abuse Prevention Specialist is the point of contact for all outreach and initiatives pertaining to responsible substance use. Students who are found responsible for violating DePaul University's Illegal Use or Possession of Controlled Substances policy may be mandated to meet with the Alcohol & Substance Abuse Prevention Specialist, and may also be asked to participate in an intervention called BASICS (Brief Alcohol Screening and Intervention for College Students). Other students may also request to meet with the Alcohol & Drug Prevention Specialist and/or participate in BASICS. Students who have concerns about their drug use (or someone else’s) may contact the Alcohol & Substance Abuse Prevention Specialist at any time and will not get into trouble for seeking help or information. The Alcohol & Substance Abuse Prevention Specialist can be reached at (773) 325-4550.

Students should be prepared to seek help or call 911 when a peer may be experiencing a drug overdose or alcohol poisoning. Students are expected to take action in such situations and not be a passive bystander. Here are the symptoms of alcohol poisoning, and remember that not all symptoms need to be present for alcohol poisoning to occur:

- Person is unconscious and cannot be roused;
- Person is in a stupor or exhibits confusion;
- Person is vomiting (prop unconscious persons on their sides so that they won't choke on their own vomit);
- Skin is pale, has a blue tinge, and/or skin is unusually cold to the touch;
- Abnormally slow breathing (less than 8 breaths per minute) and/or irregular breathing (a gap of more than 10 seconds between breaths);
- Seizures.

Drug overdoses can vary depending on the drug consumed, but here is a general list of symptoms that indicate help is needed. Remember that not all symptoms need be present for an overdose to occur:

- Abnormal pupil size;
- Agitation, aggressive, and/or violent behavior;
- Convulsions;
- Delusional or paranoid behavior;
- Difficulty breathing;
- Drowsiness;
- Hallucinations;
- Nausea and vomiting;
- Nonreactive pupils (pupils that do not change size when exposed to light);
- Staggering or unsteady gait;
- Sweating or extremely dry, hot skin;
- Tremors;
- Unconsciousness or death.

Information Display

Students and external groups may not distribute post, affix or otherwise attach writing or any printed materials (i.e., posters, signs, handouts, brochures, handbills, pamphlets, etc.) on University property without proper authorization. All information display and distribution must be in accordance with the University policies. Further information on University policies regarding Information Display and Distribution may be obtained from the Office of Student Involvement, the DePaul Student Center Information Desk or Residential Education.

Student Conduct Process Compliance

A student who fails to agree to participate in a required Student Conduct Process or abide by a conduct sanction, takes action to influence or coerce testimony in a Student Conduct Process, takes action that disrupts, or impairs the Student Conduct Process, or attempts to retaliate against a complainant or witness on account of their participation in the Student Conduct Process may be found in violation of failure to comply with the Student Conduct Process.
Conduct Process. Any student who knowingly provides false information and/or publically releases confidential information regarding to, or learned through, a Student Conduct Process may also be found in violation of this or other parts of the Code of Student Responsibility or other applicable institutional policy.

Reasonable Directives from a University Official or Office

Students are not to disregard reasonable directives, either verbal or written, issued by a University official or office, or obstruct an official in the carrying out of his/her assigned duties or responsibilities. Failure to follow reasonable directives may result in conduct sanctions or, if appropriate, involuntary withdrawal from the University.

Residential Education and Housing Services Policies and Procedures

Students living in DePaul housing are responsible for abiding by all of the policies and procedures set forth by Residential Education and Housing Services. Failure to do so could result in consequence imposed by those departments, as well as in additional sanctions as a violation of the Code of Student Responsibility.

Safety Equipment

The unauthorized alteration, misuse or tampering with of any equipment or device intended for use in preserving or protecting the safety of members of the University community, including but not limited to keys, exit signs, fire extinguishers, fire alarms, fire boxes, standpipes, first aid equipment or emergency telephones, is prohibited.

Theft, Misappropriation, Misrepresentation or Unauthorized Sale or Use

Students are to refrain from the unauthorized occupancy, use, possession or removal from a designated area, of property belonging to the University, its community members (faculty, staff and students), guests or vendors. Services provided to or by members or guests of the University may not be used or obtained unless authorized in advance by the appropriate agent. This includes the misuse or unauthorized use of University telephones, computer services, electronic communications, facilities or funds. Also, students may not represent themselves as having the authority to enter into contracts or agreements that affect DePaul University in any way.
Only officers of DePaul, or their specific designees, are empowered to sign contracts that bind the University. Students are not to take any action (verbal, written, or behavior), based on known incorrect data, with direct intent to be hurtful or harmful to the University.

Unauthorized Entry or Exit from University Facilities

Forcible or unauthorized entry into any building, structure, facility, room or container (file cabinet, desk drawer, etc.) on the premises of University-owned or -controlled property is prohibited. Improper use of designated exits is also prohibited.

University Policies Applicable to Students

Students must abide by all University policies applicable to them as students. Students should make themselves aware of all University policies. The policies listed below are some of the policies that are most relevant to the day to day lives of students. This list is not intended to exempt students from all other University policies applicable to students.

Space Reservations

This Policy establishes guidelines for reserving event space at DePaul University and associated rental costs. For the entire policy please check the University Secretary’s website.

Smoking Policy

The purpose of this policy is to comply with the Clean Indoor Air Ordinance of the City of Chicago, which requires all employers to adopt a smoking policy, and to protect the health and safety of students, faculty, staff and the general public while on university property.

The university maintains a smoke-free environment. Smoking is prohibited within all university buildings.

For the entire policy please check the University Secretary’s website.
Sexual & Relationship Violence Prevention and Response

DePaul University is committed to providing and maintaining a healthy learning and working environment for all students, staff, and faculty members. In accordance with DePaul's Catholic and Vincentian values and its role as an educational institution, the university condemns any form of sexual or relationship violence. This policy details the ways in which the university promptly and effectively responds to reports of sexual and relationship violence. The policy also outlines the university's commitment to prevention programming and training regarding sexual and relationship violence.

For the entire policy please check the University Secretary's website.

Sales and Solicitation - Residence Halls

The use of any space in the residence halls/university apartment community for any commercial purpose except with the express written approval of the Department of Housing Services is prohibited. Solicitation by residents or any others without the explicit written approval of the Department of Housing Services is prohibited. The posting and/or distribution of any advertisement without stamped approval of the Residence Hall Council or the Department of Residential Education is prohibited.

For the entire policy please check the University Secretary's website.

Prohibition of Weapons

This policy bans weapons from University property and University-sponsored events. The policy describes limited exceptions for this prohibition on weapons and outlines the process for reporting weapons violations, as well as resulting disciplinary procedures.

For the entire policy please check the University Secretary's website.

*This page was amended in January 2014 after catalog publication to coincide with new laws going into effect in the State of Illinois

Political Campaign Activities Policy

This policy provides guidelines for DePaul University and its faculty, staff and students about political activities. DePaul, as an organization exempt from tax under Section 501(c)3, may undertake no activity whatsoever on behalf of or in opposition to any candidate for public office, whether such office be federal, state or local.

This is an absolute prohibition. For the entire policy please check the University Secretary’s website.
HIV/AIDS Guidelines

DePaul University asserts that "the intrinsic values of the human person stand above other values. The personal rights and dignity of individuals are held to be inviolate." In an effort to maintain these principles, guidelines have been established regarding the rights of students, faculty, and staff who are HIV infected or have AIDS. The DePaul University guidelines are available throughout the University at the libraries, college offices, Student Affairs Office and the University Counseling Center.

For the entire policy please check the University Secretary's website.

Endorsements Policy

DePaul's reputation and stature make it an attractive partner for many organizations and entities, but some uses of DePaul's name by others may not always promote the purposes of the university. All members of the university and the institution as a whole benefit when its name is well used and suffer when it is ill used.

The university takes a legitimate interest in the use of its name and logos for at least three reasons:

- The university and its members have a responsibility to ensure that any implied association with the university is accurate.
- Attaching the DePaul name to an event, project or publication implies a close connection with the university, usually sponsorship or endorsement. For example, such forms as the "DePaul Project on..." or the "DePaul University Guide to..." should be used only when they refer to activities for which the university itself or one of its delegated authorities is accountable. Involvement by individual faculty, students or staff members is not, by itself, a sufficient basis to title an activity as "DePaul" sponsored. Rather the activity must be one for which the university takes institutional responsibility.
- The university and its members have a responsibility to ensure that the activities with which it is accurately associated maintain standards consistent with its educational purposes.

In academic endeavors under the supervision and control of university departments, centers, institutes, or programs, adherence to these standards is assured through the normal processes of review. In other activities, relevant standards of quality and appropriateness should be established and maintained. Even some projects that satisfy the standards of quality may not appropriately use the university name (for example, partisan political activities or outside ventures carried on by individual faculty, students or staff members; see Faculty Handbook).

The university and its members have a responsibility to protect its assets by seeking a fair share of the economic value that the use of the DePaul name produces.

"DePaul University" has become a widely known and respected trademark. The commercial fruits of this fortunate reputation are largely attributable to the contributions of many generations of faculty, students and staff. Therefore they should be allocated for the benefit of the university as a whole. Any use of the DePaul name that may deprecate its long-term value should be avoided.

In accord with these responsibilities, the following standards regulate the use of the DePaul name by schools, units and individuals within the university as well as their use by individuals and institutions outside the university, as authorized.

The use regulated by this policy refers to the identification, statement or display of DePaul's name in any way that may reasonably be interpreted as implying endorsement, approval or sponsorship by the university or one of its units. Nothing in this policy is intended to discourage fair use of DePaul's name to comment on activities of the university or any of its units.

For the entire policy please check the University Secretary's website.
Drug Free Workplace and Legal Drinking Age Compliance

Institutions receiving federal financial assistance are required to develop and distribute to faculty, staff, students, and others, a public statement certifying compliance with the Drug Free Workplace Act and the Drug Free Schools and Communities Act.

The State of Illinois prohibits the sale, use, or possession, of alcoholic beverages by persons who are under 21 years of age.

This policy states DePaul's commitment to maintain a drug free workplace and restrict the consumption of alcohol at university events, including classes, to persons 21 years or older.

For the entire policy please check the University Secretary's website.

Anti-Discrimination and Anti-Harrassment Policy and Procedures

The Anti-Discrimination and Anti-Harassment Policy provides the overall philosophy and specific approaches for addressing discrimination, harassment, and/or related retaliation issues. It serves to augment other university-wide policies and is in accordance with federal, state, and local laws and regulations. The Anti-Discrimination and Anti-Harassment Policy combines and replaces the predecessor Sexual Harassment Policy and the Anti-Discriminatory Harassment Policy. The Anti-Discrimination and Anti-Harassment Policy encompasses the University's Section 504 Grievance Procedures.

It is the policy of DePaul University that no person shall be the object of discrimination or harassment on the basis of race, color, ethnicity, religion, sex, gender, sexual orientation, national origin, age, marital status, parental status, family relationship status, physical or mental disability, military status, or other status protected by local, state, or federal law in its employment or its educational settings. DePaul University reserves the right to take actions that are consistent with its policies and procedures to deal with individuals found to have engaged in harassment, discrimination and/or retaliation in violation of this policy.

For the entire policy please check the University Secretary's website.

Acceptable Use Policy/ Network Security

This Policy defines guidelines for acceptable use of computing resources within the University and explains various violations of acceptable use. This Policy is intended to promote a greater computer and network security posture for DePaul University.

For the entire policy please check the University Secretary's website.
Clery Act

DePaul University complies with its reporting obligations pursuant to the Clery Act. Any information regarding Clery Act reports and reporting can be obtained at Public Safety.

Emergency Contacts

In an emergency situation, the University reserves the right to contact a student's parent, legal guardian, spouse, and/or other designated emergency contact.

Drug Free Schools and Community Act

DePaul University complies with the requirements of the Drug Free Schools and Communities Act. The University shall review its compliance on a biennial basis to determine its effectiveness and to ensure that the standards of conduct and conduct sanctions have been consistently enforced. This review shall be documented in a report.

Standards of Conduct: The unlawful possession, use, distribution, sale or manufacture of controlled substances is prohibited on any premises owned or controlled by DePaul University. Under no circumstance will the University tolerate unlawful possession, use, distribution, sale or manufacture of controlled substances or the unlawful use of alcohol on campus or at University-sponsored activities.

Conduct Sanctions: Students who violate these Standards of Conduct will be subject to conduct action up to and including expulsion, in accordance with university policy, the Code of Student Responsibility, and the Student Conduct Process. A conduct sanction for violating this policy may include the completion of an appropriate intervention program.

Programs for Students Requiring Assistance: Any DePaul student who has a drug or alcohol related problem may call upon the University for assistance. Anyone needing help should contact the Alcohol and Substance Abuse Prevention Specialist in the Office of Health Promotion and Wellness. This professional can provide a confidential referral to a drug or alcohol treatment program.

Health Risks: The use of drugs and alcohol can have a substantial and detrimental effect on health. These effects are often permanent and can lead to severe physical and psychological impairment, disability and premature death. Information on the effects of drugs and alcohol is available through the Office of Health Promotion and Wellness, University Counseling Services, the Ray Meyer Fitness Center and Sage Medical/ DePaul Health Services.

Legal Sanctions: Use of illicit drugs by any person is illegal under both the state and federal statutes. Use of alcohol by persons under 21 years of age is illegal under state law. Penalties for conviction under state and federal law include incarceration and fines. Property used in connection with illegal drugs may be confiscated. Federal student loans and grants may be denied to those convicted for a violation of a criminal drug statute.

Students should also consult the Alcohol policy and the Drug Free Workplace & Legal Drinking Age Compliance Policy. This policy can be found in the Undergraduate Student Handbook and on the University Secretary's website.

Also review Drug Free Workplace and Legal Drinking Age Compliance.
Information Regarding Registered Sex Offenders

If you would like information regarding registered sex offenders enrolled or employed at DePaul University, please visit the Office of Public Safety.

Involuntary Withdrawal

DePaul University places the utmost priority on student welfare and community safety. When a student demonstrates conduct that violates DePaul’s Code of Student Responsibility or other DePaul policies, that conduct will be addressed through the appropriate disciplinary processes. This Policy is not intended to be disciplinary in nature. Rather, this Policy outlines the criteria and procedures for when and how a student may be involuntarily withdrawn from the University for demonstrating behavior that creates a direct threat to the safety or health of the student or others or that unreasonably disrupts the normal education processes and orderly operation of the University. There may be situations in which both this Policy and the Code of Student Responsibility and/or other DePaul policies are applicable.

Criteria

A student may be involuntarily withdrawn from DePaul if the University determines, in accordance with the procedures listed below, that the student:

(a) Demonstrates behavior that is unreasonably disruptive to the normal education processes and orderly operation of the University;

(b) Demonstrates behavior that endangers him/herself, or;

(c) Demonstrates behavior that endangers others or that creates a direct threat that the student may endanger others.

Determination

The involuntary withdrawal process begins when the Dean of Students Office receives a referral or other information regarding a student who appears to be demonstrating behavior consistent with one or more of the criteria listed above. If, after reviewing the information received, a staff member in the Dean of Students Office (typically, an Assistant Dean) determines that the student has demonstrated behavior consistent with one or more of the criteria for involuntary withdrawal from the University as stated above, the staff member will inform the student of this determination. At the time of this communication, the staff member will inform any student who is involuntarily withdrawn about the student's right to appeal the decision to the Dean of Students, and will explain to the student the conditions for returning to the DePaul community (see below).

Prior to proceeding with the involuntarily withdrawal process, the staff member will always encourage the student to voluntarily withdraw.

Appeal

A student may appeal the staff member's determination regarding involuntary withdrawal (or the designated conditions for readmission following an involuntary withdrawal) to the Dean of Students. A student has five (5) business days to request this appeal. Within five (5) business days of being received by the University, the Dean of Students shall review all the available information (i.e.—all of the information made available to the Dean of Students Office and any additional information subsequently made available by the student), and shall, if deemed necessary by the Dean of Students, have the opportunity to ask the student additional questions.

After reviewing all the available information described above, the Dean of Students shall assess whether the student has or has not met the criteria for involuntary withdrawal from the University as stated above. The decision of the Dean of Students will promptly be communicated to the student in writing. This decision is final.
Interim Suspension Pending Appeal

A student who demonstrates behavior that creates an immediate direct threat to him/herself or others, or who demonstrates behavior that is immediately and significantly disruptive to the normal education processes and orderly operation of the University, may be suspended from the University on an interim basis pending an appeal.

All decisions regarding interim suspensions pending appeals will be made by the appropriate staff within the Dean of Students Office in consultation with the Dean of Students and/or Vice President for Student Affairs.

Effect of Involuntary Withdrawal

Students who have been involuntarily withdrawn from the University are generally not permitted to be on University premises or participate in University events. However, a student who has been involuntarily withdrawn or suspended on an interim basis pending an appeal may be on campus, with the permission of the Dean of Students and/or the Vice President for Student Affairs, for the purposes of participating in the processes detailed in this Policy or as otherwise required and appropriate in the discretion of the Dean of Students and/or the Vice President for Student Affairs.

Students are responsible for contacting appropriate University offices in order to ensure that their academic and financial affairs are in order (including any on-campus housing). All determinations as to the effect of an involuntary withdrawal in these areas will be made by the applicable offices in accordance with existing University policies.

Returning to Campus—Conditions for Readmission

A student who has satisfied the conditions for readmission outlined at the time of his or her involuntary withdrawal will be considered for readmission to the University.

Readmission conditions will be individually-tailored so as to be appropriate to each student but will always be premised on the notion that the student is no longer a direct threat to him/herself or others, and/or no longer demonstrates behavior that is disruptive to the normal educational processes and orderly operation of the University. Specific conditions for readmission might include:

(a) Appropriate documentation indicating that the student no longer demonstrates the behavior which led to the involuntary withdrawal;

(b) A treatment plan from a mental health professional or other appropriate care provider and/or verification from the provider that the student is complying with a treatment plan (or has been satisfactorily complying with a treatment plan for a designated length of time);

Students wishing to be readmitted must schedule a face-to-face meeting with the Dean of Students to discuss the student's compliance with, and appropriate documentation of, the designated conditions for readmission. All determinations as to whether the conditions for readmission have been satisfied will be made by the Dean of Students. These determinations are final.

Because conduct that gives rise to an involuntary withdrawal under this Policy might also result in sanctions in accordance with the Code of Student Responsibility, it is possible that a student who has met the designated conditions for readmission following an involuntary withdrawal might still not be eligible for re-enrollment at DePaul due to student conduct sanctions (similarly, it is possible that a student who has satisfied all student conduct sanctions might still not be eligible for re-enrollment at DePaul because of an inability to meet the designated conditions for readmission in accordance with this Policy).

The Dean of Students or their designee may make such reasonable exceptions to this Policy and these procedures as circumstances may require for the welfare of the institution and/or the involved student(s), provided that fundamental elements of fairness and due process are observed.
Speakers Guidelines

DePaul University encourages its recognized student organizations to sponsor guest speakers whose presentation will contribute to the role of the university as a forum for intellectual discussion, debate, investigation and/or artistic expression. Through this forum, speakers bring to the University an opportunity for students to hear and discuss opposing viewpoints on a wide range of issues. It should be understood that providing a forum in no way implies DePaul approval or endorsement of the views expressed by the sponsored speaker. A statement indicating that the presence of the speaker on campus does not imply that DePaul has approved or endorse the views expressed by the speaker must be included in all publications for and advertising about the event.

Student Organizations

The University supports and encourages student organizations in a variety of areas including scholarly, ethnic, honorary, University-sponsored, Greek and special interest. The University recognizes the value and contribution that student organizations make in a student’s total college experience and education. DePaul’s Recognition Policy and Procedures is a formal system used to maintain the quality and high standards of our current organizations. Recognition as a student organization accords certain rights and responsibilities. These rights and responsibilities are defined in the recognition policy along with the requirements for new student organization recognition, renewal of recognition status for current organizations and loss of recognition of current student organizations. It is each student organization’s responsibility to become familiar with this policy as it applies to all organizations. This policy may be obtained from the Office of Student Life. University-sponsored organizations will have an advisor appointed by the University. All other organizations will select their own faculty or staff advisor with the approval of the Office of Student Life. Any off-campus action of any recognized student organization is the sole responsibility of the student organization and its officers. In compliance with the reporting requirements of the Clery Act and Campus Security Act, an officer of the organization must file a report of any off-campus crimes (as defined by the act) with the Dean of Students Office within 24 hours of said offense.

Student Organizations are expected to adhere to all applicable institutional regulations. The University reserves the right to determine the appropriate time, place, content, and manner for conducting activities, and posting and distribution of materials on any of its campuses. Consequently, the University may deny or restrict the activities of student organizations. Student organizations are expected to exercise good judgment in planning and promoting their activities. Failure to do so may result in conduct action being initiated against the organization; consequently, policies, procedures and sanctions set forth within the Code of Student Responsibility apply to student organizations collectively as well as to individual students. The Office of Student Involvement will work in conjunction with the Dean of Students Office in any conduct action.

Title IX Information for Students

As required by Title IX of the Education Amendments of 1972, DePaul University prohibits discrimination on the basis of sex in its education programming and activities. DePaul’s Dean of Students is the primary Title IX coordinator for DePaul University. Any student seeking to file a Title IX complaint (meaning a complaint based on sexual violence, sexual harassment, or other sex discrimination) can do so through the Dean of Students Office, the Office of Institutional Diversity and Equity, or through Public Safety. As appropriate, the Dean of Students works with other offices to address Title IX complaints and other Title IX compliance issues. These offices include the Office of Institutional Diversity and Equity (sexual harassment complaints involving faculty and staff), Human Resources (certain complaints involving employees), and Athletics (athletics Title IX compliance).
Student Rights Within the Student Conduct Process

A student participating in the Conduct Process is entitled to the following rights as a guarantee of fundamental fairness:

1. An opportunity for a hearing in order to answer charges of alleged misconduct.
2. A written statement of the alleged violations in sufficient enough detail to enable the complainant and referred student(s) to prepare.
3. The right to be accompanied by an Advisor. (See Explanation of Important Aspects of the Student Conduct Process—Advisors.)
4. For the complainant and referred student(s), a written statement of the possible sanctions that may be imposed.
5. The right to submit Witnesses on one's behalf and, to the extent necessary, to question Witnesses' statements, whether verbally or in writing. (See Explanation of Important Aspects of the Student Conduct Process—Witnesses.)
6. The right to have the Student Conduct Process explained and to ask for clarification of any policies or procedures.
7. The right to reasonable access to information specific to one's case.
8. The right to a separate hearing when a single incident gives rise to charges against more than one student.
9. The right to speak on one's own behalf.
10. The right to disqualify a member of any University Board or Administrative Hearing Officer for justifiable reason.
11. The right to have proceedings and documentation kept confidential. All hearings, proceedings and case information are considered confidential except to those who have a legitimate educational interest in them, or as permitted or required under FERPA, the Clery Act, or any other legal mandate.
12. The right to a written decision, which the University will take reasonable measures to provide within five business days of completion of the last hearing.
13. The right to request an appeal on specific grounds.
14. The right for any student registered with the Center for Students with Disabilities to request accommodations to ensure their full and equal participation in any conduct process and/or proceeding. Accommodation requests are to be made directly to the Dean of Students Office. Accommodations are determined on an individual basis in consultation with the Center for Students with Disabilities.

Student Organization Rights Within the Student Conduct Process

A Student Organization participating in the Conduct Process is entitled to the following rights as a guarantee of fundamental fairness:

1. An opportunity for a hearing in order to answer charges of alleged misconduct.
2. A written statement of the alleged violations in sufficient enough detail to enable the referred organization to prepare a response.
3. The right to be accompanied by an Advisor. (See Explanation of Important Aspects of the Student Conduct Process—Advisors.)
4. For the referred organization, a written statement of the possible sanctions that may be imposed.
5. The right to submit Witnesses on the organization’s behalf and, to the extent necessary, to question Witnesses’ statements, whether verbally or in writing. (See Explanation of Important Aspects of the Student Conduct Process—Witnesses.)
6. The right to have the Student Conduct Process explained and to ask for clarification of any policies or procedures.
7. The right to reasonable access to information specific to an organization's case.
8. The right to a separate hearing when a single incident gives rise to charges against more than one organization.
9. The right to speak on the organization’s behalf.
10. The right to disqualify a member of any University Board for justifiable reason.
11. The right to have proceedings and documentation kept confidential. All hearings, proceedings and case information are considered confidential except to those who have a legitimate educational interest in them, or as permitted or required under FERPA, the Clery Act, or any other legal mandate. Individual students’
records are protected by federal law and University policy. However, sanctions and outcomes for Student Organizations that do not contain personally-identifiable student information are generally not protected under FERPA.

12. The right to a written decision, which the University will take reasonable measures to provide within five business days of completion of the last hearing.

13. The right to request an appeal on specific grounds.

14. The right for any student registered with the Center for Students with Disabilities to request accommodations to ensure their full and equal participation in any conduct process and/or proceeding. Accommodation requests are to be made directly to the Dean of Students Office. Accommodations are determined on an individual basis in consultation with the Center for Students with Disabilities.

---

**University Rights Within the Student Conduct Process**

The University reserves the right to:

1. Refer any case involving a violation of criminal or civil law to the proper law enforcement agency.

2. Pursue conduct action against a student on behalf of the University based on reliable information from a member of the DePaul community indicating that a violation of the Code of Student Responsibility or other DePaul policy may have taken place.

3. Exercise jurisdiction for an offense committed on-campus. Additionally, the University may exercise jurisdiction for an offense committed by a student off-campus (including on-line communities) when:
   1. the victim of such offense is a member of the campus community (student, staff, faculty); or
   2. the offense occurred at a college-sponsored or sanctioned event; or
   3. the student used his or her status as a member of the University community to assist in the commission of the offense (for example, using a student ID card to pass a bad check); or
   4. the offense affects the University.

   (See Explanation of Important Aspects of the Student Conduct Process—Jurisdiction.)

4. Suspend or otherwise sanction a student on an interim basis in accordance with the procedures described below.

5. Share the outcomes of the Student Conduct Process with those members of the University community who have a legitimate educational interest in them, or as permitted or required under FERPA, the Clery Act, or any other legal mandate.

6. In keeping with its commitment to offer a fundamentally fair process for all students involved in the Student Conduct Process, adapt certain aspects of the Student Conduct Process in specific circumstances, in order to meet the interests of all involved parties, including the University.

---

**Other University Processes Including Residential Education**

In general, the Dean of Students Office is responsible for managing the Student Conduct Process. However, other University departments may initiate investigations, manage hearing processes, or impose sanctions in accordance with other University policies and procedures, and in consultation with the Dean of Students Office and Student Affairs when appropriate. Examples of other areas that may initiate investigations, manage hearing processes, or impose sanctions in accordance with other University policies and procedures include Internal Audit and the Office of Institutional Diversity and Equity.

Students should be particularly aware that Residential Education maintains a separate conduct system for violations of Residential Education policies and, as appropriate, violations of other policies that occur in DePaul housing. Students should consult Residence Education for information regarding those policies and procedures, including information on how to file a complaint with Residential Education.
### Student Conduct Records

Records of Student Conduct cases that result in sanctions under this Student Conduct Hearing Process shall be kept in a referred student's conduct file located in the Dean of Students Office. Student conduct records are destroyed ten years after graduation or a student's last date of attendance. Students who are suspended or dismissed from the University will have a notation placed permanently on their transcripts and the case files related to the suspension or dismissal will be retained permanently. The University will not release conduct records except to those who have a legitimate educational interest in them, or as permitted or required under FERPA, the Clery Act, or any other legal mandate.

### General Information about the Student Conduct Process

#### Initiating a Complaint

A student conduct action may be initiated by any member of the DePaul community (student, faculty, or staff) who feels that they have been adversely affected by a student's actions in violation of the Code of Student Responsibility or other policy, or who has reasonable cause to believe that a student has violated the Code of Student Responsibility or other policy.

Complaints shall be made in writing to the Dean of Students Office or other appropriate office.

#### Relationship Between the Student Conduct Process & Legal Proceedings

A student may be subject to the Student Conduct Process in addition to any civil or criminal proceedings. The University, in its sole discretion, will make the decision whether or not to delay the Student Conduct Process until the conclusion of any civil or criminal action associated with a complaint. If a referred student chooses not to participate in the Student Conduct Process because of a pending legal action, the hearing officer may render a decision based solely on the written documentation and/or the complainant's testimony available at the time without the benefit of information from the referred student.

The Student Conduct Process is designed to be educational, not legal, in nature. Rules of evidence and discovery do not apply to the Student Conduct Process. Students should not draw parallel interpretations between the Code of Student Responsibility or other DePaul policies and criminal or civil law. The outcome of a legal proceeding is not determinative on the Student Conduct Process.

#### Delivery of Written Notices

All written notices regarding student conduct actions will be delivered personally or via the postal service or email. It is a student's responsibility to ensure that their information (including address, phone number and email) is current in Campus Connect.

#### Investigation

When the university is made aware of a potential violation of the Code of Student Responsibility, it may be necessary for appropriate staff members to conduct an investigation prior to referring the incident to the Student Conduct Process. Such investigations are either conducted by or in collaboration with the Dean of Students Office. Staff charged with conducting an investigation may gather information, conduct interviews, and solicit materials. Investigations will be conducted with all reasonable speed. At the conclusion of the investigation, an investigator submits all materials to the Dean of Students Office who will determine whether the Student Conduct Process will begin. A student may choose to have an Advisor at any meeting related to an investigation.

#### Initial Review

Upon a written complaint that an alleged violation has occurred, the Dean of Students Office or other designated
office shall conduct an initial review.

At the time of the initial review, the student will be given the following:

- A written statement of the alleged violations in sufficient enough detail to enable the student to prepare.
- Reasonable access to information specific to one's case.
- An explanation of, and opportunity to ask questions about the Student Conduct Process, including (a) an explanation of the two hearing possibilities (Administrative Hearing and University Board Hearing) and the University's determination as to which type of hearing will be conducted; (b) an explanation of "Important Aspects of the Student Conduct Process;" (c) an explanation of possible sanctions; and (d) an explanation of appeal procedures.
- Instructions on how to schedule the appropriate hearing.
- Information regarding any interim sanctions, if applicable.

The initial review will include a determination as to whether the University has jurisdiction over the violation. (See Explanation of Important Aspects of the Student Conduct Process—Jurisdiction.) This initial review could consist of requesting additional information from the complainant or referred student, or otherwise collecting additional information. This initial review is intended only to provide information pertinent to the incident under review and is not designed to result in a binding decision. The designated reviewer will take reasonable measures to ensure that the initial review is completed within five business days of the date of written complaint that a violation has occurred. However, the University reserves the right to extend this time limit, in its sole discretion, in order to ensure a proper initial review of all relevant material.

If the referred student acknowledges that a violation, or the conduct giving rise to a violation, has occurred at any time during the initial review, the process may immediately move to the sanction process. These sanctions may be appealed in accordance with the procedures detailed in the Conduct Appeals Procedures.

**Initiating a Hearing**

If, after the initial review, the designated reviewer determines that there is not reasonable cause to believe that the allegation has occurred, the review shall promptly cease and the Student Conduct Process will not move forward.

If, after the initial review, the designated reviewer determines that there is reasonable cause to believe that a violation of policy has occurred, the Student Conduct Process will move forward.

**Interim Sanctions**

In order to protect the health, safety, security and well-being of the University community and its members, the University reserves the right to immediately impose interim sanctions upon a student when it determines, in its sole discretion, that the continued presence of the referred student does any of the following:

1. constitutes a threat to the safety or well-being of the referred student, any other member of the University community, or any invited guest;
2. risks destruction of property; or
3. risks disruption of classroom or other campus activities.

The University will take reasonable measures to ensure that any student suspended or otherwise sanctioned on an interim basis shall have a final determination of the charges made through appropriate hearing procedures within ten business days of such suspension. However, the University reserves the right to extend this time limit, in its sole discretion, in order to ensure proper review of all relevant material. During this time the referred student shall forfeit those rights and privileges as the University deems appropriate. Should it be found that the student did not commit the act(s), the interim sanction shall be revoked.

**Prior Record of Sanctions**

Because a student's prior record of conduct will be used as a basis for more stringent conduct action, previous sanctioned violations in the student's conduct file may be considered before assigning any conduct sanction(s). Any previously imposed sanctions may provide additional justification that more progressive action is necessary to ensure that the student understands the full impact his/her pattern of behavior is having on the DePaul community.

**Failure to Participate**

Failure of a student to agree to, appear at, or participate in a hearing, or to otherwise disrupt the normal hearing process, may in itself constitute a violation. The University reserves the right to pursue this additional violation in the same or a separate hearing. If a referred student chooses not to have the hearing process explained, chooses not to participate in the hearing process, or otherwise fails to appear at a hearing, the hearing officer may render a decision and if appropriate, impose sanctions based solely on the information available at the time without the benefit of information from the referred student. These sanctions may be appealed in accordance with the
procedures detailed in Conduct Appeals Procedures.

**Standard for Hearing Determinations**

The standard of "whether it is more likely than not" that the student is in violation of the policy(ies) at issue will be the basis for determining findings and imposing any sanctions. A finding of "IN VIOLATION" means that, based on the information available at the time, it is more likely than not that the student is in violation of the policy(ies) at issue. A finding of "NOT IN VIOLATION" means that, based on the information available at the time, it is more likely than not that the student is not in violation of the policy(ies) at issue.

**Additional Procedures Regarding Sexual and Relationship Violence**

Please also refer to the Sexual & Relationship Violence Prevention and Response policy for additional procedural information for Student Conduct Process matters involving a potential violation of that policy.

**Administrative Hearing Process**

If the University determines that an Administrative Hearing is appropriate, the University will take reasonable measures to ensure that the first session of the Administrative Hearings takes place within five business days of when a referred student is first notified of the conduct charge. However, the University reserves the right to extend this time limit, in its sole discretion, in order to ensure a proper review of all relevant material. A mutually convenient time for the Administrative Hearing will be decided upon. If necessary, and at the discretion of the Administrative Hearing Officer, an Administrative Hearing may take place over the telephone and/or video conferencing.

The actual Administrative Hearing will proceed as follows:

1. The incident report(s) will be reviewed by the Administrative Hearing officer.
2. The Administrative Hearing officer and student will discuss the alleged violation(s) that occurred.
3. The student will have an opportunity to give a statement about the incident, including an admission or denial of the alleged violations.
4. The student will submit Witness names to give statements and be questioned by the Administrative Hearing officer. (See Explanation of Important Aspects of the Student Conduct Process—Witnesses.)
5. The Administrative Hearing officer will review any relevant information and discuss the incident with the student.
6. After the Administrative Hearing officer has examined all of the information and heard from all of the approved Witnesses, the Administrative Hearing officer will determine that the student is or is not in violation of the Code expectation or other policy outlined.
7. If the Administrative Hearing officer finds the student in violation, they will determine the appropriate sanctions. Any sanctions imposed become effective immediately unless otherwise stipulated. Sanctions imposed by an Administrative Hearing officer may be appealed in accordance with the procedures detailed in the Conduct Appeals Procedures. Students will be informed of these Conduct Appeals Procedures, including to whom a request for an appeal should be directed, at the conclusion of the Administrative Hearing. The University will take reasonable measures to notify the complainant and referred student of the outcome and sanctions in writing within five business days of the last session of an Administrative Hearing. However, the University reserves the right to extend this time limit, in its sole discretion, in order to ensure a proper review of all relevant material. The University will place all appropriate information in the referred student's conduct file.

The Administrative Hearing officer will hold as many meetings as necessary to ensure a fair disposition of the case. If a referred student fails to attend an Administrative Hearing or otherwise participate in the process, the Administrative Hearing officer may decide the case based on the information available at the time. Any imposed sanctions will be effective immediately unless otherwise stipulated.

DePaul University  Autumn 2015-2016  Page 2500 of 2506
University Board Hearing Process

If the University determines that a University Board Hearing is appropriate, the Moderator (See Explanation of Important Aspects of the Student Conduct Process—Moderators.) will take reasonable measures to ensure that the referred student is notified of the following within five business days; however, the University reserves the right to extend this time limit, in its sole discretion, in order to ensure a proper review of all relevant material:

1. The nature of the alleged violation(s) made against the student.
2. A copy of the University Board Hearing procedures.
3. The time, date and location of the University Board Hearing.

The complainant and referred student(s) have the right to show cause to the Moderator as to why any member of the University Board pool should be removed because of possible prejudice. If a student wishes to have a member of the University Board pool removed, the student must notify the Moderator in writing at least two business days prior to the first scheduled University Board Hearing. Any member of the University Board pool has an obligation to disqualify him/herself if he/she has any personal interest in the case.

The moderator will set a date by which all materials for the conduct hearing will be sent to the University Board. Materials turned into the Moderator after that date will be sent to the University Board if feasible.

Reasonable efforts will be made to have the first session of the University Board Hearing within seven business days after the referred student has been notified of the above. However, the University reserves the right to extend this time limit, in its sole discretion, in order to ensure a proper review of all relevant material.

At the discretion of the University Board, more than one hearing session may be necessary before a final determination is made.

The actual University Board Hearing will proceed as follows:

1. The Chairperson convenes and presides over the University Board Hearing only if the appropriate quorum is present. (See Explanation of Important Aspects of the Student Conduct Process—University Boards.) The Chairperson is also charged with maintaining orderly discussion throughout the University Board Hearing, generally limiting testimony per session to a maximum of three hours and ensuring that there is equal time for both the complainant and the referred student to present their information.
2. The Chairperson acknowledges the Advisors. (See Explanation of Important Aspects of the Student Conduct Process—Advisors.)
3. The Chairperson confirms that the referred student understands his/her rights.
4. The Chairperson reads into the record the University's opening statement and all statements of alleged violation(s).
5. The Chairperson or Moderator will ensure that the referred student(s) and complainant(s) have copies of all incident reports.
6. The complainant makes a statement or, in cases where the University is bringing the action, a University representative will present the University's case. The opening statement by the complainant may be read aloud or be submitted in writing for the University Board.
7. The referred student makes an opening statement, including an admission or denial of the charges. The opening statement by the referred student may be read aloud by the student or may be submitted in writing for the University Board.
8. Witnesses and/or other information is presented. Witnesses will be presented one at a time. A Witness can only be present at the University Board Hearing during his/her own testimony. (See Explanation of Important Aspects of the Student Conduct Process—Witnesses.)
9. Members of the University Board, the Moderator, the referred student and the complainant may question any Witness who is present. All questions must be directed to the Chairperson. The Chairperson may rule any question out of order.
10. Written testimony from Witnesses unable to be at the University Board Hearing may be accepted but its validity will be ruled on by the Chairperson. (See Explanation of Important Aspects of the Student Conduct Process—Witnesses.)
11. The University Board may recall any Witness it wishes to question further.
12. Members of the University Board may ask questions to the complainant and the referred student. At this time the complainant and the referred student may also question each other. All questions must be directed to the Chairperson. The Chairperson may rule any question out of order.
13. After all Witnesses, information, and testimony have been presented, the Chairperson will ask each side if there is any additional information pertaining to the case that has not been heard or submitted in writing.
14. Closing statements of no longer than five minutes may be made by the referred student and complainant. Closing statements by either party may be read aloud by the student or may be submitted in writing for the University Board.
15. At this point, all are dismissed except for the Chairperson, University Board members and the Moderator.
The University Board determines if the student is or is not in violation of the Code expectation or other policy outlined. If the referred student is to be found in violation, the University Board shall determine the appropriate sanction(s). A simple majority vote by the board members will determine all outcomes. All decisions will be reviewed with the Moderator, who will share with the University Board a referred student's prior record of sanctions as appropriate. When deliberations have been completed, the Chairperson invites the referred student back into the room and announces the University Board's decision. Any sanctions imposed become effective immediately unless otherwise stipulated. All imposed sanctions shall become effective immediately at the completion of the hearing unless otherwise stipulated. Sanctions may be appealed in accordance with the procedures detailed in Conduct Appeals Procedures.

Conduct Sanctions

The Student Conduct Process is an educational one by which the University strives to instill in its students an understanding that they are responsible for their actions. When a student fails to uphold the responsibilities outlined in the Code of Student Responsibility or other policies, the University has an obligation to help them come to a deeper understanding of how their behavior impacts the campus environment.

There are several reasons for imposing conduct sanctions:

1. To redirect a student's or organization's behavior toward a standard more acceptable for members of the University community;
2. To protect the University community from possible harm or injury;
3. To require restitution for University property that is lost, stolen or damaged; and
4. To give support for financial redress to a victim for loss, harm or destruction of his/her personal property.

If, after an Administrative Hearing or University Board Hearing has taken place, there is sufficient information that a violation has occurred, the hearing officer(s) may impose the appropriate sanction(s).

All imposed sanctions shall become effective immediately at the completion of the hearing unless otherwise stipulated.

The following is a list of sanctions that the University may impose on a student, group of students or student organization:

1. University Reprimand: A University reprimand does not necessarily restrict the student in any way but does signify that any further violation may result in additional conduct sanctions. A written record of the reprimand will be placed in the student's conduct file.
2. University Censure: University Censure indicates to the student that further violations will result in more serious consequences. University censure usually is given for a specified period of time not to exceed one year. This level of sanction may include restriction of activities and/or ineligibility to receive financial assistance from a University source.
3. No Contact Restriction – A no contact restriction denotes that the student is prohibited from having any contact with a particular person or persons. This contact includes but is not limited to: in person, email, text message, instant message, the internet, phone, or through other people. This contact may include any university gatherings on or off campus.
4. University Probation: University probation is a written statement to the student indicating that the student's behavior is of such a nature as to jeopardize continued enrollment at the University. University probation can be for a specified period of time or for as long as the student is enrolled. Any behavioral infraction
during the probationary period may cause the student to be removed from the University.

5. Suspension: A suspended student must carry out a total and immediate separation from the University for a required period of time and/or until particular conditions for readmission are met. Suspension may include various prohibitions regarding a student's ability to be on University property or participate in University activities. A sanction of suspension shall be permanently noted on a student's transcript, regardless of whether or not the student is successfully readmitted. At the end of the suspension period and/or once the student can demonstrate that the conditions for readmission have been met, the student may be required to meet with the Dean of Students or other designee before being readmitted to the University.

6. Dismissal: Dismissal constitutes a permanent and immediate separation from the University. The imposition of this sanction shall be permanently noted on the student's transcript and is a permanent bar to their readmission to DePaul University. Dismissal may include various prohibitions regarding a student's ability to be on University property or participate in University activities.

Any of the above sanctions may be combined with one or more of the following actions in order to more fully address all issues involved in a conduct case:

1. Restitution or Assessment: A student who damages University property may be required to pay actual repair or replacement costs. Failure to pay may result in withholding of the student's records and/or additional conduct sanctions.
2. Educational Projects: An educational project designed to assist the student in better understanding the overall impact of his/her behavioral infraction(s) may be imposed. Such assigned projects might include research papers, the creation of educational materials, or the planning and/or presentation of educational programs related to the policy infraction. Assigned projects may not include physical labor unless they are directly related to the violations(s) and do not cause humiliation or degradation to the student.
3. Restriction: Restrictions upon a student's University privileges may be imposed for a set period of time. These restrictions may include, but are not limited to, denial of the right to represent the University in any way, access to facilities or individuals, parking privileges, and/or participation in co-curricular activities.

The sanctions of Residence Hall Probation and Removal from the Residence Halls may also be imposed through the Conduct Review Process on students who live in DePaul housing. Additionally, because Residential Education maintains a separate conduct system for violations of Residential Education policies and, as appropriate, violations of other policies that occur in DePaul housing, students should consult Residential Education for information as to when a student can be placed on probation in, or be removed, from DePaul housing.

Students who are removed from DePaul housing will be subject to all of the policies and procedures set forth by Residential Education and Housing Services. Students should consult these departments for more information.

**Conduct Appeal Procedures**

Both complainants and referred students have the right to request an appeal on specified grounds. The reason for an appeal is to guarantee that the situation has been resolved through a fundamentally fair hearing in accordance with established policies and procedures.

A complainant and referred student may only request to appeal the determination or sanction on the following three grounds:

1. A substantial procedural error occurred that unreasonably impaired the ability to achieve a fair process or final decision and made the process or the final decision fundamentally unfair;
2. New information of substantive nature, impossible for the hearing officer to have heard at the time of the hearing, has been discovered and it would be fundamentally unfair for the Administrative Hearing Officer or University Board to not consider the information; or
3. The initial sanction(s) are fundamentally unfair or inappropriate.

In order to request an appeal, the complainant and/or referred student must submit a written request for appeal to the designated office within five business days of being notified of the initial decision. Complainants and referred students will be notified at the conclusion of a hearing who is the designated University representative to submit their request for an appeal. Typically, requests for appeals from University Board Hearings will be submitted to the Dean of Students, while requests for appeals from Administrative Hearings will be submitted to the supervisor of the Administrative Hearing Officer. The individual designated to review the appeal request may decide that the sanctions imposed should be suspended pending the outcome of the appeal. Complainant and
Referred students should understand, however, that, unless otherwise stipulated, sanctions are considered in effect once a hearing is completed, regardless of whether an appeal is requested.

The individual designated to review the request for an appeal will make a determination that:

1. The request for an appeal is denied because none of the grounds for an appeal above have been met; or
2. The request for an appeal is granted because one or more of the grounds for an appeal have been met.

The designated reviewer will take reasonable measures to notify the complainant and/or referred students of the appeal determination within five business days of when the University receives the request for an appeal. However, the University reserves the right to extend this time limit, in its sole discretion, in order to ensure a proper review of all relevant material.

If a request for an appeal is granted, then the individual designated to review the request for an appeal will determine whether the matter can be resolved without a new hearing (for example, modification of sanctions so that they are not fundamentally unfair or inappropriate) or whether new hearing is necessary. If a new hearing is necessary, the University will determine whether this hearing will be an Administrative Hearing or a University Board Hearing. All hearings that take place after an appeal has been granted will proceed in accordance with established procedures for Administrative Hearings and University Board Hearings.

All decisions regarding whether an appeal request will be granted are final. If the request for an appeal is denied, then all sanctions imposed will remain in effect.

Explanation of Important Aspects of the Student Conduct Process

Advisors

It is a student's right to bring one Advisor to a meeting related to an investigation, an Administrative Hearing, a University Board Hearing, or any other meeting included within the Student Conduct Process. This right applies to referred student(s), complaint(s) and witnesses. An Advisor must be a current member of the DePaul community (faculty, staff, or student). However, an Advisor cannot be a person who is involved in the same conduct matter being reviewed. All Advisors must be approved in advance of a scheduled meeting or hearing by the Moderator, Administrative Hearing Officer, or other University designee. Because an Advisor must be a current member of the DePaul community, students are prohibited from having an attorney or legal representative who is not a current member of the DePaul community be an Advisor during the Student Conduct Process. Students may choose to consult or retain independent legal counsel as a result of their participation in the Student Conduct Process, but such legal counsel may not attend any meetings or hearings related to the Student Conduct Process, and does not have a role in the Student Conduct Process.

The role of the Advisor is to act as a support person for the student by conferring quietly with the student. The Advisor is not to directly address the members of the University Board, an Administrative Hearing officer, or anyone else present at a meeting or hearing.

The Dean of Students retains a pool of faculty and staff that are trained to serve as Advisors for students and can be provided at the student's request. Furthermore, if a student selects an Advisor who is not part of this trained pool, the Dean of Students Office offers information and consultation on the role of the Advisor if needed and requested by the student or their Advisor.

For student conduct cases involving the Sexual & Relationship Violence Prevention and Response policy, please refer to the University Secretary's website for details regarding Advisors in the conduct process.

Hearings

There are two types of conduct hearings:

1. Administrative Hearing: An Administrative Hearing is a hearing in which the hearing officer is a University designee, such as the Dean of Students or another Student Affairs professional. The procedures for an Administrative Hearing are set forth above in the "Administrative Hearing Process" section. There is no Moderator for an Administrative Hearing.
2. University Board Hearing: A University Board Hearing is a hearing in which the hearing officers are selected from the University Board pool of members. The procedures for a University Board Hearing are set forth above in the "Conduct Hearing Process" section. The University Board Hearing process is managed by a Moderator.

The University will make the determination as to which type of hearing is appropriate in a particular situation.

**University Boards**

The members of the University Board pool are:

1. At least six current students with at least sophomore status appointed by the Student Government Association.
2. At least six faculty members appointed by the Faculty Council.
3. At least six staff members appointed by the Staff Council.

Three members (one from each constituency) will comprise the panel for a University Board Hearing. This panel shall be chosen by the Moderator prior to the University Board Hearing. The Chairperson shall be decided upon at the time of the University Board Hearing.

Student Affairs is responsible for training the pool of University Board members.

Students should consult Residential Education for information about hearing boards in the Residential Education conduct process.

**Jurisdiction**

The University may exercise jurisdiction (i.e.—initiate this Student Conduct Process) for all offenses committed on campus. Additionally, the University may exercise jurisdiction for an offense committed off-campus (including on-line communities) when:

1. The victim of such an offense is a member of the campus community (student, faculty, or staff); or
2. The offense occurred at a college-sponsored or sanctioned event; or
3. The referred student used his or her status as a member of the University community to assist in the commission of the offense (for example, using a student ID card to pass a bad check); or
4. The offense affects the University.

**Moderators**

All University Board Hearings will be assigned a Moderator. The Moderator may be the Dean of Students or another University designee (for example, other staff in the Dean of Students Office, or other Student Affairs professionals). The Moderator is responsible for managing the University Board Hearing process, including assisting with scheduling and selecting members from the University Board pool to participate in a hearing. The Moderator will be present at the University Board Hearing. The Moderator has no voting role in the outcome of any University Board Hearing, but all determinations by a University Board as to whether a violation has occurred or regarding sanctions must be reviewed with the Moderator.

There is no Moderator for an Administrative Hearing.

**Witnesses**

Students involved on either side of a conduct case, as complainants or referred students, may submit Witnesses for an Administrative Hearing or a University Board Hearing to support their statements. All Witnesses must be approved in advance by the University, and the University reserves the right to disallow any Witness. All Witnesses must generally be current members of the DePaul community (faculty, staff or students), except as otherwise approved by the University. Witness intended to present information that does not directly bear upon the circumstances of the case or duplicates all or part of testimony already presented may not be allowed. Appearance of Witnesses at the appropriate time, date and location of any hearing is the responsibility of the involved students. In some cases, the University will approve the use of written statements from Witnesses who are not available to appear at a hearing.

Witnesses will be presented one at a time. A Witness can only be present at a hearing during his/her own testimony.

The University recognizes it cannot compel any student to present him/herself as a Witness against his/her will. However, all students are encouraged to comply with the Student Conduct Process. Witnesses will be informed that giving false information may result in conduct action.