Applying to Graduate School

A Pocket Guide for DePaul Students
About This Guide

The Center for Access and Attainment designed this guide for undergraduate students seeking information about applying to graduate school.

It includes not only helpful information about the application process, but also highlights important resources at DePaul University that can be specifically beneficial throughout the process as well.

For more information about this guide or applying to graduate school,

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INTRODUCTION

Applying to graduate school can be a stressful and time-consuming process. However, with the right guidance, you can manage the process and successfully submit multiple applications to different graduate programs.

This guide will offer you some insight into how to apply to graduate school by creating a graduate application portfolio. With a graduate application portfolio, you can

1. Identify graduate schools worth applying to,
2. Create and tailor application documents (e.g., personal statements) to specific programs, and
3. Collectively share this material with potential recommenders who will write letters of recommendation on your behalf.

Feel free to read this guide as needed as you prepare for or complete your graduate application portfolios.
BUILDING A GRADUATE APPLICATION PORTFOLIO

Applying to a graduate program requires creating and submitting multiple items for each program. These items will include an online application, personal statement (or statement of purpose), a resume/CV, and recommendation letters, among other potential items. A Graduate Application Portfolio allows you to place all of that content in one place to review, edit, and manage material in one setting, submit to multiple programs, and provide recommenders with necessary content for them to write you a strong recommendation letter.

As this guide highlights, the graduate application portfolio will consist of the following items:

1. Cover page
2. Personal Statements (Statements of Purpose)
3. CV or Resume that you may use in your applications
4. Transcripts
5. Writing samples (if required by program)
6. Recommendation Letters
7. GRE scores (if required by program)

As you prepare for applying to graduate programs, take time to create your graduate application portfolio to make the process of applying Less Stressful and more coordinated. Whether you are a first-year student or a rising senior, it is never too late to start creating your portfolio. The key to successfully applying to graduate school is Preparation and creating a graduate application portfolio will help you prepare for applying to multiple graduate programs.
SELECTING GRADUATE PROGRAMS

Selecting which graduate programs to apply for may seem difficult. To help you decide, a key question you should ask yourself is whether there is **Program Fit**. For every program, you should ask yourself if you fit academically, socially, and financially in that department and institution. By answering these questions, you will be in a better position to decide which programs deserve your attention. Applying to graduate school requires time, energy, and financial resources. For this reason, make sure to consider how you fit within each program before deciding to apply. A good rule of thumb is to select between 7-9 programs.

**Academic Fit**

Academic fit refers to the program faculty, courses, and a community that will support your intellectual interests. Even though different institutions offer the same degree, (e.g., a Ph.D. in political science), some programs may vary in the type of intellectual training they provide to students. For example, some programs may be stronger at teaching research methods, some may have a stronger grasp of teaching a specific type of theoretical framework, and others may offer more practical internship/hands-on experiences others. When researching a program to apply to for acceptance, take time to see if there is structure to support your intellectual curiosity and growth.

**Social Fit**

Social fit refers to the range of personalities and social characteristics (e.g., race, class, gender) within the program and how faculty, staff, and students treat each other based on these personalities and social characteristics. Even if you fit a program academically, if the program does not have a community that allows you to interact, engage, and learn because there are too many social conflicts based on personality or identity, then fully participating in the program will be difficult.
As such, take time to understand the program’s community and the community where the institution is located. A good start is to examine the program staff and faculty to learn about their social makeup and contact current doctoral students in that program to ask about their experiences.

**Financial Fit**

Financial fit refers to whether the program offers institutional funding for you to realistically graduate in time with comfort. This funding can come in the form of scholarships, assistantships (teaching, research, graduate), or fellowships. Assistantships and other graduate jobs can be found on campus job boards. However, if the program does not offer adequate and reliable funding packages then that program is expecting you to make up the difference through loans or outside funding, both of which will lead to substantial cost and stress. Make sure to review the program’s financial awards and policies to understand how the program will invest in you financially, and for how long. You may also contact faculty and current students to get a sense of how funding operates within a program if the information is not posted on their website or graduate student handbook.

**Creating A Spreadsheet**

As you determine which schools you want to apply to based on academic, social, and financial fit, you can begin to create a table or Excel sheet that lists each program. On this table or Excel sheet, which you will refer to throughout your time applying to graduate school, you will also include some key logistical information, such as:

- Name of the School
- Name of the Program
- Degree Sought
- Application Deadline
- How Recommendations Request will be Sent
- Name of Any Faculty You Will Like to work with
- One sentence summary of why the program is a good fit

With this information, you will be in a better position to create the remaining content needed for successfully submitting your application.
**Online Applications**

Each graduate program you apply to will require you to complete an online application. Within each application, programs will ask you to share some basic information such as your name, major, and GPA. Sometimes the applications may include questions such as would you like to be considered for internal funding such as for fellowships and assistantships. In addition to basic information about who you are, the application will also allow you to, or give you clear directions, for submitting additional required content, such as your personal statement, recommendation letters, and unofficial transcripts.

To submit your application once you have completed each section, most programs will require you to pay an application fee. These application fees can range from low to high depending on the program and institution. For example, some application fees may be $50 while others can be as high as $150 or more. To prepare for these fees, you must begin saving money as early as possible once you have an idea that you may want to pursue graduate school. However, some institutions and programs will waive the application fee if you contact them and state that lack the funds to afford the fee and can demonstrate financial hardship (e.g., being low-income).

To become more familiar with online applications, take time to learn when the application open online and then create an account to review before officially submitting. This early review will allow you to become more comfortable with the application process and reduce the stress of submitting applications to multiple institutions and programs. Equally important, you will know which content needs to be a part of your graduate application portfolio when it comes time to request recommendation letters and officially apply.

**Graduate Application Fee Assistance**

If you are a participant in a Center for Access and Attainment (CAA) program, such as TRIO SSS, McNair, or Mitchem, you are eligible to receive application fee assistance.
WRITING A PERSONAL STATEMENT

Whether you have to write a personal statement or a statement of purpose, the goal within each document is to share your academic and professional journey, from where you started to where you want to be. Yes, each program you apply to will have specific prompts that they want you to address, and of course, your response will include answering these prompts. But more times than not, these programs are asking for the same thing – YOUR STORY. When telling your story, you will be explaining why you will be a great fit for their graduate program.

Every good story, in this case a non-fiction story, has a structure, also known as a story arch or narrative arch. To communicate your academic and professional journey and why you fit their program, it is imperative that you follow this structure to pull readers along. Luckily, the structure is simple – every story has a beginning (past), middle (current), and end (future). If you can communicate the beginning, middle, and end of your story, you will write a statement that allows admission committees to understand your purpose and how their program can help you reach your goals.

Before jumping into your story arch, do not overlook the evidence, or content that you will use to tell your story. The content of your story includes the activities you have completed during your academic and professional journey. These activities will range from courses you have taken during your study at DePaul to internships and research experiences, among other co-curricular experiences. To help you not lose sight of your content while writing your story, have your resume/CV close by so you can refer to specific activities and experiences as you describe your journey. Without such content, you will struggle to tell your story, so make sure to create a list that details your curricular and co-curricular activity.

BEGINNING (PAST)

The beginning of your statement starts with (1) a concise sentence stating the program and institution you are applying to and (2) the initial academic and professional experiences you have completed and perhaps continue to participate in during your study at DePaul. A good way of thinking about the beginning is by asking yourself, “what have I done” in preparation for this program. In answering this question, a few things should immediately stand out. One is that you have selected a major and taken key courses within your
field of study. Accordingly, your intro paragraph may sound something like, “Having grown up in an urban environment, I have developed a passion for studying urban ecology and decided to major in environmental sciences to understand urban environmental practices and policies.” You could then follow up by highlighting some of the courses you have taken within your field, such as saying, “the courses I have taken during my study include ENV 320: Urban Ecology: Research Methods and EVN 325: Environmental Justice.” The point of the beginning paragraphs is to establish that (1) you have a passion for your field (usually your first sentence) and (2) show readers that you have begun to build a foundation for becoming an expert within your field. Within these beginning paragraphs, you can include any activities that you have done that support this narrative, such as participating in an early research project as a first-year student.

**Middle (Present)**

After writing the beginning paragraphs (what you have done), you will then have to discuss the present (what you are doing). In describing what you are doing, you are pulling form the same type of content that you used in your beginning paragraphs - the curricular and co-curricular experience you are currently involved as a student. For example, if we continue with the environmental science student as an example, the student would write a paragraph stating, “After taking ENV courses, I then applied and currently working in a research lab studying urban organism under the supervision of Dr. Mary. During this experience, I assist with collecting data samples and analysis and plan to present the results at an upcoming undergraduate research conference.” Within the middle paragraphs, focus on what you are doing and show the readers by giving concise details and outcomes of the experience.

**End (Future)**

Upon completing the middle paragraphs where you discuss your current curricular and co-curricular activities, your final paragraphs will focus on what you plan to do based on your past and current experiences. Within these closing paragraphs, your focus is to explain how joining their program will provide you with the expertise and skills needed to become the professional you aim to be. These paragraphs call for you to name the courses, research projects, and other experiences offered at the program. For instance, the same ENV student could write ending paragraphs such as “moving forward, I aim to
a Ph.D. in environmental sciences to become an environmental researcher. Joining your Ph.D. program will allow me to develop the skills necessary. I am particularly interested in the following graduate courses.” Within these end paragraphs, you can also write about potential faculty you would want to work with, but make sure to be specific enough to name names, but broad enough to show you are open to working across the program. You could write something such as “I am particularly interested in working with Dr. Thompson, Dr. Johnson, and Dr. Lopez but also happy to join the program to learn and participate in a range of classes and activities.” The ending paragraphs are your chance to demonstrate your fit by researching the program you are applying to and highlighting how their curricular and co-curricular experiences align with your academic and professional journey.

**Conclusion**

Writing personal statements and statements of purpose will require you to respond to specific prompts and know when to be more personal or less. However, in either form, write from the structure of beginning (past), middle (current), and end (future) when describing your academic and professional journey and why you are a great fit within a program. With this structure, you will be able to create strong drafts that you can use to apply to multiple programs in a manner that tells your story while still customizing the statement per program.

**Brainstorming Activities**

1. **Begin with a bag of physical artefacts.** Collect items to fill a bag that physically show and represent different aspects of you and your academic and personal journey (e.g., ethnicity, gender, nationality, school, community, major activities, religion, and goals for future). These may spark a story, quality or way to connect your experiences to your culture and community.

2. **Freewrite.** Freewriting is a great and easy way to get over the initial fear of the blank page by getting your first ideas out. Set a timer for 5 minutes and begin writing whatever comes to your mind in response to the personal statement prompt. **Don't** stop writing or delete/erase anything. Don’t waste time fixing spelling mistakes or making something sound perfect, just begin writing and don’t stop until the timer goes off!
Sample Statement One

The stories of oppressed people of color are not narrated in the academic apparatus. My academic and personal background inspired me to change that reality of academia the moment I pursued an undergraduate education. Since I started school at DePaul, I have worked with Mujeres Latinas en Acción and Pilsen Alliance, two community organizations that thrive for social justice in Chicago’s Pilsen community. I have volunteered in Pilsen with both of these organizations for four years, working on a variety of topics including domestic violence, women healing circles, youth empowerment, and gentrification. As a result of my work with Latinx communities, I wanted to get more involved with communities in Latin America. Even though I did not have the funds as an undergraduate, I was afforded the opportunity to experience living in Merida, Mexico, where I worked with a Mayan community in the south of Merida called La Guadalupana.

My function in the community was to teach Mayan children. However, I also connected with the mothers in the community and helped advocate for them. Specifically, I advocated that the administration (the executive directors in charge of the Manos Unidas por el Sur de Mérida non-governmental organization, the NGO that partnered with DePaul for the community service component of the study abroad trip) pay more attention to the needs of the community and to be more transparent with how the funds for the community were spent. Consequently, I was able to get La Guadalupana more funding and amplify their voice in issues with the administration that regarded the community. This community taught me about the powerful role of women in community building and organizing. In addition, the experience as a whole confirmed that I was passionate about working with marginalized communities whose voices the academic apparatus suppresses.

In terms of academics, my course of study in Latin American and Latino Studies opened my eyes to how U.S. politics has historically and continuously oppressed marginalized people in Latin America as well as Latinx people in the U.S. This has allowed me to explore the hidden stories of oppression and resistance in Latin America, as well as understand the international socio-political mechanisms of oppression of the U.S. political system and how those mechanisms impact Latin Americans and Latinx people in the U.S. For example, the U.S.’ involvement in Latin America caused an increase in
migration of people to the U.S. Additionally, there is also a hidden story of local resistance against oppressive U.S. involvement and institutions. Examples of this are the movements led by women such as former Comandanta Ramona in the Zapatista movement in Mexico and the Madres de Plaza de Mayo in Argentina. The more that I learned about the oppressions that people of color suffer in Latin America and the U.S., the more I wanted to investigate these issues. These courses developed my general research interests, which include understanding the intersection between global and local structures of oppression and resistance, in the U.S. and Latin America. More specifically, I am interested in the politico-educative processes involved in social movements and U.S. involvement in Latin American politics and societies. Moreover, I am passionate about examining issues that revolve around Latin American and Latinx women, including third world feminist theories and women’s movements.

In essence, my educational and career goals include obtaining a Masters Degree at the University of Texas, Austin (UT-Austin), becoming a Latin American Studies professor, and contributing to the Latin American and Latinx communities. For this reason, I would like to pursue a M.A. degree at the University of Texas, Austin. Within the Latin American Studies Program at UT-Austin, I would like to pursue the Human Rights Concentration. In this program, I would like to conduct research on Gender and Feminist Theory in Latin America and how those theories are put into practice in different women’s movements and groups in the region. Specifically, I would like to explore these movements in the countries of Mexico and Chile, where many grassroots movements exist but are not visible in academia. After obtaining my M.A., I would like to pursue a doctoral degree within the LLILAS program because it is interdisciplinary. It will provide me with both the extensive scholarly knowledge and the skills necessary to work outside of academia, which is important to me because I plan to work with many different communities in Latin America. In terms of my faculty of interest, I would like to work with Dr. Gloria González-López because of her sociological focus on feminist-informed epistemologies and methodologies. I would also like to work with Dr. Nicole Guidotti-Hernández because of her expertise in Transnational Feminist Methodologies and Latinx Studies and her work in Mexico.

As a working-class Latinx woman, I bring crucial, unheard perspectives to academia and want to contribute to building a more diverse professoriate. This is very important for me because the voices of marginalized groups are hardly ever heard or represented in academia,
and I want to radically change that. As a professor within the field of Latin American Studies, I would like to do pro bono work for community organizations in line with my research interests in global and local structures of oppression and resistance. Thus, not only will I diversify academia through my presence and the focus of my work but also by putting my academic work into action through my partnerships with grassroots movements and non-profit organizations who directly advocate and represent marginalized communities. The Masters Program in Latin American Studies at UT-Austin will help me achieve my intended goals by expanding my research skills and experiences with research in Latin American and Latinx communities. Ultimately I aspire to contribute to the Latin American and Latinx communities by conducting research that makes visible these marginalized people and the issues they face.
Sample Statement Two

This past spring I attended a dialogue between bell hooks and Cornel West called, “Conversating: Black Men Speak” in which hooks made the provocative statement that “beloved community is formed not by the eradication of difference but by each of us claiming the identities and cultural legacies shaping who we are.” Her words underscored the importance of doing critical work to illuminate the often untold stories of marginalized individuals. This idea inspired me to consider the untold stories of the many black gay leaders who spearheaded social movements in the United States, and to pursue graduate research in Africana Studies in order to do the work necessary to tell these stories.

I first became familiar with canonical texts in African American Studies through an undergraduate course on African and black diasporas. Ivan Van Sertima’s “They Came Before Columbus” provided the foundation for my evolving interests in historical African American identity formation. Other texts, such as those by Paul Gilroy, demonstrated how contemporary black identity can be traced back to the Atlantic Slave Trade. Having encountered these texts, I deepened my research skills and agenda as a McNair Scholar. This program enabled me to design an independent study which examined the ways in which Tan Confessions, a midtwentieth century magazine marketed toward African Americans, attempted to promote racial uplift but ultimately undermined that goal. Through this project, I developed my voice in crafting probing research questions and increased my knowledge of historical and sociological methodologies for humanistic inquiry. For example, I converted issues of Tan from microfilm into digital files to conduct a textual analysis of problematic advertisements. These efforts culminated in my published senior thesis entitled, “Moral Economy: Black Consumerism and Racial Uplift in Tan Confessions, 1950–51,” where I argued that the advertisements in Tan played a significant role in shaping contemporary black beauty ideals.

I built on this momentum to broaden my knowledge of key issues in Africana Studies when I was selected as an Undergraduate Research Fellow at Columbia University. Under the guidance of Professor Josef Sorett, I conducted an extensive literature review on theories of black masculinity and sexuality in visual culture and wrote a research paper entitled, “(Mis)Representing the Black Male Body: Exploring Black Masculinity and Sexuality in PrEP4Love.” PrEP4Love is an HIV prevention campaign. My analysis

Pay Attention To Prompt

Some schools may ask for answers to specific questions in your personal statement, or ask for slightly different approaches to the statement.

Check each prompt and requirement for each school, that way you can be sure to write a statement that meets each schools expectations.
focused on how the campaign’s ads subtly re-produced negative stereotypes of black hypermasculinity and hypersexuality. Reading Stuart Hall’s The Work of Representation alongside Professor Kobena Mercer’s Reading Racial Fetishism provided the theoretical framework to analyze the campaign’s ideological constructions of race, gender, and sexuality in photography. This project led to my current research focusing on the intersections of race, gender, sexuality and history – particularly the ways black gay men starting in the 1950s resisted racism and homophobia through counter-hegemonic cultural production.

I am deeply interested in exploring the rise of black gay identity starting from the midtwentieth century United States in order to shed light on how cultural production reflected and informed their consciousness. At Cornell, I hope to develop and expand this research focus by working with Professors C. Riley Snorton, Noliwe Rooks, and Salah Hassan whose influential work in the intersections of history, race, gender and sexuality will enable me to ground my research questions in the broader field of Africana Studies. In my estimation, Cornell’s program fits well with my doctoral research agenda and my determination to become a productive and engaged educator and scholar.
Sample Statement Three

I feel that it is in true despair we find ourselves. My passion and drive to expand my knowledge and experience with mentoring youth and research stems from two central experiences. First, observing how my younger brother responded to my father’s suicide. As a witness to my father’s suicide, my brother not only suffered the loss of our father but also experienced the trauma of seeing our father pass firsthand. Due to insurance constraints, our family did not have the financial means to get my brother the mental health support services he needed to help cope with the aftermath of this traumatic event. Seeing my brother suffer anguished me but also instilled in me a deep desire to learn more about psychology and coping strategies that not only help youth build resilience, but help them thrive. Second, was my response to my dad’s suicide. In my deepest despair, I sought out understanding, enrolling in Death and Dying Psychology immediately after his death to learn and understand what I was experiencing.

My drive to learn more about psychology, more specifically mental health, trauma and resiliency led me to apply to the McNair Scholars Program at the University of New Mexico. As a McNair scholar, I was able to participate in a summer research experience working with Dr. Shirley Heying, investigating Mexican-American youth living in colonias (or unincorporated neighborhoods) on the U.S./Mexico border. Using both an interdisciplinary (psychology and anthropology) and mixed methods (quantitative and qualitative) research approach, my project sought to understand youth perspectives on community issues and wellbeing. Through this research opportunity, I developed a successful Institutional Review Board application that was approved without revisions upon first submission. I then conducted semi-structured interviews in both Spanish and English with colonia youth, and performed data analyses. What was found was that despite the disparities the colonias community experienced and the myriad of traumatic events, it was the community and the youth that took responsibility for building each other up and encouraging resilience. I then presented the findings of my project at different professional conferences, such as Society for Cross-Cultural Research conference and both local and national McNair conferences. This experience has been both enlightening and inspiring, further fueling my passion to advance my education and research experiences. After I graduated the University of New Mexico, I sought out a Masters in Clinical Mental Health Counseling at DePaul University.
Upon my arrival at a new city and new University, I knew that I wanted to get involved with both clinical and research experiences. Without knowing a single person, I was on a mission to get involved. This lead me to the Cities Mentors Program, a research project piloted by Dr. Kathryn Grant. For the first year, I worked closely with Bob Gottlieb, in creating and implementing reading intervention for struggling youth at Joplin Elementary School. This included developing a literature review and literature research to gather the best interventions for literature, and behavioral interventions. Bob and I also collaborated with reading specialist, Dr. Beverly Trezek from the College of Education in providing additional reading interventions, such as Read Naturally and tutor training methods. My second-year volunteering in the Cities Mentors Program, I took a leadership role as a Supervisor of the Literacy program. This entailed working with undergraduate students, school officials (like school counselors, and teachers), school aged youth, and the cities research team.

As a supervisor, I engaged and taught undergraduate students about reading and behavioral interventions, in addition to leading discussions about cases and situations presented to us. Our car rides to and from our designated school became the most crucial as it was a time for the team to process, and problem solve any situations or questions that may have arose while working with the youth. In addition, I also worked very closely with the school counselor, we often collaborated regarding student’s success and school needs. I also worked closely with the youth at the elementary school, as they were the focus of this entire project. Working with them, I became in awe of how challenging the youths’ lives could be, yet they were constantly putting forth effort to improve themselves and their community. Lastly, I worked with the research team in providing data collected from the site, and any additional insights from working with the youth and the school.

The experience working with youth wasn’t always beautiful, as I learned how challenging working with youth can be, especially those who had experienced so much stress. However, experiencing the difficult days only encouraged me to learn more, and to search for what more can be done. Loyola University (School Psychology) is a program that I believe will foster personal and professional growth. My goal in graduate school is to pilot a research project that develops effective counseling strategies, while providing tutoring services that help children and youth overcome arduous obstacles stemming from traumatic events and loss. Adhering to the scientist-practitioner model, I believe strongly in analyzing and creating new ways to better equip bilingual, bicultural children with culturally-effective tools they need to overcome trauma to thrive both in childhood and adulthood.
Sample Statement Four

Last Spring, I received a dual Bachelor’s degree in International Studies and Spanish with a minor in Latin American and Latino Studies from DePaul University. Today, I am a teaching assistant and first year doctoral student in the Women and Gender Studies Ph.D. program at Stony Brook University. Enrolling at Stony Brook last Fall served to reinforce my conviction that I am more than simply a feminist social scientist: I am a devoted scholar of international politics. As such, I am looking to transfer to Florida International University’s joint-degree program in Latin American and Caribbean Studies (M.A.) and International Relations (Ph.D.) not only because it is one of the few I.R. doctoral programs in the country (to me, I.R. is more than simply a subset of Political Science), but also because its strong group of Latin Americanist faculty and graduate students is ideal for my research interests.

My experiences as an Ecuadorian immigrant were my first motivation to study contemporary global issues, namely, human rights and international migration. I am currently interested in researching state protection mechanisms and the present-day human rights situation at the Ecuador-Colombia border as they are affected by the weak presence of the Ecuadorian state and the Colombian conflict. My work thus aligns particularly well with that of with Dr. Marcie Washington, who focuses on international migration and international and civil conflict. I am also drawn to the work of Dr. Astrid Arrarás, given her expertise in Latin American institutions. Finally, Dr. Eduardo Gamarras’s work on South American and Andean politics, along with Dr. Chantalle Verna’s theoretical work on migration and transnational practices, is also of great interest to me. While at FIU, I hope to take advantage of the Kimberly Green Latin American and Caribbean Center to connect with other scholars also focusing on the Andean region. I am excited to further my research in Ecuador in particular, and to see how my future mentors and colleagues will develop my current interests.

I believe I have what it takes to succeed in a program like FIU’s given the significant research experience I have accumulated throughout my undergraduate career. In the summer of 2015, for example, I was part of a research trip to Argentina funded by the Mitchem Fellowship Program at DePaul University. Our research team studied issues of discrimination and privilege in the context of Argentine society, looking
particularly at the migrant population from surrounding countries (Bolivia, Peru, and Paraguay). Along with my research team, I navigated the IRB process, collected surveys, and helped run focus groups. The following year, I traveled to Argentina for a second time to continue this project, this time with the help of a research grant from the McNair Scholars Program. I crafted an independent study and, once abroad, conducted informal interviews with Bolivian immigrants in order to examine structural national exclusion and discrimination. Upon returning to the U.S., I attended weekly seminars on how to formulate a research question and hypothesis, write a proper literature review, transcribe interviews, and present my results. Those two summers gave me unique, first-hand experience in research collaboration and ethnographic fieldwork.

I further developed my research skills in the summer of 2017, when I had the privilege of participating in the University of North Carolina at Chapel Hill’s summer research program. There, I conducted research on Ecuador’s late–20th century indigenous movements and focused on the movements’ intersections of gender, politics, and race. The question I posed was: how can indigenous women’s strategic role in the post-1990 indigenous movements be interpreted? I argued that women, as the discursive embodiment of indigenous collective identity, lent cultural and ethnic authenticity to the movement, whereas indigenous men came to represent all that was modern, progressive, and political about the movement. Needless to say, this summer provided me with critical archival and analytical training.

Finally, I also served as an undergraduate research assistant in an ethnographic research project on the Colombian Peace process, particularly as relating to forcibly displaced communities and socio-environmental justice. My responsibilities included translating my mentor’s research project proposal (and other documents) from English into Spanish and vice-versa. Along with my research team, I also transcribed and coded audio-recorded interviews focused on political violence victims and displaced community members that my mentor collected in the Colombian Pacific Coast with a Colombian NGO. As a result of this experience, I learned how to work collaboratively with other young scholars, further developing my understanding of and skills in observatory fieldwork, using software such as Inqscribe to work with audio-recorded interviews.

These experiences and coursework shaped my current research interests in human rights and migration in Latin America, specifically from the Andes. Last Fall, my “Theory, Method, and Politics of Ethnography” graduate class (grounded in feminist studies, anthropology and sociology) provided me with the tools, theoretical frameworks, and actual practice of conducting ethnography as a methodology. In addition, my graduate directed readings course “Theories and Methods Migration Studies” introduced me to a wide range of scholars engaging in refugee studies and contemporary case studies of international migration. These courses have provided me with the theoretical framework
to explore contemporary problems in International Relations.

As a budding academic, I am also aware of the importance of continually seeking funding in the form of grants and fellowships. As such, I have applied for the National Science Foundation Graduate Research Fellowship (NSF-GRFP) and hope to hear back from them this April. Further, because my future methodological approach would likely be ethnographic in nature (including in-depth interviews with public officials, human rights activists, internally for the Mellon International Dissertation Research Fellowship (SSRC-IDRF) once I am ready to embark on my fieldwork. Finally, my current position as a graduate teaching assistant at Stony Book University has provided me with invaluable teaching experience; I hope that one day it will serve my goal of becoming a tenure-track professor at a university level.

Ultimately, I plan on pursuing a specialization in Latin American human rights and migration, and I believe FIU’s dual-degree program will equip me with the tools to do so. It is my hope that my research will not only fill a scholarship gap on the conditions faced by migrants and asylum seekers at the Ecuadorian-Colombian border, but that one day it will also lead to better international and regional migration policies.
Resume and CV

Most graduate programs will require you to submit a resume or CV to complete your application. A **Resume** is a shorter document than a CV (1–2 pages) and focuses on communicating the skills you have attained from current or previous job/internship positions and experiences. A **CV** is longer (no page limit) and focuses on both the skills and academic achievements you have developed from current or previous academic or professional positions and experiences. Whether you are required to submit a resume or CV, there are a few categories you can include when creating your document:

- Education
- Awards and Honors
- Jobs/Internships
- Undergraduate Research
- Experiences
- Study Abroad
- Publications
- Conferences/Presentations
- Volunteer Experiences

Feel free to use one or all of these offices mentioned in the bubble, among others, to create a strong resume or CV. While receiving specific input from the above resources, however, there are some general key points to keep in mind when putting together your resume/CV. These points include:

- Organize your experiences based on the program(s) you are applying to
- Highlight both your activities and accomplishments within each description of current or previous job/internship positions
- Quantify information, when applicable, in your job/internships positions

By following these general key points, your resume or CV will be **Descriptive** and **Informative**, allowing the graduate admission committee to understand why you are a good fit for their program.

Check out two sample resumes and one sample CV following this section.
OLIVIA WILSON

IT PROJECT MANAGER

PERSONAL PROFILE

I am an IT project manager with holistic knowledge of software development and design. I am also experienced in coordinating with stakeholders.

WORK EXPERIENCE

Project Manager
Westheon FGW | Oct 2017 - present
- Conduct day-to-day project coordination, planning, and implementation across multiple teams
- Create functional and technical application documents

Senior UX Designer
Pixelpoint Hive | Jan 2014 - Sept 2017
- Managed complex projects from start to finish
- Collaborated with other designers
- Translated requirements into polished, high-level designs

EDUCATIONAL HISTORY

HGFZ Graduate Center
Masters in Project Management | Jan 2013 - Dec 2014
- Studied project planning, coordination, and ethics
- Worked with various startups on launching new apps and services

DePaul University
BA Product Design | Dec 2008 - Dec 2012
- GPA: 3.26
- Minor in Management
- Thesis involved studying several technology companies and optimizing their product design process
Darby Short | Curriculum Vitae

**Education**
DePaul University
Bachelor of Arts in Psychology
GPA 3.99/4.0, Honors Program

**Awards**
- Doctoral and Undergraduate Opportunities for Scholarships Award, DePaul University
  - Nov 2018
- 2017 FYP Writing Showcase Award, DePaul University
  - May 2017
- Marianne Fell Rudman Outstanding Senior Award, Highland Park High School
  - May 2016
- The Alicia Mugica Merit Award, Highland Park High School
  - May 2016
- Tim Conway Theatre Award, Highland Park High School
  - May 2016
- 2016 National Spanish Examination Premio de Oro, Highland Park High School
  - May 2016
- 2016 National Spanish Exam Senior Scholarship, Highland Park High School
  - May 2016
- 2015 National Spanish Examination Premio de Oro, Highland Park High School
  - May 2015

**Research Experience**

**M-Body Laboratory, Northwestern University**
Chicago, IL
Research Assistant
- Nov. 2019 – Present
  - Participate in recruiting, screening, enrolling, and following-up with participants in an 8-week long mindfulness intervention
  - Develop manuals and newsletters

**Child Health & Obesity Intervention through community Engagement Lab, DePaul University**
Chicago, IL
Research Assistant
- March 2018 – Present
  - Lead parent phone interviews to evaluate school meal programs
  - Administer assessment BRIEF on children’s impairment of executive function to parents in spanish
  - Co-author a paper titled “A systematic review of food insecurity and physiological health outcomes in early childhood”
  - Assist the school Lunchroom Intervention to collect data on how much of the free lunch offered at school children consume
  - Translate IRB approved materials to spanish to communicate better with participating parents

**Culture and Evidence-Based Practice Lab, DePaul University**
Chicago, IL
Team Leader / Research Assistant
- Sept. 2016 – 2019
  - Act as school liaison in project AIM in various Chicago public schools to administer the program Act and Adapt to children at risk for depression
  - Assess Diagnostic Interview schedule for children (DISC) to evaluate children’s depressive symptoms
  - Collect and enter data of DISC interviews, Act and Adapt groups, parental meetings, demographics, and other scales related to depression into SPSS and ASEBA
• Assist therapy group sessions that aim to provide primary and secondary control skills to middle-school students in Chicago Public Schools
• Prepare poster presentations on the interplay between depression and the Latinx-Youth
• Assist as daily leader to accomplish daily tasks and train new lab members

Summer Research Opportunity Program, Northwestern University
Research Assistant
• Co-author a paper titled “Eating disorders as a form of non-suicidal self-injury”
• Prepare poster presentation on eating disorders as a form of NSSI
• Participate in weekly workshops about professional poster presentations, journal writing, and graduate school applications
• Assist trauma-sensitive trainings at the center of childhood Resilience (CCR)

Arnold L. Mitchem Fellowship, DePaul University
Fellow
• Attend weekly seminars on how to conduct research including annotated bibliography and literature review
• Participate in study abroad program on international careers in London, UK
• Publish a paper titled “Parental involvement, immigration, and multilingualism in the US education system” in the Arnold Mitchem Fellows Program undergraduate research journal

Nuestro Center
Project Coordinator / Research Assistant
• Develop and administer Homework club program satisfaction surveys for parents and children
• Lead parent focus groups to evaluate Homework club program satisfaction
• Enter and analyze Homework club satisfaction data
• Report data for funding requests

Bilingualism and Psycholinguistics Research Group, Northwestern University
Research Assistant
• Interview participants for a graduate student’s project
• Operate MATLAB scripts to collect data on participants’ perception of emotion when spoken to in native language vs. foreign language or Caucasian face vs. Asian face
• Administer LEAP-Q to participants to collect demographic information
• Attend lab meetings to experience Northwestern’s mentor-based program and to learn about the different projects occurring in the lab

Related Experience
Willow House
Psychology Volunteer
• Co-lead groups of grieving children and families in art and movement activities to aid the grieving process
• Assist facilitators with intakes of information about new families to provide them with services
• Lead monthly art and movement activities for grieving children ages 2-5
• Help organize and run fundraisers, such as the walk to Remember & 5K Run for Hope
• Plan and lead summer events, such as summer Dance program
Division 45 Chapter, DePaul University  
Founding Member  
March 2018 - Sept. 2018
- Co-lead the Internships and Research opportunities committee
- Compile lists of research opportunities related to psychology of culture, race, ethnicity in chicago area
- Spread information about research opportunities available

Nuestro Center  
Volunteer  
Highwood, IL  
March 2018 - June 2018
- Tutor children (1st – 5th grade) in math, reading, and writing to raise their grades over the course of a year
- Develop artistic activities for children to enhance their creativity

Statistics Tutoring, DePaul University  
Tutor  
Chicago, IL  
Sept. 2017 - Nov. 2017
- Tutor college students in statistics Levels I and II to raise their exam scores
- Create study guides for students to provide them with supplemental study materials

The Harold E. Eisenberg Foundation  
Junior Board  
Highland Park  
April 2016 - July 2016
- Create events that increase awareness of gastrointestinal cancer
- Help organize and run fundraisers, such as 4th of July parade

**Poster Presentations**
**Publications**


**Skills**

Fluent in Spanish and English
Proficient in Word, Powerpoint, Excel, SPSS
Confident in ASEBA and R coding language
Recommenda$$o$$ Letters
Asking for rec$$e$$mendation letters can be intimidating. But with good preparation and purpose, securing recommendation letters for graduate school is straightforward.

The best place to start securing strong letters is with your Classes, particularly if you are a first-year or second-year student. A great strategy is to take multiple classes with the same professor(s) that you continue to learn from during class. Through this repetition, you will begin to build a relationship with the professors, which will allow them to write about you with depth. In addition, building this relationship may lead to you participating in other undergraduate research or internship opportunities that they may offer or know about, so take time to create a strong network through your coursework.

As you take classes during your first, second, and third year, you will begin to accumulate experiential learning experiences inside and outside of the classroom where you will be building Professional Relationships. Some of these experiences will be with faculty from your classes; some of the relationships will be completely new. For example, you may decide to partake in an independent study with a faculty member after taking their standard class offerings, or that same faculty member may serve as a recommender for a summer undergraduate research experience at another institution with a new faculty member. Whether new or not, every curricular and co-curricular activity you participate in is another moment in your academic and professional journey where you are building on the foundation of your network.

Upon completing your third year, and the summer before starting your senior year, you will need to examine your support network and prepare to ask potential recommenders if they can write you a strong letter of recommendation. After participating in multiple curricular and co-curricular experiences with these individuals, this task should be easy and expected because you have been talking with them throughout your studies over the last three or so years. If you sense any hesitation or there is an underlying conflict, when asking for a letter, consider contacting a new potential

WHAT MAKES GREAT RECOMMENDERS?

They know you well. Your ideal recommenders know you on a personal, academic, and professional level.

They mention diverse achievements. Most schools will ask for 2 or more letters and this is an opportunity to ask each to emphasize different aspects of your personality and achievements.

They teach in your field of interest. This is not a requirement, but can help them speak to your future performance.
recommender who can write you a strong letter without hesitation. You will need between three to four letters of recommendation for each graduate program application.

Once your potential recommenders have agreed to write you a strong letter, you will need to collect and share some content with them before the recommendation letters are due. You can combine this content into a binder that you can deliver to each recommender. In this binder, you should have

1. A list of the **Programs** you are applying to, how to submit, and due dates,
2. Your **Resume / CV**
3. Your **Personal Statement** (or statements of purpose), and
4. **Writing Samples** that you may use in your applications.

The binder should make writing the recommendation letter easier, so feel free to include any additional content you think will help your recommender write a strong letter.

After you have shared your binder with your recommender and upon them submitting their letters, take the time to say thank you to your recommender. Saying thank you does not mean you have to, or should, buy a gift. A simple thank you email or in person will suffice!

**Reflection Questions**

1. **Who are you going to ask?** Write a list of all of the potential people you may ask for a letter of recommendation. What do they know about you? What skills, accomplishments, or projects can they speak to? What do you want your grad school committees at your chosen schools to know about you from your letters of recommendation that they might not be able to know from other pieces of your application? Taking the time to think through these kinds of questions can ensure you select individuals who can best speak to you and your qualifications.

2. **How are you going to ask?** Approaching your recommenders can feel like overwhelming, but maintaining relationships throughout your four years can help you feel more comfortable. If it is someone you still have access to on-campus, swinging by their office hours or setting up a time to get coffee can be a great, low-anxiety way to get your foot in the door. If you are unable to meet up with this person face-to-face, a video meeting, a phone call, or a well-written email are other ways to ask for letters of recommendation. If you’re worried about asking, practice asking in the mirror or with a friend.
Taking The GRE

Taking the GRE (Graduate Record Examinations) can be a daunting part of the application process. It may have been a while since you’ve taken a standardized test like this, and you may be unfamiliar with the process. When checking the requirements for your target schools’ applications, be sure to note if they require the GRE, the MCAT (medical school), LSAT (law school), GMAT (business school), or any of the GRE subject tests. There are six GRE Subject Tests designed for students that have majored or studied extensively in one of these subject areas (Biology, Chemistry, Mathematics, Physics, Psychology, and Literature in English).

Studying For The GRE

Studying for the GRE is just as much a part of the GRE process as taking the test itself. It’s important not to go too crazy, but it’s also important to be prepared and know what you’re getting into. There are many resources and books you can purchase or borrow to help you prepare.

From the DePaul Library:

Academic libraries generally don’t buy [test prep materials]. We and other I-Share libraries may have a very limited selection of older editions, which you find by searching in the library catalog. If you are committed to taking one of these exams, purchasing your own, current edition of a test review book is a wise investment towards a good score.

The Chicago Public Library has a much more extensive collection of test prep materials. Once you have a Chicago Public Library Card, you can go online and use their library catalog to request any of these items be held for you at the location of your choice.

Test prep materials can help you get a feel for the kinds of questions you will be asked, and help you brush up on material you may not have studied lately. Older editions and textbooks can also often be found online, free of charge.

Practice Tests

When you sign up to take the GRE at ets.org/gre you will be given access to two practice tests. These tests will be in the verbal reasoning and quantitative reasoning sections, and are timed just as the GRE is. Taking these practice tests at strategic intervals can help you identify any weak spots in your preparation.
The Day Of The Test

The day of the test. After all of that studying and preparing, you’ve made it to test day. You can do it! If you have test anxiety or are worried about the day of the GRE in general, here are some tips for the day of and the days leading up to it, to help you be your best and put your mind at ease.

Travel to the test center the previous day. Visiting the test center a day or two before you take the test can help to alleviate a lot of nerves. Knowing exactly where you’re going, and how long it will take you to get there, will help you be better prepared the day of the test and give you one less thing to worry about.

Stop studying! Unlike regular college exams, the GRE is not a test you can cram for. The day before the test, stop studying, and give your brain a break. Last minute studying won’t make you any more prepared, it will only build up the pressure.

Do something physical. While the GRE is meant to test your knowledge and problem solving skills, the act of taking the actual test is still a very physical one. If you have time on the morning of test day, do some physical exercise or yoga to get your body and brain ready for the test, but don’t excercise to the point of exhaustion.

Have a good breakfast. Eat a healthy breakfast that will give you power throughout the test. Bring a snack for the break if you think you will want it. Some brain foods that you can easily bring are: almonds, berries, bananas, carrots, or a granola bar.

Skip questions. Remember that all questions on the GRE are worth the same amount, so don’t waste time on hard questions. Give it your best guess, flag it for review, and come back to it.

Take a deep breath. Never underestimate the power of a few good deep breaths. Remember you have prepared for this test, and you’re ready to give it your best shot. If you feel yourself getting anxious or distracted, take a few deep breaths to get back on track.

GRE SUMMER CLASSES

The summer between your junior and senior year can be a great time to get a head start on preparing for the GRE.

If you are interested in taking formal, summer classes at DePaul, email Student Support Services, the Arnold Mitchem Fellows, or the MacNair Scholars to apply for GRE to apply.
TRANSCRIPTS

When applying for graduate school, the application will ask for your **Unofficial** transcript. Unofficial transcripts are printed on plain paper, and do not have a college seal or registrar’s signature. It is record of your academic performance, and unlike an official transcript, cannot be used to transfer to another college or university. Unofficial transcripts are for the student’s use, and are free and easy to access through Campus Connect while you are completing your applications. Follow the steps below to access your unofficial transcript.

**ACCESSING YOUR UNOFFICIAL TRANSCRIPT**

1. Log into Campus ConnectLog into Campus Connect just as you would to access your degree progress sheet, or to register for classes. Sign in with your campus connect username and password at campusconnect.depaul.edu

2. Select Academic Records. On the student homepage, select Academic Records

3. Select View Unofficial Transcript. From the left-hand vertical menu, select View Unofficial Transcript.

4. Submit and Download. Under Report Type, click the drop down arrow to select Unofficial Transcript if it is not already selected. Submit form request with the green button on the right that says Submit. This will begin the automatic download process and save your document as a PDF. You must have pop-ups enabled.

**A Note About Official Transcripts**When you have been accepted and have selected a school you will need to send them your official transcript. Follow your graduate school’s mailing instructions, and send your official transcript by selecting Request Official Transcript from the left-hand menu in Step 3. You can request up to 10 transcripts each year at no cost.
**Writing Samples**

Some grad schools may ask you to submit a writing sample with your application. The writing sample requirement is an opportunity for admission committees to get to know you and your research interests, and is an opportunity for you to demonstrate your ability to think critically and express your ideas in writing.

The length requirements for your writing sample may vary from school to school, but typically fall in the 10-20 page range. Some schools specifically ask that this writing sample be one full piece of work, other schools may give you the opportunity to include multiple smaller writing pieces that amount to the full length. Know what the requirements are for length and style to be sure you are selecting the best representation of your work.

If you have an academic paper that you have written in the academic field you are applying for, you can use this for your writing sample. Be sure to re-read and edit this paper with fresh eyes; it may have been a while since you’ve written it, and you want it to be your best work. If you do not have a paper that meets the requirements for a school, you will have to write one from scratch.

Here are a few things to think about when working on the writing sample portion of your grad school application:

- **Content** When applying for graduate school, you are not only trying to sell a school ion your personality and skills, but on what you can contribute academically and in terms of scholarship. Selecting a writing sample that not only demonstrates how well you write, but how well you would fit into a certain program and a certain research culture is the difference between a good writing sample and a great one.

- **Length** Like with your personal statement, just because a school provides a maximum length, doesn’t mean you have to reach it. A paper that meets the length requirement (whether the bottom or the top end of the range) but doesn’t try to fill space with extra “fluff” is a stronger submission than one that tries to meet the maximum length requirement just because.

- **Proofread Proofread Proofread** Be sure to read and re-read your writing sample before submitting it. It is a good idea to have multiple second readers to offer you feedback throughout the writing process, such as a friend, professor, or tutor at the UCWbL. Finally, double check each target school’s requirement, and if you are using different samples for different programs, be sure you are submitting the correct one.
**Resources At DePaul**

There are many resources on campus that can support you with your graduate school application, but there are also just as many resources and opportunities that you can make the most of all four years at DePaul that can help prepare you for grad school and help you really shine in your application. Feel free to review the DePaul Co-Curricular Programs and Services guide posted on the CAA website.

**Graduate School Preparation Programs**

Alumni Sharing Knowledge | Originally created in the mid-1990’s, DePaul’s Alumni Sharing (ASK) network started as an information resource for students seeking a jumpstart in their career development. You can also use the ASK network to learn more about graduate schools, and potential post-grad opportunities

Student Support Services (SSS) | TRIO students have access to advisors who assist with their academic planning, career development, and financial aid. TRIO SSS staff provides tutoring and supplemental instruction to strengthen academic performance and facilitates mentorship connections between students and alumni to develop and refine future education and career plans.

Legal Trek | LegalTrek is a summer program designed to provide a hands-on, comprehensive overview of the legal profession to diverse college students. LegalTrek meshes traditional legal learning with opportunities to build legal skills. For students interested in law school, this program can help prepare and support students in that transition.

Rising STEM Scholars Program | CSH has created the Rising STEM Scholars Program to support the academic success, persistence, and retention of first-generation, underrepresented, and transfer first-year STEM majors. This program aims to create a learning community that connects first-year STEM majors to resources, student organizations, and peer mentors who will provide advice on navigating the system and encourage them to seek and use university resources, as well as provide opportunities for research and professional development.
Center For Access And Attainment

Arnold Mitchem Fellows Program | The Arnold Mitchem Fellows Program (AMF) serves first-generation, low-income, and underrepresented sophomores planning to attend graduate school and pursue a research career.

Participation in the program is an academic, yearlong commitment. The program provides students with guidance to develop a strong support network on campus (e.g., with faculty and peers involved in academic activities) in addition to funding to attend academic conferences, all of which are critical for building awareness of graduate school and research careers.

McNair Scholars Program | The McNair Scholars Program is designed to build knowledge and skills, improve educational planning and decision-making, and expand participants’ horizons and community to enable them to be competitive candidates for graduate study with the goal of completing doctoral degrees.

The program involves participants in a specialized curriculum and set of activities including seminars, coursework, faculty-supervised research, tutoring and field experiences to develop their knowledge and skills and foster the commitment needed to pursue doctoral studies and a career of university-level teaching and research. Students also participate in faculty mentoring, build academic networks with professors at DePaul and other institutions, and receive the resources and support to study and conduct research abroad.

Student Support Services | TRiO’s mission is to help motivated students earn a college degree. TRiO employs early intervention and communication with students and outreach to faculty and staff to provide needed academic supports.

TRiO students have access to advisors who assist with academic planning, career development, and financial aid. TRiO SSS staff provides tutoring and supplemental instruction to strengthen academic performance and facilitates mentorship connections between students and alumni to develop and refine future education and career plans.

Students build and expand skills necessary for a successful education at DePaul and beyond. Students learn how to plan and make decisions about all aspects of the DePaul experience and beyond through peer mentoring, cultural events, personal counseling, and advising. Students create connections inside and outside the DePaul community to enrich the college experience and prepare for career success.
Research Opportunities

Summer Undergraduate Research Grant (SURG) | SURG is a program sponsored by the College of Liberal Arts and Social Sciences to encourage mentored student research. The SURG program awards financial support to undergraduate students in support of their research, scholarly, or creative projects to be completed over the summer. The program offers students the opportunities to design a project and develop a proposal for competitive review.

Undergraduate Research Fund (URF) Program | The Undergraduate Research Fund (URF) Program was created to support DePaul undergraduate students by reimbursing the expenses incurred for participation in scholarly meetings to which they have been invited to share their research or creative work. The URF provides funding for registration, travel and accommodation only. The URF is available to students whose primary major is in the College of Liberal Arts and Social Sciences.

Undergraduate Research Assistant Program (URAP) | The Undergraduate Research Assistant Program (URAP) affords undergraduate students a distinctive opportunity to become actively involved in the planning and implementation of scientific research and in the dissemination of knowledge internal and external to the university community. This opportunity contributes to the students’ overall academic experience. It more effectively prepares those students intending to pursue graduate or professional studies, as well as for those pursuing careers in which they are required to develop and conduct similar projects.

Undergraduate Summer Research Program (USRP) | The Undergraduate Summer Research Program of the College of Science and Health grants financial awards to undergraduate students in the support of summer research projects undertaken in collaboration with a faculty member. The program offers a complement to the typical classroom experience by giving students an opportunity to design a project, develop a proposal for competitive review, work closely with a faculty mentor on the project, and prepare results for presentation at the annual Natural Science, Mathematics and Technology Showcase in November as well as DePaul Discoveries, the college’s undergraduate research journal.

CAA Lab Research | The CAA Lab provides co-curricular educational internships where students receive transformative research training to introduce them to academic research methods and practice. Through this experience, participants become aware of research possibilities on campus and learn how to become competitive for acceptance into research projects in faculty labs. This experience improves the likelihood of participants to starting on their research and career interest earlier in their college transition.
DePaul/Rosalind Franklin University of Medicine and Science Summer Research Program  
DePaul University and Rosalind Franklin University of Medicine and Science (RFUMS) are co-sponsoring a summer (roughly from mid-June to early September) internship program for eligible DePaul students. Students will be matched with faculty at RFUMS in North Chicago, Illinois. RFUMS has a number of excellent research programs in biomedical sciences including Microbiology, Virology, Cell Biology, Physiology, Structural Biology, Pharmacology and Neuroscience.

Doctoral & Undergraduate Opportunities for Scholarships (DUOS - CSH)  
DUOS is a student-based research opportunity blending energy and skills between doctoral graduate and undergraduate programs in Psychology in the College of Science and Health (CSH) at DePaul University. This program enables DePaul undergraduates to do research or other creative activities with the guidance of a graduate student mentor.

Doctoral & Undergraduate Opportunities for Scholarships (DUOS - LAS)  
Like DUOS CSH, this sister program has a dual focus, permitting undergraduate majors in the Philosophy Department to participate in research under the supervision of doctoral student mentors, readying them for future scholarship, and, at the same time, affording our doctoral students the opportunity to work closely with our department’s advanced undergraduate majors.