HANDBOOK

Master of Arts Programs
Department of Modern Languages
DePaul University

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Department of Modern Languages
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INTRODUCTION

The Department of Modern Languages at DePaul University offers the Master of Arts (MA) degree in seven languages: Arabic, Chinese, French, German, Italian, Japanese, and Spanish. The MA programs in Modern Languages at DePaul University provide students with the advanced linguistic and cultural expertise necessary to use another language within their chosen careers—an increasingly valuable personal and professional asset in today's global community. These programs especially seek to serve adult professionals whose careers require this applied expertise. As practical programs, the MA degrees in Modern Languages do not require students to have an undergraduate major in the target language, but applicants must demonstrate language proficiency appropriate for graduate coursework.

This handbook describes procedures and policies for all seven of the department's MA degree programs. All faculty, staff, and students in the department's MA programs should familiarize themselves with the procedures and policies in this handbook.

Contact information

For additional guidance, students should contact their assigned faculty advisors, the departmental advisor, or the departmental director of graduate programs:

Departmental advisor:
   Ms. Corban Sanchez (csanch12@depaul.edu, 773.325.8673)
Departmental director of graduate programs:
   Dr. Mark Johnston (mjohnst4@depaul.edu, 773.325.1879)

Faculty advisors:

ARABIC: Dr. Nesreen Akhtarkhavari (nakhtark@depaul.edu)
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ADMISSION REQUIREMENTS AND PROCEDURES

Inquiries

The Department of Modern Languages welcomes inquiries from prospective applicants about its MA programs. For information, prospective applicants may contact:

- the Office of Graduate Admission in the College of Liberal Arts and Social Sciences (LAS) at: graddepaul@depaul.edu
- the director of graduate programs in Modern Languages, Dr. Mark Johnston, at: mjohnst4@depaul.edu
- the departmental advisor for Modern Languages, Ms. Corban Sanchez, at: csanch12@depaul.edu

Visitors to campus will find all department offices in suite 310 of the Schmitt Academic Center (SAC 310), located at 2320 North Kenmore Avenue on DePaul's Lincoln Park Campus. The offices are open Monday through Friday from 8am to 6pm. For directions, consult the map online at: http://www.depaul.edu/campus-maps/Pages/default.aspx.

Admission requirements

The official statement of admission requirements for the MA programs in Modern Languages is the current version of the DePaul University catalog, available online at:

http://www.depaul.edu/university-catalog/Pages/default.aspx

To be eligible for admission to the MA programs in Modern Languages, students must have:

- a bachelor's degree (BA, BS, BFA, BEd, etc.) from an accredited college or university in the United States, or the equivalent degree from a foreign college or university
- a cumulative grade point average (GPA) of at least 3.0 (on a scale where 4.0=A) in all undergraduate and graduate coursework previously completed
- at least 20 quarter credit hours (or the equivalent in semester credit hours) of advanced college-level coursework in the language (this is the equivalent of an undergraduate "minor" at most colleges or universities in the United States)

Students who lack 20 quarter credit hours (or the equivalent in semester credit hours) of coursework must demonstrate proficiency in the language by attaining a rating of at least "intermediate high" on two standardized tests from the American Council on the Teaching of Foreign Languages (ACTFL):

- **the Oral Proficiency Interview (OPI) and**
- **the Writing Proficiency Test (WPT)**

Information about the ACTFL tests is available online at: http://www.actfl.org.

Admission procedures

All applicants may apply online at http://go.depaul.edu/apply. All applications require:

- **a completed application form (available from http://go.depaul.edu/apply)**
- **official transcripts from all colleges and/or universities attended**
- **two letters of recommendation from academic or professional references**
- **a statement of purpose that explains the applicant's areas of professional interest and reasons for seeking advanced training in a language**

Applicants are responsible for ensuring that their names appear on all documents submitted with their applications.

Applicants may submit the required documents and credentials online at http://go.depaul.edu/apply or by email to graddepaul@depaul.edu. Colleges and universities may email official electronic transcripts directly to graddepaul@depaul.edu

Applicants may also send paper copies of transcripts and other required credentials by postal mail to:

> **The Office of Graduate Admission**
> **College of Liberal Arts and Social Sciences**
> **DePaul University**
> **2400 N. Sheffield Ave.**
> **Chicago, IL 60614**

Additional procedures for foreign students

Students educated outside the United States must present proof of English proficiency, as demonstrated by a minimum score of 90 on the TOEFL IBT, or the equivalent score on the computer-based test, paper-based test, or IELTS.

Students educated outside the U.S. and/or who require an F1 visa must complete additional steps for admission. For information, see:

> **http://las.depaul.edu/admission-and-aid/graduate/Pages/international-admission.aspx**

Review of applications

The Office of Graduate Admission in DePaul's College of Liberal Arts and Social Sciences (LAS) receives and processes all applications to the MA programs in Modern Languages. The Department of Modern Languages does not accept or process applications.

Once an application is complete, the Office of Graduate Admission notifies the Graduate Program Committee in the Department of Modern Languages that the application is ready for review, which typically requires one week. Applicants may check the status of their application through CampusConnect to verify that receipt of all supporting documents. Failure to submit all supporting documents can delay review of applications. Applicants accepted to the MA programs in Modern Languages will receive official notice of their acceptance from the Office of Graduate Admission in DePaul's College of Liberal Arts and Social Sciences.

ENROLLMENT AND REGISTRATION

Applicants accepted to the MA programs in Modern Languages will receive official notice of their acceptance from the Office of Graduate Admission in DePaul's College of Liberal Arts and Social Sciences. Once applicants receive notice of their acceptance, they must take the following steps to begin their participation in the program.

Matriculation ("intent to enroll")

All students' first step is to complete the "Intent to Enroll" form available online from the LAS website at:

http://las.depaul.edu/student-resources/new-graduate-students/Pages/intent-to-enroll.aspx

Submitting this form notifies the College of Liberal Arts and Social Sciences that accepted students intend to enroll at DePaul in the quarter stated by their admission letter. Within one or two business days, they will receive an email acknowledging activation of their student records.

IMPORTANT: Accepted applicants will not become active DePaul students, eligible for enrollment and class registration, until they complete the "Intent to Enroll" form.

Enrollment, registration, and student ID

After completing the "intent to enroll," all students should meet *as soon as possible* with the departmental advisor, departmental director of graduate programs, or faculty advisor to plan their schedule of courses for their first year in the MA program.

All students at DePaul University may register for classes online at:

https://campusconnect.depaul.edu

"CampusConnect" is the University's Web portal for access to all administrative systems. Only active DePaul students can register online for classes via CampusConnect. For a tutorial on how to add, drop, and swap courses, or to join the waitlist for a course, visit:

http://offices.depaul.edu/depaul-central/academics/registration/Pages/default.aspx

Once students have registered for classes, they may obtain their student ID card from Student ID Services. On the Lincoln Park Campus, the office of Student ID Services is on the first floor of the Student Center (located on the south side of Belden Ave, between Sheffield

and Kenmore Avenues); enter through PNC Bank. For directions, see the map available online at: http://www.depaul.edu/campus-maps/Pages/default.aspx.

Courseload

Students in graduate programs at DePaul University normally take two courses per term (Autumn, Winter, and Spring) during the academic year. Two courses per term is a "full-time" course load for students in graduate programs at DePaul University.

Courses may also be available during the University's summer term. To determine the classes available during any term, consult the schedule available online in "CampusConnect" and verify the class schedule with the program director or department chair responsible for the courses. Not all courses listed in the University's catalog are available during every academic year.

With the written approval of their faculty advisors and of the departmental director of graduate programs in Modern Languages, students may take more than two courses per term. Email messages from the faculty advisor and the departmental director of graduate programs, copied to the departmental staff advisor, are sufficient to document written approval.

Students completing the program "full-time" by taking two courses per term (Autumn, Winter, and Spring) can expect to graduate within two years. Students completing the program "part-time" by taking fewer than two courses per term must normally finish all graduation requirements within six years; for details of this policy, see:

http://www.depaul.edu/university-catalog/colleges-and-schools/class/academics/graduate/Pages/masters-programs.aspx

DePaul policies

All faculty, staff, and students participating in the MA programs of the Department of Modern Languages must follow all relevant University policies. Especially important are the policies regarding:

University graduate programs
http://www.depaul.edu/university-catalog/academic-handbooks/graduate/graduate-academic-policies/Pages/default.aspx

College of Liberal Arts and Social Sciences graduate programs
http://www.depaul.edu/university-catalog/colleges-and-schools/class/academics/graduate/handbook/Pages/default.aspx

Academic integrity

http://offices.depaul.edu/oaa/faculty-resources/teaching/academic-integrity/Pages/default.aspx

Technology

https://offices.depaul.edu/is/about/Pages/policies.aspx

Human subjects in research

https://offices.depaul.edu/ors/research-protections/irb/policies-procedures/Pages/default.aspx

Institutional compliance

http://policies.depaul.edu

GRADUATION REQUIREMENTS

Catalog year

Graduate students at DePaul University should expect to complete the degree requirements described in the university catalog during the term that they matriculate. If these requirements change after a student matriculates, the student may petition the departmental director of graduate programs to apply more recent requirements.

Coursework

All students in the MA programs of the Department of Modern Languages must complete at least 48 quarter credit hours of coursework, distributed as follows:

- MOL 401 "Professional Foundations" (4qh)
- MOL 402 "Language, Self, and Society" (4qh)
- MOL 403 "Communities of Practice" (4qh)
- MOL 496 "MA Capstone" (4qh)
- eight elective courses (32 qh)

MOL 401, MOL 402, MOL 403, and MOL 496 are taught in English for students from all seven MA language programs. Part-time students should, wherever possible, complete MOL 401, MOL 402, and MOL 403 during their first year in the MA program.

The eight elective courses must be courses relevant to the student's language of study and its use for professional or personal purposes. *At least four of these courses, approved by the student's faculty advisor, must form a "cluster" directly related to the student's "portfolio project" (see Sections 4 and 5 below).*

DEPENDING ON THEIR PROFESSIONAL OR PERSONAL INTERESTS, students may substitute other kinds of coursework for regular classes taught in their languages. These substitutions may include:

- any two courses taught in English, if relevant to the students' professional or personal interests
- courses taught in English, provided the students complete all or most of the coursework (readings, written tasks, etc.) in their languages
- independent study courses in the language supervised by faculty from Modern Languages or from other departments

Students interested in any of these options should contact the departmental director of graduate studies for additional information. All of these options require approval, in writing, by students' faculty advisors and the departmental director of graduate programs. Email messages from faculty advisors and the departmental director of graduate programs, copied to the departmental staff advisor, are sufficient to document written approval.

The typical schedule for any full-time student in the MA program for Modern Languages is:

Year One

Autumn Quarter	Winter Quarter	Spring Quarter
MOL 401 prepare "framing paper" for portfolio project	MOL 402	MOL 403
elective course 1	elective course 2	elective course 3
meet with department advisors to plan program; choose faculty advisor	begin portfolio project;	continue portfolio project; for thesis option, complete thesis paperwork (topic approval + thesis committee member list);if thesis involves research subjects, complete Local Review Board process

Year Two

Autumn Quarter	Winter Quarter	Spring Quarter
elective course 4	elective course 6	elective course 8
elective course 5	elective course 7	MOL 496 present portfolio project
continue portfolio project; if completing thesis option with research subjects, complete Internal Review Board process	apply for graduation in Campus Connect by Feb 1; take ACTFL OPI	

For details of requirements involving the portfolio project, graduation requirements, and the ACTFL OPI, see below and Section 5 on "Portfolio Guidelines."

Independent Study courses

The highly flexible and individualized character of each student's coursework in the MA programs for Modern Languages may often require a student to earn credit or complete work

through "Independent Study" classes (course number 499 for each language). The following special provisions apply to all Independent Study coursework:

- **Independent Study courses are available for variable credit, from 0.25 to 8.00 quarter credit hours**
- **students may registration for an Independent Study course online at: http://las.depaul.edu/student-resources/graduate-student-support/Pages/independent-study.aspx**
- **the instructor supervising an Independent Study course must provide a detailed syllabus for the course**
- **all Independent Study courses require approval by the supervising instructor and the departmental director of graduate studies**
- **all Independent Study courses are subject to the same tuition costs and academic policies as regular courses**

Incomplete and research grades

When exceptional circumstances (such as serious illness, job relocation, or natural disaster) prevent a student from completing a course by the announced end of the course, the student may request a grade of "Incomplete" (IN) from the instructor of a course. Students must request a grade of "Incomplete" in writing (such as via email) to the instructor. The decision to issue a grade of "Incomplete" rests with the instructor. Any student who receives a grade of "Incomplete" in a course must finish all coursework necessary to receive a regular final grade within two quarters (excluding summer) after the end of the course. At the end of the second quarter (summer excluded) following the term in which the "Incomplete" was issued, a grade of "IN" grade will automatically convert to a grade of "F." Faculty members have the prerogative to assign a completion date earlier than the two-quarter deadline and this date will supersede the two-quarter timeframe just stated. Once a grade of "IN" has become a grade of "F," faculty members may not change the grade without permission from the LAS Dean's Office and Grade Exception Committee.

In circumstances where a student is making satisfactory progress in a course that extends beyond the end of a given term or on a project that extends over more than one term, the instructor may issue a grade of "Research in Progress" (R) for the course. With the exception of students completing a thesis project, "R" grades must be replaced with a regular final grade within one academic year or the "R" grade will automatically became a final grade of "F." An instructor may assign a completion date earlier than the one-year deadline and this date will supersede the one-year deadline. Ordinarily no "R" grade may be changed after the deadline without the permission of the LAS Dean's Office and Grade Exception Committee. Students who complete degree requirements, but have R grades from the previous twelve months in their records, can elect to receive the degree and change the "R" grade permanently to "Research, Graduated" (RG). No further change is possible for "RG" grades.

For further information regarding these policies, consult the University Graduate Catalog, available online at:

http://www.depaul.edu/university-catalog/Pages/default.aspx

Graduate certificate programs

Several departments in LAS offer specialized certificate programs for graduate students, including Community Development, Digital Humanities, Global Health, Metropolitan Planning and Development, Social Research, Teaching English in Two-Year Colleges, Teaching English to Speakers of Other Languages, and Women's and Gender Studies. These programs typically require several courses.

Course work credit leading to a graduate degree program in the College of Liberal Arts and Social Sciences may be double-counted toward ONE approved, paired, graduate certificate program. If a student seeks another (second or more) LAS certificate, and those certificate program requirements are again completely comprised of course work leading to the student's graduate degree, then the student must take at least two additional courses in order to earn the additional certificate(s). Interested students should contact the departmental director of graduate studies for further information.

For further information about these programs, see:

http://www.depaul.edu/university-catalog/colleges-and-schools/class/certificates/Pages/default.aspx

GPA requirement

All students in the MA programs of the Department of Modern Languages must maintain a cumulative grade point average (GPA) of 3.0 (on a scale where 4.0=A) in all coursework attempted in their degree programs. Students whose cumulative GPA in their coursework falls below 3.0 are subject to "academic probation" and remain on probation until they complete four more courses. If, after completing four more courses, a student's cumulative GPA does not rise above 3.0, the student may be subject to dismissal from the program.

LAS college policy also includes the following general provisions:

"A grade of B– or higher must be earned to receive credit for any upperlevel undergraduate course (300 level) that has been approved to count toward the graduate degree. A minimum grade point average of 2.500 is required to graduate. Some programs may have a higher minimum graduation grade point average. A grade of D+ or D is unacceptable for graduate credit, and if earned in a required course, the course must be repeated or substituted as directed by the director of the graduate program. D+ or D grades remain on the academic

record and are calculated into the cumulative grade point average." Further information is available in the University graduate catalog, available online at:

http://www.depaul.edu/university-catalog-archive/Documents/2015-2016-Autumn/graduate.pdf

Transfer credits

Students may apply ("transfer") toward their MA programs in Modern Languages no more than eight quarter hours of graduate-level credit completed at another college or university, with approval from the departmental director of graduate programs. Students may not transfer credits *already used to satisfy the degree requirements* of any program at another college or university.

Students seeking to apply "transfer" credit toward their MA programs in Modern Languages must complete the college transfer request form available online at:

http://las.depaul.edu/student-resources/graduate-student-support/forms/Pages/transfer-of-credit.aspx

ACTFL OPI

In addition to 48 quarter hour credits of coursework, all students in the MA programs in Modern Languages must attain a rating of at least "advanced low" from the Oral Proficiency Interview (OPI) of the American Council on the Teaching of Foreign Languages (ACTFL). Results of the ACTFL OPI are valid for only two years. Further information about the ACTFL tests is available online at: http://www.actfl.org.

Students with documented proficiency at the "advanced low" level may petition for waiver of this requirement. Examples of documented proficiency are:

- completing an undergraduate degree at a college or university outside the U.S. that delivers instruction entirely in the student's language
- achieving within the past five years a rating of "advanced low" from the ACTFL OPI or an equivalent score from tests based on the Common European Framework of Reference for Languages (CEFRL) or Interagency Language Roundtable (ILR)

Interested students or their faculty advisors should contact the departmental director of graduate studies for additional information.

Experiential learning requirement

All students completing a MA program in Modern Languages must demonstrate the practical application of their linguistic skills in an environment relevant to their professional interests. For details, see the separate Section 4 on "Experiential learning requirement" below.

The experiential learning requirement is the core element of each student's "portfolio project" (see Section 5 on "Portfolio guidelines" below).

Portfolio

Finally, all students in the MA programs for Modern Languages must assemble a portfolio that documents their experience in developing the linguistic expertise appropriate to their professional interests. For details, see the separate Section 6 on "Portfolio Guidelines" below.

Time limits for graduation

Students completing the MA program "full-time" by taking two courses per term (Autumn, Winter, and Spring) can expect to graduate within two years. Students completing the program "part-time" by taking fewer than two courses per term must normally finish all graduation requirements within six years; for details, see:

http://www.depaul.edu/university-catalog/colleges-and-schools/class/academics/graduate/Pages/masters-programs.aspx

Part-time students should know that the University will change their status to "discontinued" if they make no progress toward satisfying degree requirements for three consecutive quarters (excluding summers). Students reclassified as "discontinued" must seek readmission to their programs. For further information on these policies, see:

http://www.depaul.edu/university-catalog/academic-handbooks/graduate/graduate-academic-policies/Pages/withdrawal-policy.aspx.

Applying to graduate

All students must complete a formal application, available online, in order to graduate and receive their degrees. DePaul University does not automatically recognize graduation or award degrees without this formal application. Students must complete the application to graduate according to the following schedule:

To receive a degree at the end of	Complete application by
Autumn Quarter (November)	**October 1**
Winter Quarter (March)	**January 15**
Spring Quarter (June)	**February 1**
Summer Quarter (August)	**July 15**

Submitting the online application to graduate does not guarantee the award of a degree from DePaul University. A student can change the expected completion term for any degree program prior to the last day of that term. Degree requirements are reviewed at the end of the expected completion term indicated. For further information about applying to graduate, see:

http://www.depaul.edu/university-catalog/colleges-and-schools/class/academics/graduate/handbook/Pages/graduation.aspx

http://www.depaul.edu/university-catalog/academic-handbooks/graduate/graduate-academic-policies/Pages/graduation-requirements.aspx

Earning degrees "with distinction"

Students from the MA programs in Modern Languages earn their degrees "with distinction" if they graduate with a cumulative grade point average (GPA) of 4.0 (on a scale where 4.0=A). To verify eligibility, students and their faculty advisors should contact the departmental advisor and the departmental director of graduate studies before the deadline to apply for graduation (see the timetable above).

Learning goals and outcomes

University learning goals and outcomes

As approved and accredited academic programs at DePaul University, the MA programs in Modern Languages fulfill the University's official learning goals and outcomes:

Goal 1: Mastery of Content

This goal embraces the breadth and depth of ideas, theories, approaches, and information which DePaul students encounter through and beyond their studies.

Outcomes: DePaul graduates will demonstrate and be able to apply: general knowledge of cultures, religions, science, the arts, history, and computational reasoning specialized knowledge and skills from within a specific discipline or field.

Goal 2: Intellectual and Creative Skills

In order to fully engage with knowledge, whether for a specific purpose or for its own sake, DePaul students are encouraged to develop the ability to think critically and imaginatively, formulate their own understanding, and effectively communicate their ideas. This goal articulates specific skills that comprise these broader abilities.

Outcomes: DePaul graduates will be able to: systematically access, analyze and evaluate information and ideas from multiple sources in order to identify underlying assumptions, and formulate conclusions. solve quantitative problems. create and support arguments using a variety of approaches. use existing knowledge to generate and synthesize ideas in original ways. communicate clearly in speech and writing.

Goal 3: Personal and Social Responsibility

This goal honors the notion that knowledge reflects and contributes to the values of individuals and communities. DePaul students, in particular, are challenged to consider their own values in light of the university's mission.

Outcomes: DePaul graduates will be able to: articulate their own beliefs and convictions, as well as others', beliefs, about what it means to be human and to create a just society articulate what is entailed in becoming a self-directed ethical decision-maker and living a life of personal integrity. evaluate ethical issues from multiple perspectives and employ those considerations to chart coherent and justifiable courses of action. benefit their communities through socially responsible engagement and leadership.

Goal 4: Intercultural and Global Understanding

This goal speaks to the likelihood that, in our diverse and increasingly interdependent world, the future depends on individuals being able to learn from each other and make the best use of finite resources.

Outcomes: DePaul graduates will demonstrate: respect for and learning from the perspectives of others different from themselves. knowledge of global interconnectedness and interdependencies. knowledge to become a steward of global resources for a sustainable future.

Goal 5: Integration of Learning

Given the wide range of opportunities for learning at DePaul, it is important for students to develop the ability to consider relationships among individual experiences of learning so as to make meaning of their education in all its variety.

Outcomes: DePaul graduates will be able to: relate their learning -- curricular and co-curricular -- to multiple fields and realms of experience. make connections among ideas and experiences in order to synthesize and transfer learning to daily practice. design, develop, and execute a significant intellectual project.

Goal 6: Preparation for Career and Beyond

This final learning goal builds on all the rest and calls on students to be ready to apply their knowledge and skills to the changing world that awaits them.

Outcomes: DePaul graduates will be able to effectively: set goals for future work that are the result of realistic self-appraisal and reflection. articulate their skills and knowledge and represent themselves to external audiences. work toward goals independently and in collaboration with others. employ technology to create, communicate, and synthesize ideas. set priorities and allocate resources. apply strategies for a practice of life-long learning, and apply strategies for the practice of life-long learning.

Departmental learning goals and outcomes

In addition to the general University learning goals and outcomes, the Department of Modern Languages has established learning outcomes for its MA programs, based on the five broad areas of communicative competence defined by the American Council on the Teaching of Foreign Languages (ACTFL): communication, cultures, connections, comparisons, and communities. The Department of Modern Languages prepares students in its MA programs to practice each area of competence described below by requiring students to select a cluster of courses and to complete an experiential learning requirement focused on practical application of their languages in specific fields of professional or personal interest.

For communication:

Graduates of the MA programs in Modern Languages satisfy the ACTFL criteria for "Advanced Low" proficiency:

- Can speak and participate in most informal and some formal conversations from topics related to school, home, and leisure activities, to many related to employment, current events, and matters of public and community interest.
- Can narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect, as well as combine and link sentences into connected discourse of paragraph length. although these narrations and descriptions tend to be handled separately rather than interwoven
- Can use communicative strategies such as rephrasing and circumlocution, and can contribute to a conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.

- **Can combine and link sentences into texts of paragraph length and structure, and use minimal control of common structures and vocabulary.**
- **Can listen and comprehend (albeit unevenly) short conventional narrative and descriptive texts with a clear underlying structure.**
- **Can understand conventional narrative and descriptive texts with clear underlying structure (though their comprehension may be uneven).**

For cultures:

- **Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**
- **Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.**

For connections:

- **Students reinforce and further their knowledge of other disciplines through the foreign language.**
- **Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.**

For comparisons:

- **Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.**
- **Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

For communities:

- **Students use the language both within and beyond the school setting.**
- **Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.**

EXPERIENTIAL LEARNING REQUIREMENT

All students completing the MA program in Modern Languages must demonstrate the practical application of their linguistic skills in an environment relevant to their professional interests. This "experiential learning requirement" is the core element of each student's "portfolio project" (see Section 5 on "Portfolio guidelines" below). Whatever environments students choose, they must always involve practical application of their linguistic skills.

Types of experiential learning

The range of appropriate environments is as broad as the range of students' professional interests. Typical settings or situations may include:

- a student's current workplace
- a paid or unpaid internship
- service in a department, office, or program at DePaul University
- participation in a volunteer organization
- contribution to a community social service agency
- contribution to a community development project
- an individual or group artistic project
- any other appropriate setting or situation

Each student's faculty advisor is responsible for helping the student select an appropriate environment for the student's experiential learning requirement, and for determining an appropriate duration for the experience.

Several offices at DePaul offer assistance in finding opportunities for employment, internships, or volunteer service within the University or the community:

- Steans Center for Community-based Service Learning: **http://steans.depaul.edu/**
- University Internship Program: **http://careercenter.depaul.edu/jobs/internships.aspx**
- Office of Student Employment: **https://studentemployment.depaul.edu/**
- Career Center: **http://careercenter.depaul.edu**
- DePaul Handshake: **https://depaul.joinhandshake.com/login**

Documentation and evidence

For all experiential learning activities, students must provide written CONFIRMATION of their work OR CONTRIBUTIONS, such as a letter from a supervisor or manager, SENT DIRECTLY TO THE DEPARTMENTAL DIRECTOR OF GRADUATE PROGRAMS.

In addition, students should document their experiential learning through evidence such as:

- **photographs or video-recordings of the student's work in the setting or situation**
- **print and text materials—such as advertisements, bulletins, flyers, forms, signage, manuals, or translations—created by the student for use in the setting or situation**
- **online resources in the language of study—such as web-pages, databases, animations, graphics, or interface software—created by the student for use in the setting or situation**
- **any other textual or graphical materials, in the language, created by the student for use in the setting or situation**
- **an individual or collective artistic work**
- **a thesis related to the area of a student's experiential learning (see Section 6 "Thesis option" for thesis requirements)**
- **any other appropriate evidence of the student's practical use of the language in an appropriate environment**

Each student's faculty advisor is responsible for helping the student select appropriate evidence of the student's experiential learning activities. Students are responsible for:

- **obtaining the letter, from a supervisor or manager, that confirms the extent, duration, and nature of their experiential learning activities**
- **providing adequate documentation of their experiential learning activities**
- **providing adequate documentation of their individual contribution to collective endeavors**
- **complying with any DePaul University policies relevant to their experiential learning activities**
- **complying with any restrictions on photography and video-recording in the environments where they work**
- **complying with any policies regarding dissemination of proprietary materials from the environments where they work**
- **complying with any other policies regarding participation or employment in the environments where they work**

The evidence that students gather to document practical application of their language skills must be sufficient to support any analysis or discussion that they anticipate offering in the final "reflection essay" required by MOL 496 and included in their portfolios (see Section 5 on "Portfolio guidelines" below).

PORTFOLIO GUIDELINES

All students in the MA programs for Modern Languages must assemble a digital portfolio that documents their experience in developing the linguistic expertise appropriate to their professional interests. For creating digital portfolios, DePaul University currently provides the online system Digication: https://depaul.digication.com/. Completing the portfolio is a course requirement of MOL 496.

As indicated above in Section 3 "Graduation Requirements," the MA programs in Modern Languages require experiential learning that is the core element of each student's portfolio.

Portfolio project

Each student's experiential learning, combined with documentation of that experience and other relevant material, constitutes the student's "portfolio project." For requirements regarding experiential learning activities and documentation of those activities, see Section 4 "Experiential learning requirement" above; for requirements regarding other relevant material, see below. *Students are responsible for providing the required documentation and evidence; faculty advisors are responsible for helping students select appropriate documentation and evidence.*

Portfolio components

At a minimum, each student's portfolio must include the following components; see below for details regarding each component:

- **a professional resumé or *curriculum vitae* (CV)**
- **at least three letters of reference**
- **letter from supervisor or manager of experiential learning activities**
- **evidence of experiential learning activities**
- **at least two papers from courses taken during the MA program**
- **reflection presentation from MOL 496**

Resumé or CV. **Different disciplines and professional fields have different norms and standards for the preparation of resumés or *curricula vitae*; students will review these norms and standards in both MOL 401 and MOL 496. The resumé or CV included in the portfolio must be ready to use in applying for real positions within a student's field of professional interest.**

Letters of reference. **These should be letters from colleagues or supervisors familiar with the student's achievements in the student's field of professional interest. If appropriate, they**

may include letters from professors or advisors in the MA program. Students will review protocols for soliciting and submitting letters of reference in both MOL 401 and MOL 496.

Letter from supervisor or manager of experiential learning activities. At least one letter of reference must be from a supervisor or manager and confirm the student's completion of experiential learning activities.

Evidence of experiential learning activities. This may be the longest portion of any student's portfolio. See Section 4 "Experiential learning requirement" above regarding recommended types of evidence. Students interested in writing a thesis should also review Section 6 "Thesis option" below.

Two papers from MA program courses. Each student should select two formal papers, written in English or the language of study, as evidence of the student's skills in argumentation, organization, critical analysis, and written expression.

Reflection presentation. As a course requirement of MOL 496, all students must prepare "holistic reflection presentations" that summarize their experiences in the MA program. They must deliver the presentations in English, in a style and perspective suitable for distribution to their classmates in MOL 496.

The format of the presentation can be:

• an essay, memoir, report, or other written piece
• an audio or video recording
• a slideshow (such as a PowerPoint presentation)

No matter what format a student chooses, the reflection presentation must satisfactorily address these basic questions:

• What initial goals did you set for yourself when you started the program?
• Have you accomplished those goals?
• What experiential learning did you complete and how did it contribute to achieving your goals in this program?
• What evidence can you offer from your experiential learning activities?
• What classes, workshops, or professional activities did you complete? How did they contribute to achieving your goals in this program?
• What conclusions, accomplishments, or realizations are you taking away from this program? In what ways, if any, did your work in this program change your professional goals?

THESIS OPTION

As indicated in Section 4 "Experiential learning requirement" and in Section 5 "Portfolio guidelines" above, the evidence of a student's experiential learning may be a thesis.

HOWEVER, preparing and submitting a MA thesis is subject to special requirements, including formal institutional procedures and fixed administrative deadlines. Any student interested in writing a MA thesis should read carefully the following section, which describes those procedures and deadlines.

Eligibility

Any student who, after two terms in the program (or completion of four courses), has a cumulative GPA of 3.7 in program coursework may apply to write a thesis. Interested students and their faculty advisor should contact the departmental advisor and departmental director of graduate study regarding the application procedure.

Language

All students in the MA programs in Modern Language must include in their portfolios some materials written in their language of study, as evidence of their experiential learning activities.

However, students who elect to write a thesis should consider in advance whether to write a thesis in the language of study or in English. Students should write their theses in English if they anticipate submitting all or part of their theses:

- to readers or committee members not familiar with the language of study
- for publication with journals or presses that require English
- in support of application to other programs of graduate study that require materials in English
- for delivery at professional meetings that require presentations in English

Each student's faculty advisor should help the student decide which language is most appropriate for writing the thesis.

Choosing a thesis topic

The very first and most critical step in writing a thesis is the selection of a topic. All students must confer carefully with their faculty advisors about the selection of a thesis topic. Thesis topics should obviously be relevant to a student's professional interests, of particular interest

to the student, and one that the student has sufficient time and energy to research. Many students initially choose topics that are too broad, require too much research, or involve resources not readily available. *It is the responsibility of the faculty advisor to counsel a student about the selection of an appropriate thesis topic.*

Schedule for completing a thesis

Because preparing and completing a thesis typically requires significantly more work than a term paper or other final project from an individual course, students who wish to write a thesis should anticipate the following schedule of work:

When	*Actions to complete*
First week of third term	**Discuss thesis option with faculty advisor** **Choose a thesis topic**
Fifth week of third term	**Recruit a thesis committee** **Submit thesis committee form***
Tenth week of third term	**Submit approval of thesis proposal form***
Tenth week of fifth term	**Submit first draft of thesis**
Fifth week of sixth term	**Submit final version of thesis**
Tenth week of sixth term	**Thesis defense** **Submit thesis approval form***

*See the appendix for necessary forms.

Students whose theses involve research with human subjects will require prior approval of their thesis proposals from a local review board (LRB) and the institutional review board (IRB). Students who anticipate the need for approval from a LRB and the IRB should initiate the necessary applications for approval as soon as possible, in consultation with their faculty advisors. Additional information about approval procedures at DePaul is available online at:

http://offices.depaul.edu/ors/research-protections/irb/Pages/default.aspx

The committee for each student will ultimately decide the appropriate schedule for submitting the draft of a thesis, completing the final version, and defending the thesis. Students who fail to meet announced deadlines may require longer than two years to complete their degrees.

Recruiting a thesis committee

DePaul University requires that a committee of faculty review and approve all theses submitted in satisfaction of degree requirements. The chair of this committee should be a tenured or tenure-track member in the Department of Modern Languages; a student's faculty

advisor normally serves as chair of the committee. The committee should include at least two other faculty as well. *A student's faculty advisor should actively assist the student in identifying and recruiting suitable faculty for the thesis committee.* These other committee members may be faculty from other departments, especially if a student's thesis topic involves areas of expertise beyond the disciplinary scope of the Department of Modern Languages.

As indicated in the schedule above, during the fifth week of their third term in the program, students planning to write a thesis must submit, to the departmental director of graduate programs, the required "MA Thesis Committee" form, accompanied by a brief description (1 double-spaced page or 250-300 words) of the thesis topic that the committee members have agreed to review. All members of the committee must sign the form; the student and all committee members must receive copies of the form for their records. *See the end of this section for a template of this form*.

Submitting the thesis proposal

After a student's thesis committee approves the thesis topic, the student must prepare a formal thesis proposal. The thesis proposal should comprise 6–10 double-spaced pages and must include a provisional bibliography. The thesis proposal should:

- be written in the student's language or in English (if preferable)
- explain clearly what topic the thesis will engage and why this topic is important
- describe briefly the previous scholarly work done on this topic
- explain how the thesis will revise or augment previous work
- present a short, tentative outline indicating the methodologies and scope of the thesis

A student's thesis committee realizes that it may be difficult to predict precisely the final argument or conclusions of an extended research project. Rather, thesis committees look for a clear explanation of what the student expects to achieve. In deciding whether to approve thesis proposals, thesis committees typically consider the proposal's:

- quality of writing
- organization
- persuasive force
- documentation

Once a committee approves a student's proposal, the student must complete the "MA Thesis Proposal Approval" form and submit this form to the departmental director of graduate programs, who then forwards the form to the Graduate Office of the College of Liberal Arts and Social Sciences.

Writing the thesis

Once students obtain approval of their thesis proposals, they should maintain close contact their faculty advisors, who will communicate with their thesis committees regarding the progress of the thesis.

Students writing a thesis should give their faculty advisors individual sections or chapters of their theses as they complete them, in order to receive appropriate feedback. Each student's faculty advisor will offer timely and constructive commentary for each chapter or section of the thesis, and distribute each chapter or section to other thesis committee members for review.

Students writing a thesis may, upon the recommendation of their faculty advisor and with approval of the departmental director of graduate programs, enroll in no more than 8 quarter credit hours of a "thesis research" course in their language.

For college and University policies regarding thesis research credit, see:

http://www.depaul.edu/university-catalog/colleges-and-schools/class/academics/graduate/Pages/masters-programs.aspx

Thesis format requirements

All theses submitted in the College of Liberal Arts and Social Sciences at DePaul University must conform to uniform standards of format and style. Every thesis must:

- be at least 50 double-spaced pages long, including notes but excluding bibliography
- use margins of no less than one inch, top and bottom, left and right
- use an easily legible typeface (such as Times Roman, Arial, Garmond, etc.)
- use a type font no smaller than 12 pt, in the text as well as in the notes and bibliography
- conform to the format and standards specified in *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian

For further details regarding these requirements, see:

http://las.depaul.edu/student-resources/graduate-student-support/graduation-requirements/Pages/thesis-requirements.aspx

The student is responsible for ensuring that the final draft of the thesis conforms to these and all other college or university requirements.

Submitting the thesis

After the student's faculty advisor approves the draft of the student's entire thesis, the student and the faculty advisor must complete the following steps:

- circulate the final draft of the thesis to the entire committee by the tenth week of the student's fifth term in the program
- obtain prompt and thorough feedback from committee members
- complete revision of the thesis, by the student, according to feedback from committee members
- submit the final draft of the thesis to the committee by the end of the fifth week of the student's sixth term in the program
- obtain approval of the final draft by the fifth week of the student's sixth term in the program
- prepare the thesis approval form, with signatures by all thesis committee members
- create a PDF copy of the final thesis, in the correct format
- prepare the abstract and keyword form
- provide a signed copy of the author submission agreement, signed by the student (Unless students choose to restrict access to their theses, their theses will be widely available through internet searches.)

For details regarding these requirements and necessary forms, see:

http://las.depaul.edu/student-resources/graduate-student-support/graduation-requirements/Pages/thesis-requirements.aspx

The student's faculty advisor is responsible for preparing the thesis approval form, and forwarding it, with the final version of the thesis, to the departmental director of graduate programs.

The departmental director of graduate programs will forward via email these forms and the thesis to the Graduate Division of the College of Liberal Arts and Social Sciences (LASGraduateOffice@depaul.edu), no later than the last day of the conferral term. *This is a requirement for graduation*.

DePaul University does not offer binding services for theses. If a student desires a bound thesis, the department is responsible for providing this service.

ADVISING GUIDELINES

Strong relationships between graduate students and their advisors are essential to ensuring success for the students and for the program as a whole. The following guidelines provide examples of the areas of collaboration between students and their staff and faculty advisors.

Meetings and communication

Once matriculated, all students should contact, as soon as possible (*but no later than two weeks prior to beginning classes*), both the departmental advisor and director of graduate programs in order to schedule meetings about: 1) enrollment in courses; 2) their areas of professional interest; and 3) selecting a faculty advisor.

The departmental advisor will assist students, in their initial meeting, with: planning their schedules; enrolling and registering in courses; and becoming familiar with institutional resources and services.

The departmental director of graduate programs will recommend, after an initial meeting with the student, one or more faculty from the Department of Modern Languages to serve as faculty advisor for the student, based on the student's professional interests. After consultation with the recommended faculty, the student should select a faculty advisor no later than one term after matriculation.

Faculty advisors will serve as students' primary advisors. S*tudents expect to meet with their advisors at least once during every academic term, and more frequently, as needed.*

Working together, the departmental advisor, the departmental director of graduate programs, the faculty advisor, and each student all have responsibilities in ensuring the student's success in the program.

DePaul's BlueStar online advising system allows students to schedule advising appointments with the departmental advisor. Some faculty advisors also use BlueStar to schedule appointments. For more information about the BlueStar system, see:

   http://offices.depaul.edu/depaul-central/student-resources/BlueStar/Pages/default.aspx

Responsibilities of departmental advisor

The departmental advisor for Modern Languages can provide all students with assistance in: completing essential program requirements; compliance with general institutional policies; and pursuing professional development. In particular, the departmental advisor:

- **Provides initial guidance for matriculation, enrollment, and registration in the MA program for Modern Languages**
- **Assists students in planning their schedules**
- **Assists students and advisors in updating students' Degree Progress Report (DPR)**
- **Discusses advisees' carrer goals and interests, and directs them to appropriate resources for assistance in meeting those goals and interests**
- **Serves as a resource for managing program requirements, deadlines, etc.**
- **Functions as a "point of contact" for students' inquiries and communications with other college and university offices or services.**

Responsibilities of departmental director of graduate programs

As the overall supervisor of the seven MA programs in Modern Languages, the departmental director of graduate programs:

- **assures prompt processing of administrative actions necessary at each stage of students' participation in the programs**
- **arranges an appropriate faculty advisor for each student**
- **provides accurate and clear explanations of the college and university policies relevant to each students' plan of study**
- **assures timely consideration of any students' petitions for special coursework, waivers, or other variations from announced program requirements**
- **serves as liaison, where necessary, with other college or university academic units and administrative offices responsible for any aspect of a student's program**
- **assists in managing conflict or differences between students and their advisors**
- **provides appropriate notice regarding any deficiencies or deviations from program requirements that a student may incur**

Responsibilities of faculty advisor

As a student's primary advisor, the faculty advisor has a wide range of responsibilities:

General

- **Demonstrate commitment to advisees' success in our program, and offer stimulation, respectful support, constructive criticism, and consistent encouragement.**
- **Assist in preparing students' petitions for special coursework, waivers, or other variations from announced program requirements**
- **Have sufficient familiarity with advisees' fields of interest to provide guidance as an advisor.**
- **Be accessible for consultation and discussion of advisees' academic progress and research at least once each term.**

- **Define expectations about advisees' preparation for meetings.**
- **Make arrangements to ensure adequate supervision of advisees when absent for extended periods, e.g. more than a month.**
- **Attend advisees' presentations in appropriate venues and join in associated discussion.**
- **Acknowledge advisees' contributions in published and oral presentations**
- **Respond thoroughly, in a timely fashion, with constructive suggestions for improvement, to advisees' submitted work.**
- **Provide mentoring in academic writing to advisees.**
- **Encourage advisees to present results of their work within and outside the University.**
- **Encourage advisees to finish when it would not be in their best interest to stay longer.**

Portfolio projects

- **Assist advisees in gaining access to required facilities or research materials for their portfolio projects.**
- **Discuss with advisees the implications of engaging in activities/work unrelated to their program or portfolio project.**
- **Provide guidance in the ethical conduct of research and model research integrity.**
- **For theses or other supervised projects, convene a supervisory committee in consultation with the advisee; prepare for committee meetings; and convene regular meetings of the committee, as required by the thesis or project**
- **Assist in managing conflict or differences among members of the supervisory committee.**

Professional development

- **Explain expectations regarding class attendance, academic performance, degree progress, and participation in the program, in accordance with department, college, and university policies.**
- **Clarify preferred styles of communication and professional behavior with peers, students, staff, and faculty regarding management of conflict, direct questioning, responses to criticism, and mentoring.**
- **Promote a research environment that is safe and free from harassment.**
- **Counsel students in overcoming any cultural difficulties regarding the norms and expectations of higher education in the U.S.**
- **Provide advice and mentorship with respect to career opportunities, or references to institutional and professional resources for growth and development.**

Responsibilities of student advisees

In graduate programs, students assume much greater responsibility for assuring their academic success than in undergraduate programs. In particular, graduate students must display a capacity for self-directed work and study and commitment to achieving personal and professional goals. These responsibilities involve all aspects of their graduate program:

General

- **Take personal responsibility for progress towards completion of the program by:**

  o **saving all important university dates/deadlines in their calendars**

  o **familiarizing themselves with the program requirements, as outlined in the course catalog available online at: http://www.depaul.edu/university-catalog/degree-requirements/Pages/default.aspx**

  o **enrolling in classes as soon as possible at their announced enrollment appointment time, available online at: https://las.depaul.edu/departments/modern-languages/student-resources/academic-advising/Documents/EnrollmentApp.CourseCart.pdf**

  o **regularly reviewing the Degree Progress Report (DPR) online at: http://offices.depaul.edu/depaul-central/academics/planning-resources/degree-progress-report/Pages/default.aspx**

- **Demonstrate commitment in gaining the knowledge and skills necessary to satisfy program requirements.**
- **Show dedicated effort in gaining the knowledge and skills appropriate to future career goals or professional interests.**

Administrative

- **Confer with the departmental advisor and faculty advisor to develop a realistic timetable for completion of the program.**
- **Adhere to negotiated schedules and deadlines for completing program requirements.**
- **Meet at regular intervals (at least once per term) with the assigned faculty advisor.**
- **Meet and correspond with the assigned faculty advisor within specified time frames.**
- **Report fully and regularly on progress in satisfying program requirements.**
- **Complete enrollment, registration, and other administrative actions to meet institutional schedules and deadlines.**

- **Keep orderly records of any documentation or evidence required for portfolio projects, theses, etc.**
- **Maintain up-to-date contact and personal information in institutional records.**

Professional

- **Behave respectfully with peers and colleagues.**
- **Contribute to a safe workplace where each individual shows tolerance and respect for the rights of others.**
- **Respond respectfully to advice and criticisms from advisors, faculty, and staff.**
- **Indicate clearly and promptly any uncertainty, confusion, or doubt about program expectations or requirements.**
- **Comply with all provisions of institutional policy on academic integrity.**
- **Respect university policies regarding ownership of intellectual property.**
- **Comply with all university policies regarding use of institutional technology resources.**
- **Conduct research with integrity and ethically, in accordance with all applicable university policies or other requirements of any organizations funding my research.**
- **Complete any training programs required by the university or external agencies for use of their resources or services.**
- **Be open to discussion of career hopes or goals, and plans for professional growth and development.**
- **Be open to discussion of career hopes or goals, and plans for professional growth and development.**
- **Attend each quarter at least one professional development workshop or networking event offered through the Career Center, Department of Modern Languages, or other DePaul program.**
- **Meet with a Career Center advisor a minimum of once per quarter.**

STUDENT RESOURCES

Resources for each language, regarding areas such as advising, language proficiency development, funding, or employment, are online in various sections of the departmental website:

- http://las.depaul.edu/departments/modern-languages/student-resources/resources/Pages/default.aspx
- http://las.depaul.edu/departments/modern-languages/student-resources/Pages/external-internships.aspx
- http://las.depaul.edu/departments/modern-languages/student-resources/Pages/external-jobs.aspx
- http://las.depaul.edu/departments/modern-languages/student-resources/academic-advising/Pages/advising-faq.aspx

In addition, DePaul University provides a wide range of academic, health, and career services to help students achieve success in their programs. These include:

Academic support services

Academic support services exist to help students make adequate academic progress, or, when they can't do that because of circumstances out of their control, point them to systems and processes that help them overcome life hurdles. For information, guidance, or referrals, contact the departmental academic advisor.

Adult services

DePaul's Office of Adult, Veteran, and Commuter Student Affairs produces programs throughout the year on a number of topics; these serve either the entire adult undergraduate and graduate/professional student populations or targeted sub-populations. For details, visit:

http://offices.depaul.edu/student-affairs/about/departments/Pages/adult-veteran-commuter-student-services.aspx

Counseling

At some time in our lives, each of us may feel overwhelmed and may need help dealing with life's challenges. According to the National Institutes of Mental Health, more than 30 million Americans need help dealing with feelings and issues that seem beyond their control—problems with a marriage or relationship, a family situation, job loss, depression, stress, burnout, substance abuse, or death of a loved one. Counseling and care services are available at DePaul for students who find themselves in these kinds of situations; see

https://offices.depaul.edu/student-affairs/about/departments/Pages/ucs.aspx

Demon Discounts

The Demon Discounts website provides discounted products and services to the university community from vendors who support DePaul University. Over one hundred discounts are available to DePaul faculty, staff, students, parents, alumni, retirees and others; see:

http://discounts.depaul.edu/index.htm

Additional discounts for movies, sporting events, and performances are available from the Office of Student Involvement at:

https://offices.depaul.edu/student-affairs/about/departments/Pages/student-involvement.aspx

Graduate Student Community

Many specialized services, programs, and opportunities are available to graduate students as members of the DePaul community. These include:

- Service Immersion Trips: domestic and international service immersion trips are available through University Ministry during December intersession and spring vacation. Graduate students are encouraged to participate; see: http://offices.depaul.edu/student-affairs/student-life/community-engagement/service-immersion-trips/Pages/default.aspx
- Student Organizations: Student involvement is a critical piece in building a sense of community and belonging. Graduate students are highly encouraged to lead student organization in order to add to their experiences and skill set. A list of DePaul student organizations is available online at: https://offices.depaul.edu/student-affairs/student-life/student-organizations/Pages/default.aspx
- Community Engagement: Regular participation in one (or more!) of the many community engagement opportunities at DePaul can provide students with the personal connections and fulfillment to truly enjoy and appreciate their graduate school experience. The administrative and leadership experiences can also provide internship-quality experiences for students and help them to gain/polish necessary professional skills.
- Events: Looking for something to do? Departments across the university regularly offer students a variety of events on campus and in the Chicago community that get you engaged, keep you entertained or expand your knowledge and world. Student Affairs is about your DePaul student experience, and most departments plan and coordinate a number of events throughout the year; see: https://offices.depaul.edu/student-affairs/Pages/default.aspx

- **International Student Services:** The Office for International Students and Scholars (OISS) provides advising services to over 1500 international students and scholars with F-1 and J-1 visas at DePaul University. See: http://oiss.depaul.edu/
- **Leadership Opportunities:** Graduate school provides an excellent environment to grow and develop leadership skills. Students are highly recommended to participate in opportunities where they may exercise their leadership skills and develop connections with others.
- **Parents & Family:** DePaul University recognizes that parents and family are an integral partner to their students' success. We are here to support them and create opportunities where they can become educated and engaged as a member of the DePaul family. Through our programs and resources our goal is to help them stay connected with the university, while supporting them as they take an active role in their student's experience. Additionally, we strive to contribute to goodwill for the university and promote appropriate roles for parents and family members within the campus community. For further information, contact the DePaul parents organization via email at: parents@depaul.edu.
- **Professional Opportunities:** Students have many, free professional development opportunities available to them through DePaul University. Students interested in a career in education (K-12, higher education, administration) should consider completing the Teaching Learning Certificate program or the Assessment Certificate program; see: http://tlcp.depaultla.org/ and http://acp.depaultla.org/.
- **Student Publications:** Submitting articles through a student publication can serve as a great spring board into submitting articles for professional publications.
- **Career Center:** DePaul's Career Center offers a wide variety of high quality workshops and networking events. Students are highly encouraged to make the most of their DePaul experience by attending Career Center events every quarter; see: http://careercenter.depaul.edu/

Scholarships

DePaul University charges tuition per credit hour per term. Most DePaul courses are worth four (4) quarter credit hours; DePaul's academic calendar is divided into three "quarters" or "terms" (Autumn, Winter, and Spring), with additional courses also available during two summer "sessions." To help fit the cost of graduate school in your budget, DePaul provides multiple methods of payment. For additional details on tuition and fees or setting up payment plans, please visit the Student Accounts website at studentaccounts.depaul.edu.

The Department of Modern Languages offers an annual award of up to $600 to support the expenses of graduate students' work on their portfolio projects. Detailed information about eligibility for the award and application procedures is available online at:

https://depaul.academicworks.com/opportunities/6081

Students may review all DePaul scholarship opportunities through the online scholarship application process. New scholarships appear regularly, so students should check weekly for new opportunities; see: https://depaul.academicworks.com/.

Needs-based financial aid may also be available through the Office of Financial Aid. Eligibility is determined through completion of the Free Application for Student Financial Aid (FAFSA). You might wish to explore student loan options, which provide a form of financial aid that must be repaid, with interest. Student loans are available through the federal government's direct loan program or through private lenders. The Office of Financial Aid website provides guidance on what to look for and what questions you should ask when researching federal and private loan options. Visit the the Office of Financial Aid's website at:

http://www.depaul.edu/admission-and-aid/financial-aid/Pages/default.aspx

Graduate students should also seek additional funding from outside sources. A listing of scholarship search engines is available on the Office of Financial Aid's website, shown above. Some typical examples of outside sources are:

American Association of University Women
http://www.aauw.org/what-we-do/educational-funding-and-awards/

P.E.O. International Peace Scholarships
http://www.peointernational.org/about-peo-international-peace-scholarship-ips
Established in 1949 to provide scholarships for international women students to pursue graduate study in the United States and Canada.

Paul and Daisy Soros New Americans Fellows Program
http://www.pdsoros.org/

Qatar Foundation International
http://qfi.org/programs/
Provides grants for education, training, and professional development of K-12 Arabic teachers.

American Association of Teachers of Spanish and Portuguese
http://www.aatsp.org/?page=2015Scholars
Funding to support research and travel abroad by graduate students.

These and many similar organizations offer grants, scholarships, or awards that students in the MA programs for Modern Languages may seek to offset partially or fully the costs of their education in the programs.

Appendix 1 – Instructions for portfolio project "framing paper"

During your first term in the MA program, you must submit a "portfolio project framing paper," following the instructions below.

The portfolio project framing paper should describe and provide a rationale for your selection of coursework and choice of experiential learning activities in the MA program in Modern Languages at DePaul University. It should explain how that coursework and those activities will serve your professional development, career advancement, or personal growth. It should also clarify the practical and theoretical considerations in your field of interest that may be involved in your selection of coursework and choice of experiential learning activities. Your "framing paper" should include the components described below; the page length recommended for each component assumes double-spaced pages.

INTRODUCTION. Begin with a brief introduction to your professional or personal interests. These constitute the guiding purpose and context for your selection of coursework and choice of experiential learning activities in the MA program. Although you may not be able to anticipate your exact selection of coursework or final outcomes of your experiential learning, you should be able to explain, in the section "Rationale," how these will contribute to your professional development or personal growth. *Recommended length: 1 page.*

RATIONALE. Next, provide a detailed rationale for the courses that you plan (or hope) to complete in the MA program and for the outcomes that you plan (or hope) to achieve from your experiential learning activities. It must clearly explain how the coursework and activities will enhance or improve your professional development or personal growth. In short, what is the value of your coursework and experiential learning for someone committed to your area of interest? *Recommended length: 1-5 pages.*

DESCRIPTION OF PRACTICAL AND THEORETICAL CONSIDERATIONS. Now, describe in detail the practical and theoretical considerations that you anticipate facing in achieving your goals and objectives in the MA program. For example, do you:

- anticipate the need to satisfy any governmental or professional requirements for participation in your chosen experiential learning activities (such as a background check or language proficiency test)?
- hope to satisfy any specific state, national, or professional standards (such as rating from the ACTFL OPI, Common European Framework of Reference for Languages, or Interagency Language Roundtable)?
- want to qualify for any professional associations, certificates, licenses, or titles (such as a K-12 teaching endorsement in Illinois, membership in a professional organization, or a certification as an interpreter or translator)?
- wish to acquire specific practical skills or theoretical knowledge required for

    participation in your professional field (such as teaching, social work, or healthcare delivery) or for acceptance to a doctoral program of study?

- hope to achieve professional or public recognition for the outcomes of your experiential learning activities (such as publication of a translation, performance of a theatre work, or participation in an organized competition)?
- want to prepare yourself for further individual study or self-directed learning?

For any of these practical or theoretical considerations, you should provide all the information possible about the professional associations, community organizations, academic graduate programs, public resources, or audiences involved, explaining their relevance to your goals and objectives, their importance to your field of interest, and the exact standards, completed work, tangible skills, or verified knowledge that they require for participation in that field. *Recommended length: 5-10 pages.*

SCHEDULE OF WORK. Provide a provisional schedule of:

- the coursework that you hope to complete during your enrollment in the MA program (your program advisors can help you with this)
- where, when, with whom, and how you will complete your experiential learning activities (include any steps necessary to collect data, document your work, or to disseminate publicly or professionally your outcomes)
- any tests, examinations, competitions, or other professional evaluations required for you to complete the MA program (such as the ACTFL OPI, a state "content-area" test, or peer review of your work)

Completing this section may require estimating future deadlines that you cannot control. You should anticipate adjusting your schedule during the course of your two years in the MA program. *Recommended length: 2-3 pages.*

CONCLUSION. Finally, summarize your overall professional goals and objectives from completing the MA program in Modern Languages, then explain what future steps you anticipate in your career advancement or professional development, after completing the MA program in Modern Languages at DePaul. *Recommended length: 1-2 pages.*

Appendix 2 - Administrative forms

LAS Forms Library:

http://las.depaul.edu/student-resources/graduate-student-support/forms/Pages/default.aspx

1) **Transfer Credit Request**
2) **Readmission Request**
3) **Final Requirements Confirmation**

https://lascollege.depaul.edu/FinalRequirements/

4) **Electronic Thesis and Dissertation Approval (for theses only)**
5) **Abstract and Keyword Form (for theses only)**
6) **Sample Title Page (for theses only)**